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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
WORK SESSION, FY-2023 CAPITAL BUDGET (Part 2)
HYBRID VIA MICROSOFT TEAMS

AUGUST 24, 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

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1 PROCEEDINGS

2 CHAIRWOMAN SCOTT: Good evening, this is

3 Chairwoman Makeda Scott. I now reconvene the

4 meeting of the Board of Education of Baltimore

5 County for Tuesday, August 24th, 2021. I invite

6 you to recite the pledge of allegiance to the

7 flag to be led by Mr. Thomas. We will then have

8 a moment of silence in recognition of those who

9 have served education in Baltimore County.

10 (Pledge of Allegiance.)

11 (Moment of silence.)

12 Thank you, Mr. Thomas.

13 Tonight's board of education meeting is

14 being held both in person and by phone by board

15 members, and streamed on line through Microsoft

16 Teams and broadcasted through BCPS TV, Comcast

17 Infinity Channel 73, Verizon FiOS Channel 34.

18 In order to efficiently conduct this

19 meeting, all voting items this evening will be

20 done by rollcall vote.

21 The first item on the agenda is the

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1 consideration of the August 24th agenda.
 2 Dr. Williams, are there any additions or changes
 3 to tonight's agenda?
 4 DR. WILLIAMS: I'm not aware of any
 5 additions or changes to tonight's agenda.
 6 MS. MACK: Ms. Mack, I have a motion.
 7 CHAIRWOMAN SCOTT: Yes, Ms. Mack?
 8 MS. MACK: I move to add a discussion on
 9 the opening of schools as the item immediately
 10 following Item N on the agenda.
 11 MS. HENN: Second.
 12 MR. KUEHN: Second, Kuehn.
 13 CHAIRWOMAN SCOTT: Okay, so it was moved
 14 and seconded. Could you repeat that motion
 15 please, because I don't see it, or email it so I
 16 can have it?
 17 MS. MACK: I move to add a discussion on
 18 the opening of schools as the item immediately
 19 following Item N on the agenda.
 20 CHAIRWOMAN SCOTT: Okay, so that's been
 21 moved and seconded. However, I'm not sure it's a

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1 proper motion to bring to the floor because
 2 Item N is on the opening of schools.
 3 MS. MACK: May I speak to my motion?
 4 CHAIRWOMAN SCOTT: Yes please.
 5 MS. MACK: Item N has only allotted ten
 6 minutes. If each board member asks two minutes
 7 of questions that would be 24 minutes. And I
 8 know that the Board held a special meeting on
 9 August 3rd to discuss issues related to the
 10 opening of schools; however, since that time
 11 Baltimore County's seven-day average for new
 12 COVID cases has increased by almost 380 percent
 13 since the start of the month and today the county
 14 executive declared a state of emergency. So I
 15 think, our students are returning to buildings
 16 next week, and I think we need to have a robust
 17 discussion tonight.
 18 CHAIRWOMAN SCOTT: So you are correct,
 19 we did have a robust discussion on August 3rd,
 20 which was the reason why we had that so that
 21 board members could actually come and talk and

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1 ask questions, and we've been given updates and
 2 we're going to get an update, the third update
 3 actually, of the opening of schools. So I don't
 4 understand why we would have a redundant motion
 5 that would come to the floor when Dr. Williams,
 6 if I may ask, are some of the things that
 7 Ms. Mack just brought up already going to be
 8 discussed in the opening of schools that's
 9 already on the agenda.
 10 DR. WILLIAMS: Well, without knowing
 11 exactly what questions board members have,
 12 especially Ms. Mack, the intent was to provide
 13 some additional information as we did with update
 14 two and that first update. So there may be some
 15 time to respond to questions, but again, not
 16 knowing the specifics, it is our plan to provide
 17 the most current information that we have at this
 18 time.
 19 CHAIRWOMAN SCOTT: Okay, let's take a
 20 vote. Yes, you had a question, Mr. Thomas?
 21 MR. THOMAS: Yeah. Wouldn't it be

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1 better to just add more time to the new business
 2 session instead of --
 3 MS. MACK: I don't care how we do it as
 4 long as board members have an opportunity to ask
 5 questions that we are being asked or that we have
 6 ourselves.
 7 CHAIRWOMAN SCOTT: That's why we had the
 8 meeting on August 3rd.
 9 MR. THOMAS: Oh, and Dr. Williams, how
 10 long will your presentation last?
 11 CHAIRWOMAN SCOTT: Ten minutes.
 12 MR. THOMAS: Ten minutes for the
 13 presentation, so there wouldn't be any time for
 14 questions then.
 15 MS. MACK: That's why I made the motion.
 16 MR. THOMAS: Yeah, okay, so I guess I
 17 would support the motion then.
 18 CHAIRWOMAN SCOTT: Let me ask something.
 19 The whole time allotted is ten minutes, forgive
 20 me for that. How long is your presentation,
 21 approximately, of those ten minutes?

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1 DR. WILLIAMS: I'm able to shorten my
 2 presentation just to entertain the questions, but
 3 I believe some of what I'm sharing based on
 4 feedback I've heard from board members, I
 5 incorporated in my presentation. So again,
 6 without knowing the specificity, I've talked to
 7 several board members, I incorporated some of
 8 their questions in the presentation. But if
 9 there's some additional questions, we will be
 10 happy to entertain them and try to respond
 11 appropriately.

12 CHAIRWOMAN SCOTT: My only concern is
 13 that you shortening your presentation means, I'd
 14 rather hear more from the system as to what you
 15 all are doing and what's being accomplished as
 16 opposed to just questions from board members,
 17 because those questions can be asked and answered
 18 through email.

19 MS. MACK: I'd like to call the
 20 question.

21 CHAIRWOMAN SCOTT: Excuse me, I was

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1 talking. But I would rather hear from the
 2 system. So Ms. Gover, if we could take a
 3 rollcall vote please?

4 MS. HENN: Ms. Scott, may I speak to the
 5 motion that I seconded?

6 CHAIRWOMAN SCOTT: The question has been
 7 called. Ms. Gover, please go ahead. We're
 8 voting on the calling of the question.

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. I'm sorry, did
 10 you get Ms. Rowe?
 11 MS. GOVER: It was a no from Ms. Rowe.
 12 CHAIRWOMAN SCOTT: Okay, thank you. So
 13 the question was called, so now we're voting on
 14 the motion, and the motion which was moved by
 15 Ms. Mack we, I move to add a discussion on the
 16 reopening of schools as the item immediately
 17 following Item N on the agenda, and it was
 18 seconded by Ms. Henn, thank you for that. If we
 19 could do a rollcall vote on that?
 20 MS. GOVER: Ms. Rowe?
 21 MS. ROWE: Yes.

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

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1 MS. SCOTT: No.

2 MS. GOVER: There are eight in favor.

3 CHAIRWOMAN SCOTT: Okay, so the motion

4 carries.

5 Okay. So the motion, and I have the

6 language here, has been added, and she asked for

7 it to be added as Item N as in Nancy. There you

8 go. Okay.

9 MS. JOSE: Ms. Scott, may I make a

10 comment please?

11 CHAIRWOMAN SCOTT: Yes, Ms. Jose?

12 MS. JOSE: Since the motion was added

13 and we are discussing it as Item N, which is

14 opening, there's no time allocation for her item

15 either, so it's kind of redundant at this point

16 because it could be 32 minutes. Anyway, thank

17 you.

18 CHAIRWOMAN SCOTT: Thank you. Okay, so

19 the revised agenda motion has been processed, the

20 revised agenda is approved. All right.

21 Earlier this evening the Board met in

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1 closed session pursuant to the Open Meetings Act

2 for the following reasons: To one, discuss the

3 appointment, employment, assignment, promotion,

4 discipline, demotion, compensation, removal,

5 resignation or performance evaluation of

6 appointees, employees or officials over whom it

7 has jurisdiction or any other personnel matter

8 that affects one or more specific individuals;

9 and nine, conduct collective bargaining

10 negotiations or consider matters that relate to

11 the negotiations. The minutes of the closed

12 session and informal summary can be found on

13 BoardDocs under this board meeting agenda date.

14 The next item on the agenda is personnel

15 matters and for that I call on Ms. Anderson.

16 DR. WILLIAMS: Madam Chair, I would like

17 to welcome our new chief of HR, Ms. Anderson, and

18 joining her this evening is Maria Lowry to do the

19 report.

20 CHAIRWOMAN SCOTT: Welcome, thank you.

21 (Applause.)

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1 MS. LOWRY: Good evening, Chairwoman

2 Scott, Vice Chairwoman Henn, Superintendent

3 Williams and members of the board. I would like

4 the Board's consent for the following personnel

5 matters: Termination, retirements, resignations,

6 and Central Area Advisory Council Appointments.

7 CHAIRWOMAN SCOTT: Do I have a motion to

8 approve the personnel matters as presented in

9 Exhibits D-1 through D-4?

10 MS. MACK: So moved, Mack.

11 MS. CAUSEY: Second, Ms. Causey.

12 CHAIRWOMAN SCOTT: Thank you. Is there

13 any discussion? Okay, Ms. Gover -- oh yes,

14 Mr. Thomas?

15 MR. THOMAS: I would just like to say

16 I'm glad that a student member has joined, or is

17 possibly going to join from Dulaney High School,

18 is joining the central advisory council.

19 CHAIRWOMAN SCOTT: Thank you.

20 MS. MACK: Ditto.

21 CHAIRWOMAN SCOTT: Thank you.

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1 Ms. Gover, may I have a rollcall vote please?

2 MS. GOVER: Ms. Rowe?

3 MS. ROWE: Yes.

4 MS. GOVER: Ms. Causey?

5 MS. CAUSEY: Ms. Mack?

6 MS. MACK: Yes.

7 MS. GOVER: Mr. McMillion?

8 MR. MCMILLION: Yes.

9 MS. GOVER: Ms. Jose?

10 MS. JOSE: Yes.

11 MS. GOVER: Ms. Henn?

12 VICE CHAIR HENN: Yes.

13 MS. GOVER: Mr. Thomas?

14 MR. THOMAS: Yes.

15 MS. GOVER: Mr. Offerman?

16 MR. OFFERMAN: Yes.

17 MS. GOVER: Ms. Pasteur?

18 MS. PASTEUR: Yes.

19 MS. GOVER: Dr. Hager?

20 DR. HAGER: Yes.

21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.

2 MS. GOVER: Ms. Scott?

3 CHAIRWOMAN SCOTT: Yes. Thank you.

4 The next item on the agenda is

5 administrative appointments and for that I call

6 on Dr. Williams.

7 DR. WILLIAMS: Madam Chair and members

8 of the Board, I'm bringing forth the following

9 administrative appointments for your approval,

10 there are five:

11 Director of communications, Department

12 of Communications and Community Outreach;

13 assistant principal, Pikesville Middle School;

14 assistant principal, Red House Run Elementary

15 School; senior operations supervisor, building

16 security and life safety, Office of Facilities

17 Support; and assistant manager, facilities

18 maintenance, Office of Facilities Support

19 Services.

20 CHAIRWOMAN SCOTT: Do I have a motion to

21 approve the administrative appointments as

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1 presented in Exhibit E -1?

2 MS. PASTEUR: So moved, Ms. Pasteur.

3 CHAIRWOMAN SCOTT: Do I have a second?

4 MR. OFFERMAN: Second, Offerman.

5 CHAIRWOMAN SCOTT: Thank you. Any

6 discussion? Okay, may I have a rollcall vote

7 please?

8 MS. GOVER: Ms. Rowe?

9 MS. ROWE: Yes.

10 MS. GOVER: Ms. Causey?

11 MS. CAUSEY: Yes.

12 MS. GOVER: Ms. Mack?

13 MS. MACK: Yes.

14 MS. GOVER: Mr. McMillion?

15 MR. MCMILLION: Yes.

16 MS. GOVER: Ms. Jose?

17 MS. JOSE: Yes.

18 MS. GOVER: Ms. Henn?

19 VICE CHAIR HENN: Yes.

20 MS. GOVER: Mr. Thomas?

21 MR. THOMAS: Yes.

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1 MS. GOVER: Mr. Offerman?

2 MR. OFFERMAN: Yes.

3 MS. GOVER: Ms. Pasteur?

4 MS. PASTEUR: Yes.

5 MS. GOVER: Dr. Hager?

6 DR. HAGER: Yes.

7 MS. GOVER: Mr. Kuehn?

8 MR. KUEHN: Yes.

9 MS. GOVER: Ms. Scott?

10 CHAIRWOMAN SCOTT: Yes.

11 Thank you, the motion carries.

12 Dr. Williams?

13 DR. WILLIAMS: Our appointments are in

14 alphabetical order:

15 We have David W. Glassman as the

16 assistant manager, facilities maintenance, in the

17 Office of Facilities Support Services and

18 Maintenance. He brings to us 15.6 years of

19 experience in Baltimore County. Congratulations,

20 Mr. Glassman.

21 (Applause.)

Page 21

1 Our next appointment is Anthony W.

2 Jackson as assistant principal at Pikesville

3 Middle School. He brings 22.1 years of service

4 in Baltimore County. Congratulations, Anthony W.

5 Jackson.

6 (Applause.)

7 Next we have Patrick B. Jenkins, senior

8 operations supervisor, building security and life

9 safety, Office of Facilities Support Services and

10 Maintenance. He brings 6.5 years of experience

11 in Baltimore County. Congratulations,

12 Mr. Jenkins.

13 (Applause.)

14 New to Baltimore County Public Schools

15 is Ashley N. Manger as assistant principal at Red

16 House Run Elementary School. She's coming from

17 Harford County Public Schools where she has

18 served as a classroom teacher for over 11 years.

19 Congratulations, Ms. Manger.

20 (Applause.)

21 And our last candidate, we want to

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1 welcome her to Team BCPS, Gboyinde Onijala as the
 2 director of communications in the Department of
 3 Communications and Community Outreach. She
 4 brings 11 years of experience from Montgomery
 5 County, as well as the Community Bridges
 6 Corporation, so we welcome Ms. Onijala.
 7 (Applause.)
 8 That's it.
 9 CHAIRWOMAN SCOTT: Thank you, and
 10 welcome to everyone.
 11 Our next item is public comment. This
 12 is one of the opportunities the Board provides to
 13 hear the views and receive the advice of
 14 community members. The members of the board
 15 appreciate hearing from interested citizens. As
 16 appropriate, we will refer your concerns to the
 17 superintendent for followup by his staff. The
 18 Board will conduct the public comment portion of
 19 the meeting by allowing those who registered to
 20 speak to attend in person. Registration was open
 21 to the public one week prior to tonight's board

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1 meeting and was closed at three p.m. yesterday
 2 for wishing to speak at this evening's meeting.
 3 Board practice limits to ten the number
 4 of speakers at a regularly scheduled board
 5 meeting. Speakers were selected randomly using
 6 an electronic selection process from all
 7 registrations received within the designated
 8 timeframe. Each speaker is allowed three minutes
 9 to address the Board. Of course if fewer than
 10 ten registrations are received, all who
 11 registered will be permitted to speak. However,
 12 no speaker substitutions will be allowed.
 13 While we encourage public input on
 14 policy, programs and practices within the purview
 15 of this Board and this school system, this is not
 16 the proper forum to address specific student or
 17 employee matters or to comment on matters that do
 18 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 It is the practice of this Board to
 19 allow elected officials to provide their comments
 20 to the Board, so the first to speak is Senator
 21 Charles Sidnor.

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1 SENATOR SIDNOR: Good evening,
 2 Superintendent Williams, Chair Scott and all
 3 board members. Before I get into my testimony I
 4 want to wish everyone, our staff, teachers and
 5 students a safe and successful school year. As
 6 some of you know, I have three daughters that
 7 attend this school system. My wife and I have
 8 done a pretty good job of keeping them COVID
 9 free, but when they attend school beginning next
 10 week, we're just hoping and praying that that
 11 stays the same, so I do thank you all for
 12 insuring that we're going to be wearing masks
 13 going into this.
 14 With that, the responses captured and
 15 documented by Cannon Design within the final
 16 recommendations captures the best of Baltimore
 17 County. It demonstrates that the county
 18 stakeholders care about equity throughout the
 19 entire county and that stakeholders desire that
 20 students' needs are met countywide. This is
 21 apparent when you review stakeholder responses

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1 and as indicated in the results compiled by
 2 Cannon Design.
 3 The data presented clearly states that
 4 27 percent of the respondents agree, and 64
 5 percent strongly agree that resources should be
 6 allocated to benefit as many students as
 7 possible. In other words, 91 percent of the
 8 respondents agree or strongly agree that we have
 9 a capital plan to benefit all in our communities.
 10 Additionally, when asked what the
 11 longest a student should go without major
 12 building renovations and anticipation of
 13 receiving a replacement school, the majority
 14 responded, 49 percent of those responding thought
 15 that five years should be the ceiling, and 22
 16 percent responded ten years should be the
 17 ceiling. To be clear, 71 percent of our
 18 respondents suggested a timeframe not to exceed
 19 ten years. Ten percent of the respondents
 20 believed 15 years was the right time period so a
 21 vast majority, we're talking about 82 percent of

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1 the respondents, preferred a timeframe of no more
 2 than 15 years.
 3 Also worth noting, a substantial
 4 majority of the respondents, 91 percent felt that
 5 every student should have a seat inside of a
 6 building, not in a relocatable classroom or
 7 modular building but a permanent structure, and
 8 why does this matter? While the study paints a
 9 compelling picture demonstrating that Baltimore
 10 County's needs outweighs current capital
 11 improvement planned budget options, it also
 12 paints a picture that this county's stakeholders
 13 want to insure our children's needs throughout
 14 the whole county are addressed equitably. The
 15 July 13th presentation persuades me to
 16 unequivocally support the MYIPAS recommendations.
 17 The recommendations widely put forth a capital
 18 improvement plan that provides a long-range
 19 capital roadmap for all 170 Baltimore County
 20 Public Schools campuses. The recommendations
 21 allow us to stay in budget while addressing the

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1 assessed capital needs of each campus and
 2 provides an equitable distribution of resources
 3 within a reasonable timetable, accomplishing each
 4 capital improvement need within 15 years that's
 5 predictable and data driven, while maximizing
 6 state funding that's available for our schools.
 7 That is a win for everyone. MYIPAS
 8 recommendations if enacted will produce the
 9 greatest benefit for the greats number of people
 10 throughout Baltimore County for decades to come.
 11 I have at least 17 schools whose capital
 12 needs would be changed or deferred if the Board
 13 were to accept the tradeoff and ignore the MYIPAS
 14 recommendations so I urge you to stick with the
 15 recommendations obtained. I will be sure to make
 16 certain that I email my statement tonight for
 17 your own records. Thank you very much.
 18 CHAIRWOMAN SCOTT: Thank you. Next we
 19 have Delegate Eric Ebersole.
 20 MR. EBERSOLE: Thank you, Madam Chair
 21 and members of the Board, I appreciate the

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1 opportunity to speak to you. I want to commend
 2 all of you for your service. My goodness, people
 3 take these jobs and look for these jobs because
 4 they want to do good, and you do it for what only
 5 can be called a modest stipend at best, and I
 6 know that the reason that you're here is because
 7 you want to do what is best for the students of
 8 Baltimore County, and I commend you for that.
 9 The greater good of the students is the most
 10 important thing, many would say that your job is
 11 to be looking out for the greater good of their
 12 education and it certainly is, but that's not
 13 all.
 14 Their health is at stake too. Each day
 15 they go to school you worry about their health
 16 and their safety, and to that end I am grateful
 17 for your continuing willingness to pivot and be
 18 flexible in the face of COVID to make the best
 19 decisions in the interests of the health of our
 20 students and that includes, because I know
 21 there's been a great deal of pushback to you on

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1 this, the idea of requiring masks in your
 2 schools.

3 This is an easy one, you know this, I
 4 don't need to tell you guys but it needs to be
 5 said publicly, masks are inexpensive and
 6 effective in controlling the spread of COVID. If
 7 we have the run-up that we're having right now
 8 with COVID we need to respond to it and you are
 9 doing that, and so I'm here to affirm your
 10 decisions, not to tell you you've made the wrong
 11 ones, for certain.

12 You also hear people talk about trauma.
 13 I have a kindergartner who intends Baltimore
 14 Public Schools. He is so used to wearing a mask
 15 under any setting I can ask him to put on his
 16 mask and he does it without any trauma, it's like
 17 putting on a seatbelt to him, it's the thing he
 18 does that he's told to do keep himself and others
 19 safe. The kind of trauma I worry about is the
 20 trauma of seeing the student next to you in
 21 school out for two weeks because they have COVID,

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1 or seeing the school possibly shut down because
 2 of an outbreak, or having a family member sick
 3 with COVID and possibly feeling, because you're a
 4 pretty smart student, that you might have brought
 5 it home from school, and masks will protect us
 6 against that.

7 I stop at stoplights, I stopped at
 8 several when I drove here today. I do it for two
 9 reasons, one, I feel like running through the
 10 stoplight might endanger my safety and my life,
 11 it might also endanger the safety of lives of
 12 other people. Masks in school are our COVID
 13 stoplight and I encourage you to continue to be
 14 vigilant.

15 Now very soon we're going to have
 16 vaccines that are approved for students, we
 17 already have 16 to 18-year olds in our schools
 18 that can get vaccines now that are fully approved
 19 by the FDA. I expect that to go further. Now
 20 it's not finally your decision, health
 21 departments at the state level or the county

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1 level will have to recommend that students be
 2 vaccinated or receive a vaccine before they come
 3 to school, but when that time comes, and I
 4 predict it will be soon, I would very much hope
 5 that you would erect yet another stoplight for
 6 COVID by following that guidance and asking, or
 7 not asking but requiring, that all students be
 8 vaccinated before they come to a school building.
 9 There's precedence for this, it's not a new
 10 concept when we have a particularly dangerous
 11 health condition.

12 So take that into consideration but keep
 13 up the good work. Thank you all very much.

14 CHAIRWOMAN SCOTT: Thank you. So I now
 15 call on our stakeholder group leaders to speak
 16 and our first speaker is Dr. Bash Pharoan, and
 17 he's with the Central Area Education Advisory
 18 Council.

19 DR. PHAROAN: Good evening to all. The
 20 Central Area does not support the MYIPAS
 21 reduction in scope for Towson and Dulaney. The

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1 Board of Education has approved new buildings for
 2 the two schools, I recall in 2017. As you know,
 3 I have been sitting in this Board for almost two
 4 decades. I think we have been talking about
 5 rebuilding Towson and Dulaney too long. My
 6 memory of the past 20 years is that several of
 7 our school budget and maintenance and building
 8 officials told us, I remember clearly, that
 9 renovation costs more than rebuilding, renovation
 10 costs more.

11 So memory wise, the last renovation of
 12 Towson was in 1999 and there were delays and
 13 there were cost overruns. We cannot really make
 14 the same mistake one more time. I believe that
 15 these two schools are really too old. The system
 16 already has declared them to be too old. I
 17 bought my house in Timonium in 1981 and at that
 18 time I checked Dulaney and Red Street and Pot
 19 Spring. Dulaney was A-OK at that time; now 40
 20 years later, that school is really insufferable
 21 and needs to be replaced.

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1 One other issue with the current
 2 recommendation is that I think it will put
 3 communities against each other. Central Area and
 4 all other areas are all one family. The solution
 5 needs to be fixed in all and not really putting
 6 any community against each other.

7 I notice that the school system is
 8 serving meals three times a day. I think it's
 9 time to rebuild those two schools to appropriate
 10 21st Century so when we give meals we are taking
 11 care of the stomach, but the buildings inspire
 12 learning, safer, more effective, and the cost of
 13 renovation on the long run would be much higher
 14 than really replacing them. I really ask you to
 15 vote for replacement of Towson, Dulaney High
 16 Schools, Lansdowne and -- (time buzzer).

17 CHAIRWOMAN SCOTT: Thank you. Next is
 18 general public comment and our first speaker is
 19 Glen Geelhaar.

20 MR. GEELHAAR: Good evening. I'm Glen
 21 Geelhaar, I am a Republican candidate for House

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1 of Delegates in District 8. The flag I bring to
 2 you today is from a dear friend who served in
 3 Vietnam.

4 Dear Distinguished Board Members: The
 5 army who was entrusted with defending the Afghan
 6 citizens laid down their arms at the feet of
 7 their enemies without a fight. They were
 8 equipped with the most modern fighting tools to
 9 defend their country, received over 20 years of
 10 education regarding the benefits of living in a
 11 free democratic society, yet they chose to walk
 12 away.

13 In the days in the days that have
 14 followed the collapse of the Afghan government
 15 our televisions have been filled with horrifying
 16 images of desperate people falling to their
 17 deaths from a transport plane. How could this
 18 have happened? Why didn't the defenders of
 19 freedom stand and fight? My suspicion is that in
 20 their hearts they didn't have any love of their
 21 country, their government and were missing any

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1 feeling of patriotism.

2 In the spring of 2021 Brown University
 3 Professor Glenn Loury published an essay that
 4 makes the case that America is the land of great
 5 opportunity for all Americans. He underscores
 6 the importance of patriotism and love of country
 7 being taught in our schools. In light of the
 8 fall of Afghanistan, I urge you to answer
 9 Professor Loury's call, adopt a resolution to
 10 honor our many veterans and commit to include
 11 patriotic lessons in our kindergarten through
 12 12th grade curriculum. A similar resolution was
 13 adopted in the state of West Virginia.

14 May it be resolved that Baltimore County
 15 Public Schools recognize and include in the K-8
 16 curriculum an explanation of the importance of
 17 American holidays such as Martin Luther King
 18 Junior Day, Memorial Day, Juneteenth and Veterans
 19 Day.

20 May it also be resolved that students be
 21 taught the history and background of patriotic

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1 music, art, including famous memorials and
 2 paintings that celebrate America.

3 May it be further resolved that students
 4 be provided a clear explanation of the legal
 5 processes that are currently in place for an
 6 immigrant to become a legal citizen of the United
 7 States and provide an opportunity for them, our
 8 students, to take the civics portion of the U.S.
 9 citizenship naturalization test. I fear that if
 10 you do not act, the images that are filling our
 11 television sets in Afghanistan might actually
 12 take place in our own back yard.

13 Please, our future generations are
 14 counting on you. Remember, our kindergartners
 15 today are our defenders of freedom tomorrow.
 16 Thank you.

17 CHAIRWOMAN SCOTT: Thank you. Our next
 18 speaker is Carmelita Vogel. Excuse me, Carmita
 19 Vogel. Ms. Vogel?

20 MS. GOVER: Not here.

21 CHAIRWOMAN SCOTT: Okay. Our next

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1 speaker is Ms. Yara Cheikh.
 2 MS. CHEIKH: I can speak without my
 3 speech. Hello, my name is Yara Sheik and I am
 4 the PTSA president of Dulaney High School. Some
 5 of you may remember me because I have been before
 6 this Board since September of 2007 advocating for
 7 safer schools and replacements and renovations
 8 across this county for the past 15 years. In my
 9 role as PTSA president today, I'm asking the
 10 board to choose to replace Dulaney High School
 11 rather than renovate it. In 2016 the community
 12 came before you when a \$36 million renovation
 13 was; \$20 million of it was for central air
 14 conditioning.
 15 You have a proposal in front of you for
 16 a renovation at \$136 million and a new school at
 17 \$157 million; the difference is \$22 million. The
 18 community is wondering will that renovation be
 19 put forth in the form it is currently in at \$136
 20 million? If it is, that's fiscally irresponsible
 21 of any decision maker when a new school would

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1 cost 156 million, we know that, that's common
 2 sense. The renovation would take 56 months or 48
 3 months depending on the actions, in a new school
 4 the children would be in the school in 30 months.
 5 Our school has been advocating since
 6 2014 for a comprehensive solution. If you look,
 7 if a new school or replacement should be decided
 8 on a 15-year marker as MYIPAS says, well, Dulaney
 9 High School isn't looking to have a solution
 10 since the start of its request, or the money that
 11 was put forth in 2016 for 15 years with a
 12 renovation.
 13 I would like you to consider replacing
 14 Dulaney High School. I'd like you to consider
 15 keeping Dulaney High School on the same state
 16 capital budget request it's been on alongside
 17 Lansdowne High School and Towson High School
 18 since 2017. What you decided to do at Lansdowne
 19 High School was the right thing to do. It was a
 20 comprehensive solution. The Dulaney High School
 21 community came forward and said do Lansdowne

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1 first, I said it, I said it at a meeting in 2017,
 2 and '18, and I'd appreciate you doing the right
 3 thing now and rebuilding our schools throughout
 4 the county. Thank you.
 5 CHAIRWOMAN SCOTT: Thank you. Our next
 6 speaker is Leanne Dickens.
 7 MS. DICKENS: Hello. My name is Leanne
 8 Dickens, and I am speaking as a mom, as someone
 9 who has two sons at Towson High School. And I
 10 came here tonight to show my support for
 11 Baltimore County's decision to mandate masks in
 12 schools. I'm so excited at the fact that they're
 13 going to be going back to in-person learning this
 14 year. Both my sons have ADHD and the virtual
 15 learning at home was definitely no picnic at our
 16 house. I also know that it was incredibly hard
 17 on other children, schoolteachers and staff, so I
 18 want to do everything that I can to make sure
 19 that they're able to stay in person at school,
 20 and I feel that the best tools we have to do that
 21 are the masks and the vaccinations.

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1 I know that some people feel that masks
 2 are uncomfortable, I get that, they're not the
 3 best. But every day, you know, we walk around,
 4 would do uncomfortable things because it's the
 5 smart and safe thing to do. Every time I get
 6 into a car I wear a seatbelt, my kids were always
 7 put in car seats when they were little, and now
 8 they have to wear seatbelts too. Neither of
 9 those are very comfortable but you always do it
 10 because it's the best tools we have to make sure
 11 that we're the safest when we're inside a car.
 12 Sometimes you just have to do the uncomfortable
 13 thing to stay safe. I'm proud of my kids for
 14 their ability to understand this concept, and
 15 they're teenagers and they're acting like adults
 16 about it, they don't have a problem wearing the
 17 masks.
 18 My kids also understand that we live in
 19 a community and that when we decide to make a
 20 choice to live in a community I feel you join a
 21 social southern contract in which you say I will

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1 take care of the people in my community, I will
 2 be part of the collective we. That means
 3 sometimes you can't just focus and think only
 4 about the me, you have to think of others and
 5 what can be done to keep everyone safe in your
 6 community. When you think about the collective
 7 we you realize that the best thing we can do is
 8 wear masks and get vaccinated.

9 Unfortunately there are a few people out
 10 there that seem to have forgotten a little bit
 11 about taking care of their neighbors and become a
 12 little too focused on the me and not so focused
 13 on being a part of the collective we, and I hope
 14 that changes soon. I just wanted to let you know
 15 that you have a lot of support in the community
 16 even if we're not always the loudest voices that
 17 you hear. The data and the CDC shows us that
 18 masks are safe and effective, and I feel it's a
 19 small price to pay to keep our kids and teachers
 20 safe and learning in person, which is so
 21 important, so I just wanted to come and say thank

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1 you for what I feel was the correct decision of
 2 mandating masks in schools. Thank you.

3 CHAIRWOMAN SCOTT: Thank you. Next is
 4 Mr. Bill Adams.

5 MR. ADAMS: Good evening, everyone, my
 6 name is Bill Adams. I'm a father of three
 7 daughters in Baltimore County Schools. First
 8 I'll say I wish we all didn't have to deal with
 9 COVID, it's something I'd never wish upon anyone,
 10 but I am a horrible realist and I realize that
 11 it's here and it's going to be here.

12 I hear the words data and science all
 13 the time without any data and science behind
 14 them. I have a copy of Appendix E, which is the
 15 public views Item L of the executive summary for
 16 the strategic plan, and what this shows is 11
 17 educational opportunities or assessments that
 18 were cancelled, supposedly due to COVID and its
 19 missed opportunities for our kids. So when
 20 you're making your decisions, I ask you to keep
 21 it real, to be a realist. We need to move

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1 forward, we cannot have undue restrictions and
 2 onerous rules.

3 Here's real data, I'll give you first
 4 the number two. The simple number two, the CDC
 5 website shows that from August 1st to August
 6 23rd, two children/teenagers ages zero to 17 lost
 7 their lives due to COVID-related illness. That's
 8 awful, I feel for those families. The
 9 perspective I ask you to keep is a second number,
 10 and that number is 228, that's the number of
 11 children and teens ages zero to 17 years old who
 12 passed from August 1st to August 23rd from causes
 13 other than COVID. 110 times the number of
 14 children passed from causes other than COVID.

15 When I saw that I thought surely I must
 16 be crazy, so I wanted to look at another month,
 17 and I looked at the full month of July, maybe
 18 August isn't up to date yet. Again, it's not
 19 pleasant but I'm a realist. 12 children and
 20 teens zero to 17 passed from COVID-related
 21 illness in the entire United States per the CDC

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1 website in July. 2,261 children and teens zero
 2 to 17 years old passed from non-COVID-related
 3 illness per the CDC website in the same month of
 4 July. 188 times the number of children passed
 5 from causes other than COVID.

6 That to me is data, that to me is
 7 science. I share that number for perspective.
 8 The face masks we're wearing are not going to
 9 change that number, they're not. You can't
 10 impact the number two, it's such a statistically
 11 low percentage, so I ask you to focus on
 12 educating -- (time buzzer).

13 CHAIRWOMAN SCOTT: Thank you. Next we
 14 have Dr. Bash Pharoan.

15 DR. PHAROAN: For the public, separate
 16 medical information is like reading your own MRI.
 17 This is a continuation of my Central Area advice.
 18 Anything happen? No, okay.

19 Our team in the Central Area is moving
 20 along. You are all invited to attend our first
 21 presentation on September 1st. It is about

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1 recruitment of teachers and retaining them. Our
 2 really goal in the Central Area is to highlight
 3 the importance of effective education. It is not
 4 just a schoolhouse, it is about teachers and
 5 supportive staff. I'm happy to report to you
 6 that Vice Chair Urichio (phonetic) and Ingrid
 7 Wolf, JD, are championing in the topic of no
 8 hate, no Asian hate, both members will take that
 9 initiative and also the advancement of Chinese
 10 language in BCPS. I'm also happy to report to
 11 you that Professor Nicolino Applauso, a member of
 12 our Central Area, will be champion in the
 13 extension of Italian and Latin languages. As you
 14 know, Latin and Greek are the major source of
 15 both medical and legal nomenclature in our
 16 language. And of course I always remember Monica
 17 Deluci and Sophia Loren. I'm happy to report to
 18 you that Ms. Leanne Dickens who spoke just
 19 earlier will be championing the topic of
 20 effective communications in the Central Area.
 21 I'm also happy to report that our rising star,

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1 student Mr. Logan Bell, will be championing the
 2 topic of STEM education and the engagement of
 3 retired teachers, they are not old, they are
 4 seasoned and experienced. Finally, I'm happy to
 5 report to you that Mr. Manny Hanson, a potential
 6 member, shall champion the topic of saving money
 7 in My School Bucks program and maybe other
 8 financial things. Mr. Manny Hanson is a
 9 financial advisor and money issues will be of
 10 help.
 11 Kindly help our members in whichever way
 12 you can. We are a team and we are -- (time
 13 buzzer).
 14 CHAIRWOMAN SCOTT: Thank you. Next we
 15 have Dr. Marco Clark.
 16 DR. CLARK: Good evening, everyone. My
 17 name is Dr. Marco Clark and I am the liaison for
 18 the Sunset Ridge Homeowners Association community
 19 located right across from the street of
 20 Randallstown High School.
 21 I come to you because I've lived in this

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1 community for approximately two decades and we
 2 have watched our high school become very
 3 dilapidated. When we look at safe passage for
 4 our students there are many ways we look at
 5 safety, but a clear pathway to walk is something
 6 we are not seeing are our school. There are
 7 broken down sidewalks, potholes in the parking
 8 lot, and that parking lot has not been repaved in
 9 nearly two decades. It is a danger to our young
 10 people and to the community who utilizes the
 11 school for walking, for exercising, some of our
 12 community members are doing that, and they cannot
 13 do it with a safe and clear passageway.
 14 We've also looked at the building that
 15 continuously has trash around it and there are
 16 there are not enough trash cans out there to
 17 support the community to keep it clean.
 18 We have a high tax rate of homeowners in
 19 our community and yet our young people are
 20 choosing to go to other schools outside of
 21 Randallstown High School. This has become a bus

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1 depot for students in the morning because the
 2 building is becoming dilapidated.
 3 What I'm excited about is that we have a
 4 new principal that's there who has great ideas on
 5 instruction. We also have a great executive
 6 director of secondary schools who is supportive,
 7 and we've met with them and we would like to see
 8 our school community fixed, we would like to see
 9 those sidewalks corrected and a new paved parking
 10 lot so that folks can come around in the
 11 community and support it. Randallstown has been
 12 left out of the support or assuring that our
 13 community will be great and that our students
 14 should not have to go into a school that looks
 15 like that.
 16 We know students respond to what they
 17 see and if you're walking into a building that is
 18 dilapidated and does not look modern like the
 19 other high schools that I've traveled around the
 20 county to look at, and to see that they are
 21 having to be learning in an environment like

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1 that, they are choosing to go to other places,
 2 which is unfair.

3 As an educator and administrator of over
 4 25 years, I understand that what you see is the
 5 response that students will give you, and they
 6 will look at how education is moving in their
 7 community. So I ask this Board, and thank you
 8 for the opportunity to be sitting here before
 9 you, to say can we get the parking lot, can we
 10 get the sidewalks fixed, and can we make sure
 11 that the beautification in our community is
 12 standing strong so our students will feel great
 13 about being educated in their neighborhood and
 14 not having to get on the bus at six in the
 15 morning to leave.

16 I know because a father, I was a father
 17 of a young lady who left the community to come to
 18 Towson every day to go to high school, did not
 19 want to go across the block because of the way it
 20 looked. Thanks a lot.

21 CHAIRWOMAN SCOTT: Thank you. Next is

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1 Mr. Lawrence Wright. Lawrence Wright is not
 2 here, okay. I believe that does it for our
 3 speakers for public comment, thank you.

4 The next item on the agenda is action
 5 taken in closed session and for that I call on
 6 Ms. Bresler.

7 MS. BRESLER: Chairman Scott,
 8 Dr. Williams, members of the board, there was no
 9 action to report from closed session today.

10 CHAIRWOMAN SCOTT: Thank you,
 11 Ms. Bresler.

12 MS. BRESLER: You're welcome.

13 CHAIRWOMAN SCOTT: Our next item is
 14 consideration of Board of Education of Baltimore
 15 County board principles. In our retreat board
 16 members developed the following principles to
 17 help guide board member conduct and discussions.
 18 I will read that for everyone.

19 In keeping with Policies 0100 and 0200,
 20 I will keep student needs, interests, safety and
 21 success at the center of my decision making,

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1 number one.

2 Number two, I will center equity in my
 3 work as a board member recognizing the need to
 4 acknowledge the systemic inequities that persist
 5 for historically underserved student populations.

6 Number three, I will treat each board
 7 member respectfully, recognizing that we are
 8 being watched by students, staff and our
 9 community, and have a responsibility to model
 10 appropriate behavior and conduct during our
 11 meetings.

12 I will take responsibility for my
 13 behavior.

14 I will read all materials in advance of
 15 meetings and be prepared to act on agenda items.

16 Number six, I will listen with an open
 17 mind and demonstrate flexibility and creativity
 18 in seeking solutions.

19 Number seven, I will listen to all board
 20 members' expressions of ideas and opinions,
 21 including and especially those in opposition to

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1 mine with an open mind, and with the expectation
 2 that every board member holds the best of
 3 intentions with student success as the goal.

4 Number eight, I will exercise my ability
 5 to change my opinions or position on an issue as
 6 part of our discussions. I am not locked in to
 7 an initial stated position.

8 Number nine, I will make allowances for
 9 and extend grace to my colleagues when occasional
 10 errors or mistakes occur, turning mistakes into
 11 opportunities for growth.

12 Number ten, I will practice fiscal
 13 responsibility and sound financial management to
 14 support our capacity to adequately fund programs
 15 and priorities.

16 Number 11, I will maintain my sense of
 17 humor, optimism and hope while engaging in the
 18 Board's work.

19 I will hold myself and myself and my --
 20 excuse me, number 12, I will hold myself and my
 21 colleagues accountable for upholding these

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1 operating principles.
 2 Number 13, I will participate in an
 3 annual board self evaluation and review these
 4 operating principles.
 5 Board members, may I have a motion to
 6 approve the Board of Education of Baltimore
 7 County board principles?
 8 MS. JOSE: So moved.
 9 CHAIRWOMAN SCOTT: That was Ms. Jose?
 10 MS. JOSE: Yes.
 11 CHAIRWOMAN SCOTT: Thank you. Is there
 12 a second?
 13 MS. MACK: Second, Mack.
 14 CHAIRWOMAN SCOTT: Second, Ms. Mack. Is
 15 there any discussion? Yes, Ms. Causey.
 16 MS. CAUSEY: Thank you, Madam Chair. I
 17 just appreciate my colleagues on the Board and in
 18 spending the extra times discussing our roles and
 19 our message, and so I really appreciate the
 20 consensus in coming to this, and understanding
 21 that it's a supplement to policies and the Board

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1 Handbook and Roberts' Rules that we operate under
 2 as well, and I am optimistic about this being a
 3 positive thing for the Board, so thank you to all
 4 of my colleagues and Madam Chair for arranging
 5 this opportunity.
 6 CHAIRWOMAN SCOTT: Thank you. Any other
 7 discussion? Okay. Ms. Gover, may I have a
 8 rollcall vote please?
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Ms. Causey?
 12 MS. CAUSEY: Yes.
 13 MS. GOVER: Ms. Mack?
 14 MS. MACK: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. GOVER: Ms. Henn?
 20 VICE CHAIR HENN: Yes.
 21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Yes.
 2 MS. GOVER: Mr. Offerman?
 3 MR. OFFERMAN: Yes.
 4 MS. GOVER: Ms. Pasteur?
 5 MS. PASTEUR: Yes.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Ms. Scott?
 11 CHAIRWOMAN SCOTT: Yes.
 12 MS. GOVER: Thank you.
 13 CHAIRWOMAN SCOTT: Thank you, the motion
 14 carries, and board members, please remember to
 15 sign the document before you leave this evening,
 16 it will be over there on the table. Thank you.
 17 The next item on the agenda is
 18 consideration of a privately funded capital
 19 project for Gunpowder Elementary School and for
 20 that I call on Dr. Roberts.
 21 DR. ROBERTS: Thank you and good

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1 evening, Chair Scott, Vice Chair Henn,
 2 Superintendent Williams and members of the Board.
 3 I bring forward for approval a privately funded
 4 capital improvement project for the resurfacing
 5 of the multipurpose court at Gunpowder Elementary
 6 School. Resurfacing of the multipurpose court is
 7 being paid for by the Gunpowder Elementary School
 8 PTA and will be dedicated as part of the Officer
 9 Caprio playground project. The parents of the
 10 PTA at Gunpowder Elementary School began the
 11 Officer Caprio playground project in November
 12 2019.
 13 The value of the donation is \$79,995.
 14 This will cover the cost of materials, equipment,
 15 fees and overhead associated with the resurfacing
 16 of the multipurpose court. In accordance with
 17 Policy and Rule 7330, this request has progressed
 18 through all normal internal processes of review
 19 and is presented for your approval this evening.
 20 Thank you.
 21 CHAIRWOMAN SCOTT: Thank you. May I

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1 have a motion to approve the privately funded
 2 capital project for Gunpowder Elementary School's
 3 multipurpose court?
 4 MR. KUEHN: So moved, Kuehn.
 5 CHAIRWOMAN SCOTT: Thank you, is there a
 6 second?
 7 MS. ROWE: Second, Rowe.
 8 CHAIRWOMAN SCOTT: Any discussion? Yes,
 9 Mr. McMillion?
 10 MR. MCMILLION: Dr. Roberts, as a former
 11 physical education teacher and athletic director
 12 I looked at these plans. This is an outstanding
 13 resurfacing, this is a model for all elementary
 14 schools in Baltimore County. As happy as I am
 15 for that community, I'm sad that that PTA has to
 16 pay almost \$80,000 to have this work done. It
 17 just saddens me that BCPS can't find the money to
 18 do that for that community and take that \$80,000
 19 and move it in a different direction.
 20 But it is a tremendous -- I looked at
 21 each diagram, I looked at the courts, I looked at

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1 how they laid that out, and it's going to be a
 2 wonderful addition to that school community.
 3 Thank you.
 4 CHAIRWOMAN SCOTT: Any other questions?
 5 Yes, Ms. Causey?
 6 MS. CAUSEY: Thank you. I just wanted
 7 to acknowledge the PTSA at Gunpowder and also the
 8 PTSA's throughout the Baltimore County Public
 9 Schools that do an amazing job not only
 10 supporting needs of the school but also in
 11 acknowledging the important things that happen in
 12 their community, and this is such a great
 13 memorial in recognition of Sergeant Caprio, so I
 14 just wanted to acknowledge Gunpowder and the
 15 honor and the sacrifice of Sergeant Caprio.
 16 CHAIRWOMAN SCOTT: Thank you,
 17 Ms. Causey. Other questions? Okay. Hearing
 18 none, may I have a motion to approve the
 19 privately funded capital project for Gunpowder
 20 Elementary School's multipurpose room?
 21 VICE CHAIR HENN: Madam Chair, there is

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1 a motion pending and there was discussion.
 2 CHAIRWOMAN SCOTT: I'm sorry, Ms. Henn?
 3 VICE CHAIR HENN: Yes, there's a motion
 4 and a second.
 5 CHAIRWOMAN SCOTT: Yes, I'm sorry. So
 6 Ms. Gover, could we have a rollcall vote please?
 7 MS. GOVER: (Inaudible).
 8 CHAIRWOMAN SCOTT: Yes, could we
 9 confirmed who moved? Oh, it was several, so it
 10 was Mr. Kuehn and then Ms. Rowe seconded, okay.
 11 MS. GOVER: Ms. Rowe?
 12 MS. ROWE: Yes.
 13 MS. GOVER: Ms. Causey?
 14 MS. CAUSEY: Yes.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Jose?
 20 MS. JOSE: Yes.
 21 MS. GOVER: Ms. Henn?

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1 VICE CHAIR HENN: Yes.
 2 MS. GOVER: Mr. Thomas?
 3 MR. THOMAS: Yes.
 4 MS. GOVER: Mr. Offerman?
 5 MR. OFFERMAN: Yes.
 6 MS. GOVER: Ms. Pasteur?
 7 MS. PASTEUR: Yes.
 8 MS. GOVER: Dr. Hager?
 9 DR. HAGER: Yes.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Ms. Scott?
 13 CHAIRWOMAN SCOTT: Yes.
 14 MS. GOVER: Thank you.
 15 CHAIRWOMAN SCOTT: Thank you. Okay.
 16 Next is Item I, and the next item on the agenda
 17 is the consideration of the fiscal year 2022
 18 negotiations team and for that I call on
 19 Mr. Duque.
 20 MS. GREEN: Good evening, Board Chair
 21 Scott, Vice Chair Henn, Dr. Williams and members

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1 of the Board of Education. I'm here with
 2 Mr. George Duque, Department of Staff Relations
 3 and Employee Performance Management to present
 4 for your consideration the FY-2022 negotiations
 5 team.
 6 MR. DUQUE: Good evening, Madam Chair,
 7 Vice Chair Henn, Dr. Williams and members of the
 8 Board. You have been provided with a list of
 9 proceed negotiating teams for fiscal year 22
 10 negotiations. I would request the Board's
 11 consideration and approval of the teams as
 12 presented.
 13 CHAIRWOMAN SCOTT: Thank you. May I
 14 have a motion to approve the fiscal year 2022
 15 negotiation teams.
 16 MR. OFFERMAN: So moved, Offerman.
 17 CHAIRWOMAN SCOTT: Is there a second?
 18 MR. THOMAS: Second, Thomas.
 19 CHAIRWOMAN SCOTT: Thank you.
 20 Ms. Gover, may I have a rollcall vote please?
 21 (Inaudible discussion.)

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1 Yes, he can't second that, I'm sorry. I
 2 thought it was --
 3 MS. PASTEUR: Second, Ms. Pasteur.
 4 CHAIRWOMAN SCOTT: Ms. Pasteur, yeah.
 5 Sorry. Any discussion? Ms. Gover, may I have a
 6 rollcall vote please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Abstain.
 11 MS. GOVER: MS. Mack?
 12 MS. MACK: 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. 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: Ten in favor.
 9 CHAIRWOMAN SCOTT: Thank you, the motion
 10 carries. Thank you.
 11 And the next item on the agenda is the
 12 report on teacher salary restructuring and for
 13 that I call on Ms. Charlie Green and Mr. Duque.
 14 MS. GREEN: Thank you, Board Chair
 15 Scott. I will defer to Mr. Duque, who will
 16 review our teacher salary scale restructure
 17 report.
 18 MR. DUQUE: Good evening, members of the
 19 Board. There is a Power Point presentation, I
 20 would ask for the first slide please. This
 21 evening's presentation will provide you with

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1 information regarding the teacher salary scale
 2 restructure model that was developed in
 3 collaboration with the Teachers Association of
 4 Baltimore County. Next slide please.
 5 During the 2019-2020 negotiations BCPS
 6 and the Teachers Association of Baltimore County
 7 agreed to form a new salary scale ad hoc
 8 committee to collaboratively examine the current
 9 TABCO salary scale, work to create a new teacher
 10 salary scale, and to cost out a five-year phased
 11 implementation timeline for that new scale. The
 12 committee established three key objectives to
 13 guide its work in creating the new scale; they
 14 included reducing the number of steps on the
 15 scale in order to increase a teacher's career
 16 earnings, standardize the interval between steps
 17 to reduce the cost of annual step advances, and
 18 to increase the number of professional
 19 development lanes on the scale. Next slide
 20 please.
 21 On our current fiscal year 2022,

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1 effective 1 January 2022, a new teacher with a
 2 bachelor's degree starts their teaching career at
 3 \$52,786 and with an advanced degree maxes out on
 4 the scale at step 30. The current scale has no
 5 consistent interval increases between the steps.
 6 The step intervals range from .7 percent in
 7 percent to 3.5 percent.

8 As a comparison note I'd like to let the
 9 Board know that currently the starting salary in
 10 some of our sister LEAs start in the high 40s.
 11 For example, Harford County's starting salary is
 12 50,649 and their salary scale contains 24 steps;
 13 Montgomery County starts at 51,513 and their
 14 salary scale contains 25 steps; Anne Arundel
 15 County, the starting salary is at 47,836 with a
 16 scale of 25 steps; Prince George's is starting at
 17 49,963 with 21 steps; and Howard County, which is
 18 currently at impasse with its teachers union,
 19 therefore there is no 2020-2021 contract.
 20 However, in accordance with the 2019-2020
 21 contract, their starting salary is \$48,519 with a

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1 salary scale comprised of 25 steps. Next slide
 2 please.

3 In order to develop a viable model it
 4 was assumed that the value of step 30 on the
 5 current scales would remain the same but that it
 6 would be attained by teachers in less than 30
 7 years. Additionally, it was assumed that while
 8 the step values would be increased, the
 9 bachelor's scale would max out at step ten as it
 10 currently does and that the starting salary for
 11 new teachers would start at 60,000 effective on
 12 July 1st of 2026. The model does not factor in
 13 any COLAs. If a COLA were given during the five
 14 years comprised by this timeline, it would be
 15 applied and would increase the step values
 16 accordingly. Also, the additional 15 minutes
 17 added to the student day in fiscal year 22 and
 18 grant funded through fiscal year 24 would have to
 19 be funded by Baltimore County starting in fiscal
 20 year 25. Next slide please.
 21 The model calls for the restructuring

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1 process to be phased in over five years starting
 2 in July of 2022, which is fiscal year 23. The
 3 process initiates with a two percent increment
 4 standardization between steps. To accomplish
 5 this, the starting salaries for bachelor's,
 6 master's, master's plus 30, master's plus 60 and
 7 doctorates will have to be increased so that the
 8 max step amounts remain fixed given the two
 9 percent implement. The cost of accomplishing
 10 step standardization is approximately \$1,895,872.
 11 Next slide please.

12 This slide shows the compacting process
 13 of the bachelor scale with a two-step increment
 14 standardization. The B.A. scale unlike the
 15 others maxes out at step ten. The compression
 16 process begins with step two from the fiscal year
 17 23 scale becoming fiscal year 24's new step one.
 18 Also while step one increases in each subsequent
 19 fiscal year, step ten also increases by two
 20 percent before reaching the max of \$71,495. The
 21 process varies slightly in fiscal year 27 when an

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1 additional bump is needed to step one in order
 2 for it to peg the starting salary for teachers at
 3 \$60,000 in order to comply with the goal
 4 established by the Blueprint for Maryland's
 5 Future. Next slide please.

6 Unlike the bachelor's scale the other
 7 scales do not max out at step ten. This slide
 8 depicts the compressing process on the master's
 9 degree scale. Again, in fiscal year 23 step two
 10 from fiscal year 22 becomes step one on the
 11 fiscal year 23 scale, and the fiscal year 22 step
 12 30 becomes the new step 29. The same process is
 13 followed for fiscal years 24, 25, 26 and 27.
 14 While the step one salary will increase each
 15 year, the scale's maximum salary will remain the
 16 same as the total number of steps on the scale
 17 decreases. In fiscal year 27 the scale will have
 18 25 steps with step one pegged at \$62,694 and step
 19 25 will be \$100,840. The same process will be
 20 followed for the master's plus 30, master's plus
 21 60, and the doctorate scales. Next slide please.

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1 In fiscal year 27 the salary scale will
 2 have 25 steps, all step intervals will be two
 3 percent, and the starting salary for teachers new
 4 to the profession will be \$60,000. Therefore,
 5 effective July 1st of 2026 upon completion of the
 6 restructuring, the new scale would have the
 7 following characteristics: Teachers new to the
 8 profession with a bachelor's degree would start
 9 at 60,000 as required by the Blueprint for
 10 Maryland's Future, House Bill 1372; salary scale
 11 step intervals would be standardized at two
 12 percent; and the teachers would achieve their
 13 maximum earnings in 25 years. Next slide please.

14 As mentioned, the restructuring will
 15 result in an increase in starting salaries for
 16 teachers in each of the scales columns. This
 17 slide demonstrates how those salaries increase
 18 each fiscal year over the five-year restructuring
 19 period. Assuming a teacher remains within the
 20 same salary lane the slide compares the teacher's
 21 career earnings at step 25 on the fiscal year 22

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1 scale to what it will be on the restructured
 2 fiscal year 27 salary scale. Next slide please.

3 This slide presents the annual cost for
 4 compressing the scale by one step each year,
 5 assuming that the step movement is funded each
 6 fiscal year. As the restructuring process
 7 progresses, step one is set as a new and higher
 8 amount with a corresponding ripple effect
 9 throughout the scale resulting in employees being
 10 paid at a higher annual salary each year. The
 11 chart also provides the cumulative cost increase
 12 per year versus fiscal year 22 costs. Next slide
 13 please.

14 This slide summarizes the annual costs
 15 for advancing one step in the compression
 16 process. And finally, next slide please.

17 This slide provides the annual and
 18 cumulative budget cost increases versus fiscal
 19 year 22. The total cumulative increased costs of
 20 the restructuring as compared to fiscal year 22
 21 is \$186,858,427.

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1 This concludes my presentation, I will
 2 be happy to entertain questions that you may
 3 have.

4 CHAIRWOMAN SCOTT: Thank you for that.
 5 We'll go in order, I believe I saw Mr. Kuehn's
 6 hand first and then Ms. Pasteur and then
 7 Ms. Mack.

8 MR. KUEHN: Thank you for this
 9 presentation, very informative. So I have a
 10 basic question that I've been struggling with and
 11 it has to do with the fact that we are forcing
 12 teachers to get master's degree and master's plus
 13 30 and plus 60 and PhD if they want to progress,
 14 but I believe there should be other pathways to
 15 expand and become a professional that is adding
 16 value to a classroom without having to go and get
 17 a master's degree. So I would ask you, did
 18 anybody consider expanding the bachelor degree
 19 beyond ten steps to give people that are just
 20 really good teachers that don't have the time to
 21 sit there and go for a master's degree but might

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1 be reading specialists that have, you know,
 2 specific qualities and skills that are in demand
 3 even outside of public school systems, to give
 4 them a path to continue to do what they love
 5 without having to do that?

6 MR. DUQUE: In our consideration of the
 7 salary scale restructuring we did not take that
 8 into account. However, there is as part of the
 9 legislation, we do have to start developing and
 10 start considering career ladders and those career
 11 ladders will have salary implications that go
 12 along with them. This is sort of a preliminary
 13 step, I think we will have to go ahead and take
 14 this and put it into the context of developing
 15 career ladders and defining what those career
 16 ladders will be and what kind of characteristics
 17 a teacher will have to have in order to progress
 18 in those career ladders and what type of lateral
 19 movement will occur between those career ladders,
 20 and that is going to have to be something that's
 21 going to be involving negotiations with the

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1 collective bargaining units.

2 MR. KUEHN: Thank you. When is that

3 schedule required to happen?

4 MR. DUQUE: I believe that we have to

5 have career ladders in place beginning in fiscal

6 year 24 but I'm not totally sure.

7 MR. KUEHN: I would suggest we're

8 missing an opportunity here because we're talking

9 about spending \$186 million once implemented, and

10 I'm not saying I don't agree with it overall, but

11 I think a pathway for a teacher should include

12 more than just the ten steps, the ten initial

13 steps in the BA.

14 MR. DUQUE: Just to address that, and

15 I'm not saying that it's correct, but it's always

16 been MSDE's position up to now that ideally a

17 teacher should by their eighth year, sixth to

18 eighth year of teaching, earn a master's degree

19 in order to then progress and get an advanced

20 professional certificate, an APC. The teacher

21 begins their career with an SPC, which is

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1 standard professional, and maintains that

2 standard professional until they achieve a

3 master's degree.

4 MR. KUEHN: And I don't want anyone to

5 think that I'm anti education but we have, we are

6 spending a significant amount of money just in

7 reading programs that are supposed to have

8 tremendous professional development support and

9 that is hands-on work that is going to provide

10 our students with support of what they need, and

11 it doesn't have to be in a graduate classroom.

12 CHAIRWOMAN SCOTT: Okay, thank you.

13 Yes, Ms. Pasteur?

14 MS. PASTEUR: First, I want to thank you

15 for getting into this, because this is something

16 that we have been asking for a very long time and

17 we do need to be in step with other LEAs, so

18 making that movement is critical, thank you for

19 getting the work started.

20 Mr. Kuehn is absolutely correct, you're

21 absolutely correct. Having served on the funding

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1 committee for the Blueprint, I will tell you that

2 this served as the basic level for us to get just

3 to compress the salary, but as Mr. Duque just

4 said, it will be required of every LEA to find

5 internal ways to get certification and pay so

6 that all school systems can start moving teachers

7 in a way that they save teachers, that they, one,

8 don't leave; two, don't feel the need that the

9 only way to get an increase is become an

10 administrator, so you're absolutely on point.

11 In fact, as of June of 2022, all school

12 systems are going to turn in their first report

13 or their first plans, if you will, on how they're

14 going to do some of these things, because it is

15 leveled out by years as we go along in the next

16 few, so we needed to start this, because if we

17 hadn't started this basic plan and then tried to

18 move forward, we would have been behind the eight

19 ball, we would have been in serious difficulty,

20 so you're on point and thank you.

21 And I would like to circle back at some

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1 point to ask a question about how 12-month pay

2 would work for ten-month people as a part of this

3 and I'm going to direct it to Dr. Williams, but

4 I'll stop now. Thank you.

5 CHAIRWOMAN SCOTT: Thank you.

6 MR. DUQUE: Thank you, Ms. Pasteur.

7 CHAIRWOMAN SCOTT: Next is Ms. Mack.

8 MS. MACK: Mr. Duque, thank you very

9 much for this, and thank you for bringing the

10 starting salaries for other LEAs for a BA. Do

11 you happen to have that information for a

12 master's?

13 MR. DUQUE: I do not but I can get it

14 for you. I do have scales, but rather than going

15 ahead and digging it out, I can just provide it

16 to you.

17 MS. MACK: I would appreciate that, and

18 my reason for asking that is on the scales that

19 you provided, the differences between teachers

20 with BAs and MAs are very minimal in the early

21 years, it's about a \$1,234 difference in FY-22

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1 and a \$2,694 difference in FY-27. If we want to
 2 attract the most educated teachers for our
 3 system, I would think that our starting salaries
 4 for a master's degree would reflect our
 5 commitment to do so. Is there a reason why those
 6 numbers are so close?

7 MR. DUQUE: No, I can't really comment
 8 to that. I know that our fiscal department tried
 9 to go ahead and when we discussed it we tried to
 10 go ahead and maintain a standardized interval.
 11 In fiscal year 27, the difference between a
 12 bachelor's to a master's is 2,694 and then for
 13 master's to master's plus 30 is 2,962, so we
 14 tried to go ahead and provide a maximum benefit
 15 to a teacher going from bachelor's to master's,
 16 because on our current scales the difference was
 17 only 1,243 from bachelor's to master's, whereas
 18 from master's to master's plus 30 was \$2,500. So
 19 there was a discrepancy there and we were trying
 20 to go ahead and standardize it, but also to
 21 maximize the rewards of going from a bachelor's

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1 to a master's and making that more attractive.

2 MS. MACK: I guess I'm just questioning
 3 if the reward offsets the cost of getting a
 4 master's, but that's just a rhetorical question.

5 My next question is when starting
 6 salaries increase, so when a person starts on
 7 June 1st, 2026 at \$60,000, is there any way
 8 because there were people who started at a much
 9 lower rate, are we going to have new employees
 10 making more than tenured teachers, people who got
 11 tenure let's say in the last five years? Because
 12 if they're starting at 52,000, they don't happen
 13 to get a step or a COLA, and if we are, I think
 14 we need to address that, because I think teachers
 15 should be rewarded for their time and title, and
 16 their contribution to the school system.

17 MR. DUQUE: They should because there's
 18 a ripple effect throughout the scale as we
 19 compress the scale, so a new teacher starting at
 20 60,000 would not earn more than a veteran
 21 teacher. I mean, we do have situations where new

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1 teachers might possibly earn more than a tenured
 2 teacher depending on what their experience has
 3 been.

4 MS. MACK: Oh, I understand that, but
 5 I'm talking about the average teacher who comes
 6 in, are we going to insure that he or she is not
 7 making more than teachers who have been here four
 8 to five years?

9 MR. DUQUE: They shouldn't. But I mean,
 10 that's one of the things that we tried to do when
 11 we built this, is this is basically a starting
 12 point for discussion and review, and then for
 13 identification of issues that might need
 14 resolution and going back and looking at to find
 15 resolution. I'll definitely take that comment
 16 and ask our fiscal people to look at that
 17 scenario to see whether or not that actually
 18 would possibly occur.

19 MS. MACK: Thank you, I appreciate that.

20 CHAIRWOMAN SCOTT: Thank you. Next is
 21 Ms. Causey.

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1 MS. CAUSEY: Thank you, Madam Chair.

2 Thank you for that presentation. I appreciate my
 3 colleagues' questions which are very helpful to
 4 my understanding. I especially appreciate
 5 Ms. Pasteur and her expertise related to Kirwan
 6 and this scale set and our teachers, how they
 7 move forward over time.

8 I would like to know a little bit more
 9 about the process of how this was developed, who
 10 was involved thus far and then what are the next
 11 steps in terms of timing, how much was TABCO
 12 involved, the county finances, folks that we deal
 13 with over there, and then is it looking forward
 14 to bring this forward into the next operating
 15 budget cycle.

16 MR. DUQUE: TABCO participated from the
 17 beginning. We had discussions with our fiscal,
 18 we had representatives from our fiscal office.
 19 TABCO had a small working team comprised of the
 20 executive director and I believe there were two
 21 teachers. They presented a proposal that, we

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1 discussed the establishment of the objectives.
 2 Based on the establishment of the objectives our
 3 fiscal department crafted a model. That model,
 4 and TABCO provided us with a model of what they
 5 conceived or perceived, the characteristics of
 6 what they thought a scale should look like. And
 7 as I said, our fiscal department developed head I
 8 a model. We reviewed the model, made changes to
 9 it based on comments and input from TABCO. We
 10 did invite the county to participate and we did
 11 have a representative initially. However, the
 12 representative did not participate in our latter
 13 sessions. We do understand that we definitely
 14 have to get buy-in from the county because this
 15 is not something that's going to be accomplished
 16 without funding from the county and support,
 17 fiscal support from the county.

18 As far as moving forward, based on input
 19 from the Board and the questions and comments, I
 20 provided a copy of the presentation to TABCO, and
 21 then we will rejoin the effort and based on the

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1 information that and feedback that we receive and
 2 additional guidance, we can revisit. And as I
 3 said, we also need to now take this and put it
 4 into the context of our development of career
 5 ladders for teachers and how that, this might
 6 fit. It might have to be adjusted depending on
 7 how we develop our career ladders and what those
 8 ladders are going to look like and how those
 9 ladders are going to be compensated. So this is
 10 an evolving, I perceive this as being an evolving
 11 process, this is not going to be the end product.

12 MS. CAUSEY: Thank you, and I also
 13 dovetail with Ms. Mack, I appreciate the
 14 additional information from the other counties,
 15 that is helpful to us, so I look forward to
 16 seeing the rest of that.

17 CHAIRWOMAN SCOTT: Thank you. Any
 18 additional questions? Ms. Pasteur, you had
 19 another question?

20 MS. PASTEUR: This is to Dr. Williams.
 21 At the last board meeting I indicated that I

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1 wanted to say something or have a discussion
 2 about 12-month pay for ten-month employees.
 3 Dr. Williams, can you just tell us where we are
 4 with that in light of the fact that there's going
 5 to be some really broad changes, either you or
 6 Dr. Scriven just say, give us an understanding of
 7 when you're moving forward? I know we made a
 8 motion, 24-25, that's a long way off, sounds like
 9 a long way, but I know you're moving forward.
 10 Can you just give us some information so we know?

11 DR. WILLIAMS: Sure. So first I want to
 12 just acknowledge Mr. Duque and the team for
 13 working on this, I know there was interest from
 14 the Board, and the second piece I think relates
 15 to Ms. Causey's question. This is, the Blueprint
 16 for Maryland, there are several other components,
 17 and as Ms. Pasteur mentioned, we will be working
 18 on a plan that is due next year, we're still
 19 working through those logistics.

20 In terms of the 12-month pay as you
 21 know, the team presented a little bit of some of

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1 the challenges, but they have gone back and begun
 2 looking at that work to move forward. We
 3 recognize that these are important elements for
 4 our teachers. As Ms. Pasteur said and I agree,
 5 we want to keep the best in the classroom and
 6 everyone does not want to be an administrator, we
 7 acknowledge that as well, so looking at the
 8 salaries and benefits and opportunities as
 9 Mr. Duque shared about the career ladders, we'll
 10 look at that. But that's, the work with the
 11 12-month pay is being revisited. We'll probably
 12 have a timeline to present as to how we are
 13 progressing with that, I would be happy to share
 14 that with the Board.

15 But these are good things that are
 16 happening in our system, it does require many
 17 conversations with our funding sources in terms
 18 of how we're going to build this and knowing that
 19 88 percent, close to 88 percent of our budget is
 20 for people and benefits, I think it's a
 21 worthwhile venture for us to go down this path.

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1 So a timeline will be developed. Thank you,
 2 Mr. Duque, for this presentation and work with
 3 TABCO.
 4 MS. PASTEUR: I'll just hold my motion,
 5 so the timeline will be soon, I hope?
 6 DR. WILLIAMS: We will work on the
 7 timeline, yes.
 8 MS. PASTEUR: All right, then I'll hold
 9 my motion until I look at the timeline so that it
 10 will be more germane and more feasible.
 11 DR. WILLIAMS: Thank you.
 12 MS. PASTEUR: Thank you.
 13 CHAIRWOMAN SCOTT: Thank you, so it
 14 looks like the next item on the agenda is the
 15 report on teacher salary -- oh, excuse me, we
 16 just did that.
 17 The next item on the agenda is the
 18 report on graduation, postponed from the
 19 August 10th board meeting, and for that I call on
 20 Dr. Wheatley-Phillip. Thank you.
 21 DR. WHEATLEY-PHILLIP: Good evening,

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1 Board Chair Scott, Vice Chair Henn,
 2 Superintendent Dr. Williams and members of the
 3 Board. Tonight I will provide an update on the
 4 2020 graduation requirements and progress on the
 5 Board of Education's goal related to bridge
 6 projects. Joining me tonight is Dr. Monica
 7 Hetrick, our director of performance management.
 8 Next slide please.
 9 For exiting grade 12 students,
 10 graduation requirement include completing 21
 11 credits in required coursework, including passing
 12 required graduation courses in Algebra I, ELA 10,
 13 life sciences and in American government. Due to
 14 the impact of the COVID-19 global pandemic on
 15 state testing and students learning via hybrid
 16 models, MSDE granted graduation waivers to
 17 students in the 2018 to 2021 cohorts for
 18 completing student service learning hours,
 19 passing MCAP assessment requirements, and
 20 completing bridge projects for students who
 21 previously had passed the course but not the

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1 assessment. Next slide please.
 2 The summer graduation ceremony was held
 3 on Saturday, August 14th, 2021. Our teams will
 4 now work across divisions and with our state
 5 partners to reconcile the graduation data. MSDE
 6 will release the official 2018 to 2021 cohort's
 7 four-year adjusted graduation rates around
 8 February of 2022. Next slide please.
 9 As a board, one of the goals set was to
 10 reduce the number of students who have to
 11 complete bridge projects to meet the state
 12 assessment requirement for graduation. Due to
 13 the global pandemic, MSDE waived all bridge
 14 projects for graduates in the class of 2021.
 15 Therefore, zero bridge projects were completed in
 16 BCPS. Next slide please.
 17 At this time Dr. Hetrick will provide an
 18 overview of the early fall assessments.
 19 Dr. Hetrick?
 20 DR. HETRICK: Yes, good evening. In
 21 order to meet the federal testing mandates the

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1 United States Department of Education allowed
 2 MSDE to postpone the 2020-2021 state assessments
 3 until this fall. Maryland schools will be
 4 administering shortened versions of the state
 5 assessments in ELA, math and science this fall
 6 and students will take the test associated with
 7 the grade level they were enrolled in during the
 8 last school year. All state assessments for the
 9 current 2021-2022 school year will be
 10 administered during their regular timeframe.
 11 Next slide please.
 12 For 2021 the state will be administering
 13 state assessments on their regular schedule shown
 14 on this slide. Next slide please.
 15 DR. WHEATLEY-PHILLIP: So thank you,
 16 Dr. Hetrick. We look forward to providing an
 17 update on our graduation rates in the spring when
 18 we receive data from the state of Maryland. We
 19 thank you for joining us in celebrating 41
 20 graduation ceremonies in May and June of 2021 at
 21 the SECU Center at Towson University, where over

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1 7,500 students participated in celebrating their
 2 graduation achievements in a year unlike any
 3 other. Equally, we enjoyed a joyous and
 4 memorable graduation ceremony for our summer
 5 graduates on August 14th, 2021 at the George
 6 Washington Carver Center For Arts and Technology.
 7 We thank you for the opportunity to present this
 8 information. We hope at this time that you enjoy
 9 a recap of our graduates. At this time we will
 10 have ask Mr. Vicker to play a video.
 11 (Video playing.)
 12 Thank you.
 13 DR. WILLIAMS: I just have to
 14 acknowledge the Division of Research,
 15 Accountability and Assessment -- (background
 16 interference). I don't know who that was. I
 17 just want to acknowledge you for the work as we
 18 continue to look at our goals affiliated with the
 19 Compass, the goals affiliated with our Board, and
 20 I also want to acknowledge the Department of
 21 Communications for actually developing that video

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1 on graduation, so thank you all.
 2 CHAIRWOMAN SCOTT: Yes, I echo that,
 3 thank you, well done. Okay.
 4 Are there any questions from board
 5 members? Okay, I'll go in order, Ms. Mack and
 6 then Ms. Rowe.
 7 MS. MACK: Thank you both very much, and
 8 thank you for bringing this back because this was
 9 one of our Board goals. My research shows that
 10 the last audit of bridge plans done by MSDE was
 11 done in 2015, and some of the data shown in that
 12 audit are pretty alarming. Would you be able to
 13 bring back to the Board the last four years of
 14 bridge plan use, how BCPS compares to the state?
 15 I know that '20 is thrown out the window and of
 16 course '21 because of the pandemic, but I don't
 17 think '19 was impacted. I feel like we've been
 18 in COVID forever, but I don't think '19 was
 19 impacted by COVID. Can we see that data on our
 20 use of bridge plans, because I think we need to
 21 know where we are to figure out where we want to

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1 be.
 2 DR. WHEATLEY-PHILLIP: Thank you so
 3 much.
 4 DR. WILLIAMS: Let me interject. I
 5 think the question might be are we going to
 6 continue to use bridge plans as there is a new
 7 assessment? So I would say to the Board, keep in
 8 mind that the state assessment has changed over
 9 the last ten years at least twice, it's changing
 10 again. This feels like old data as we're trying
 11 to move forward with the new assessment
 12 Dr. Hetrick mentioned about the fall diagnostic
 13 assessment and what's happening in the spring.
 14 And so we are, all systems are having multiple
 15 conversations with the state to figure out what
 16 will this look like, how soon will we get the
 17 data, and although this was a board goal around
 18 the bridge plans, the question would be what will
 19 that now look like with this new assessment. So
 20 I would just put a pause in that request,
 21 Ms. Mack, until we know what this new assessment

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1 will look like and then for students who may need
 2 additional time, what might that be.
 3 The bridge plan was used for students
 4 who had taken the test multiple times, needed an
 5 additional way of demonstrating their performance
 6 around certain goals and context. So I would
 7 just caution about back going back in time
 8 looking at old data as we're looking at, one, a
 9 new assessment, and new curriculum moving
 10 forward, with the fact that we are still in the
 11 pandemic. So I'd just, I would ask that the
 12 Board just pause on that until we know more about
 13 the upcoming assessment.
 14 MS. MACK: I appreciate that additional
 15 information.
 16 I do have a very simple question that
 17 has nothing to do -- I think you mentioned that
 18 when kids take the shortened version of the tests
 19 this year, they're going to take it based on what
 20 grade they were in last year?
 21 MS. HETRICK: Yes.

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1 MS. MACK: How is that physically going
 2 to look in the schools? I'm a fifth grade
 3 teacher; am I the fifth grade teacher going to
 4 administer the fourth grade test, are my kids
 5 going to go to a fourth -- I mean, what does it
 6 look like practically speaking?
 7 MS. HETRICK: So yes, you are correct.
 8 So the 2020-2021 assessments will be administered
 9 this fall, so students as you said that are going
 10 to be in fifth grade will be taking the fourth
 11 grade assessment. I know that our Office of
 12 Assessment team is working with the school
 13 testing coordinators as well as the staff in the
 14 schools to determine what the best schedule is
 15 for the students.
 16 I'm not, again, speaking about
 17 specifics, but all students will be taking an
 18 earlier year assessment, yes, and that's all the
 19 way up. So for instance, fourth graders would be
 20 taking, students who will be enrolled in the
 21 fourth grade this year will be taking third grade

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1 assessments. Students in grades K-2 do not take
 2 the MCAP, so this year I guess --
 3 MS. MACK: And even in high school, so
 4 if I'm an 11th grader, I'm taking the tenth grade
 5 test.
 6 MS. HETRICK: Right, so the only
 7 assessments that are administered --
 8 MS. MACK: There's only one in the tenth
 9 grade.
 10 MS. HETRICK: Right, is English 10.
 11 MS. MACK: Right, okay.
 12 MS. HETRICK: So that's what's going to
 13 happen.
 14 MS. MACK: Thank you very much.
 15 DR. WHEATLEY-PHILLIP: Thank you so
 16 much, and part of that is really discouraging to
 17 students, because if I'm a fourth grader, I take
 18 a third grade test, that's content that has been
 19 taught to me.
 20 MS. MACK: No, I was thinking of the
 21 logistics side, that's all.

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1 CHAIRWOMAN SCOTT: Thank you. It's
 2 Ms. Rowe, then Ms. Causey, then Mr. Kuehn.
 3 MS. ROWE: So, just so that I
 4 understand, you said that the bridge plans were
 5 waived. So does that mean that the students who
 6 would have required a bridge plan to graduate
 7 were not permitted to graduate, or the students
 8 were permitted to graduate without having to do a
 9 bridge plan?
 10 DR. WHEATLEY-PHILLIP: That is correct.
 11 MS. ROWE: The latter?
 12 DR. WHEATLEY-PHILLIP: Yes.
 13 MS. ROWE: Okay, thank you.
 14 CHAIRWOMAN SCOTT: Thank you. Next,
 15 Ms. Causey.
 16 MS. CAUSEY: Thank you for that
 17 presentation and I especially loved the video,
 18 it's always wonderful to see our students in the
 19 culmination of why we are all here, is to help
 20 them get across that stage moving forward into a
 21 career or college.

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1 So I had a couple quick questions. One,
 2 Maryland has a longitudinal data system where a
 3 number of agencies are able to pull data from
 4 there. So MSDE pulls data for certain reports,
 5 the legislature might, Maryland Higher Education
 6 Commission. Before Blueprint and Kirwan there
 7 was a P-20 Leadership Council that was evaluating
 8 education from prekindergarten to postsecondary
 9 degrees, so in that they're tracking different
 10 outcomes over time. How are the students that
 11 graduated this year but did not meet the
 12 proficiency standards or they were waived, how is
 13 it known whether, you know, whether they were on
 14 track to be proficient?
 15 DR. WHEATLEY-PHILLIP: I will ask
 16 Dr. Hetrick to explain on that, but I think that
 17 our students and students across our state would
 18 be where everyone else is because all systems
 19 test across the U.S. because of COVID really had
 20 to make some conciliations in terms of how we
 21 determine the degree to which students are ready

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1 to be college or career ready or just, you know,
 2 for college. And so in determining where
 3 students are we're kind of creating a specific
 4 cadre of students that have gone through a
 5 similar experience. And so the waiving of those
 6 requirements puts together a pool of students
 7 that I think a future study will have to take a
 8 look at this particular group --

9 CHAIRWOMAN SCOTT: Excuse me, could you
 10 speak into the microphone? We can't hear you.

11 DR. WHEATLEY-PHILLIP: I'm so sorry.
 12 The answer to the question is that, you know, our
 13 students in BCPS along with students within the
 14 United States faced similar experience in terms
 15 of COVID, and so the waiving of certain
 16 requirements almost creates a cadre of students,
 17 or particular cohorts of students for which
 18 certain requirements were waived. And in terms
 19 of study and looking at the degree to which these
 20 students are deemed ready for, equipped beyond
 21 grade 12, that particular cohort I think will

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1 have to be a special study group just because
 2 they've all had the same experience in terms of
 3 assessments being waived, the manner in which
 4 they were educated through this virtual lens and
 5 also, you know, the hybrid model.

6 So in terms of determining the degree to
 7 which students are ready beyond grade 12, I think
 8 that's something for a future study, because
 9 we'll have to take a look at it, it's not just us
 10 but it's also other school systems in which
 11 students would have been in the same place, and
 12 it's unlike any so it's not been studied.

13 MS. CAUSEY: Right, and thank you for
 14 that, and I guess my clarification was more along
 15 the lines of could MSDE give us a code, so we had
 16 students that by grade looked like they were
 17 becoming proficient, whereas there were other
 18 students who were struggling with their grades,
 19 so did MSDE give us any way to categorize
 20 students who looked like they were on their way
 21 to proficiency because of grades and the others

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1 who did not necessarily look like they were
 2 headed that way?

3 DR. WHEATLEY-PHILLIP: I do not believe
 4 we have that type of distinction. Dr. Hetrick?

5 DR. HETRICK: Yes. No, at this point I
 6 do not think we have that distinction. And to
 7 echo what Dr. Wheatley-Phillip said, though, this
 8 is a specific cohort of students. So even with
 9 the Maryland longitudinal data study, you know, I
 10 can't speak for them but I'm assuming that when
 11 they were doing reporting they would make sure to
 12 operationalize how these students were different
 13 than other students.

14 MS. CAUSEY: And they do keep track of
 15 other things in terms of PSAT scores and SAT
 16 scores but it's all done anonymously to identify
 17 factors of the students in a group, so I was just
 18 curious as to how that would work, so thank you.

19 DR. WILLIAMS: And I just want to remind
 20 you, Ms. Causey, remember some of our colleges
 21 waived some of their admissions as well, so as to

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1 what Dr. Wheatley-Phillip said, this may be a
 2 cohort based on the pandemic and what everyone
 3 had to adjust during the past 18 months.

4 CHAIRWOMAN SCOTT: Mr. Kuehn?

5 MR. KUEHN: I'll pass, thank you.

6 CHAIRWOMAN SCOTT: Any additional
 7 questions? Ms. Rowe?

8 MS. ROWE: So when students take the
 9 tests in the fall, they're also going to be
 10 taking MAP tests in the fall. And so ordinarily
 11 parents will get the results of the MCAP, those
 12 tests students are taking this fall, are parents
 13 going to see the results of those?

14 DR. HETRICK: Of the MCAP assessments,
 15 the fall diagnostic assessments? I believe that
 16 the state has, is still working on that process
 17 in terms of when the data will be available and
 18 how it will be reported out. I know it's used as
 19 a diagnostic assessment. There are actually, mor
 20 information should probably be coming from the
 21 state board, the upcoming state board, but at

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1 this time I don't think we have a timeline.
 2 MS. ROWE: Okay. And will parents be
 3 able to see the MAP data when that comes out?
 4 MS. HETRICK: We typically --
 5 MS. ROWE: We do typically. Are we
 6 still going to, like COVID hasn't changed any of
 7 that?
 8 MS. HETRICK: I don't believe so.
 9 DR. WHEATLEY-PHILLIP: No.
 10 DR. WILLIAMS: That is our plan, and in
 11 terms of the state assessment, I believe
 12 Dr. McComas will have an upcoming meeting with
 13 her colleagues across the state as well as Stacy
 14 Shack with her colleagues. Because those
 15 questions, Ms. Rowe, we have been asking, so
 16 we're going to have an early assessment when the
 17 data will be available, and more importantly, how
 18 can we use that data, that's a bigger question.
 19 So that data going to be used for schools, for
 20 administrators and for teachers to make some
 21 informed decisions, and so as we get more

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1 information, definitely we will be informing our
 2 community and of course our Board.
 3 CHAIRWOMAN SCOTT: Thank you. Any
 4 additional questions? All right, thank you very
 5 much.
 6 So it looks like the next item on the
 7 agenda is the end of year report on the fiscal
 8 2021 Compass, Our Path to Excellence, and for
 9 that I call on Dr. Wheatley-Phillip.
 10 DR. WHEATLEY-PHILLIP: We're going to
 11 huddle a little close here today. All right, so
 12 good evening, Board Chair Scott, Vice Chair Henn,
 13 Superintendent Dr. Williams and members of the
 14 Board. Tonight joining me are Executive
 15 Directors Mr. Kevin Connelly and Dr. Eric Minus
 16 who will share in presenting the information.
 17 Tonight we will provide an end of year update on
 18 The Compass, Our Pathway to Excellence, and a
 19 look ahead to the 2021-2022 school year. This is
 20 one of several presentations that will be
 21 provided to the Board of Education. Updates will

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1 be provided on assessments and Board of Education
 2 goals. Next slide please.
 3 MR. CONNELLY: Good evening. The
 4 Compass, Our Pathway to Excellence articulates
 5 the vision, purpose and core values of our work
 6 as a school system. Our Compass commitments,
 7 equity in action statements, key initiatives and
 8 strategies all come together to help organize our
 9 work and our purpose of serving students.
 10 The intentional alignment of our
 11 strategic plan insures that every function of our
 12 school system is designed to provide all students
 13 with multiple pathways to success in college,
 14 career and service. Equity and access,
 15 opportunity and achievement for all students are
 16 critical indicators to our success as a school
 17 system. Goals, action steps and professional
 18 learning drive our aligned efforts. Through
 19 progress monitoring analyses, all levels of the
 20 organization engage reflective practices for
 21 continuous improvement. Through this process,

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1 high performing teams use data-informed decisions
 2 to develop goals aligned with our system
 3 initiatives as well as improvise action steps and
 4 professional learning to accomplish our goals.
 5 Next slide please.
 6 Our summer planning work group,
 7 administrators, teachers and support staff
 8 launched virtual and in-person learning
 9 experiences for students. By offering programs
 10 in literacy and math instruction, early
 11 childhood, early college, and social-emotional
 12 support, students were provided with
 13 opportunities to complete any unfinished learning
 14 that may have occurred throughout the pandemic
 15 and over the course of the summer break. Staff
 16 were engaged in robust professional learning
 17 activities to assist school teams in determining
 18 our current levels of student performance, and on
 19 August 14th we celebrated the summer graduates of
 20 the class of 2021. Next slide please.
 21 DR. MINUS: Good evening. BCPS provides

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1 staff, families and our community with a robust
 2 platform of data to support our focus on
 3 continuous improvement, transparency and
 4 collaboration. Each of these dashboards are
 5 available through bcps.org and are updated on an
 6 annual basis. In addition, BCPS publicly posts
 7 key reports to provide detailed data and
 8 analyses. Both platforms provide opportunities
 9 for all stakeholders to understand important
 10 information about our school system, demonstrate
 11 our progress towards priority goals, and engage
 12 in data-informed discussions and decisions. Next
 13 slide please.

14 So Team BCPS is so proud of the
 15 outstanding accomplishments of our students,
 16 schools, offices and communities during all of
 17 the challenges presented by the COVID-19 global
 18 pandemic. This year we achieved our goal of
 19 having a one-to-one student to device ratio for
 20 all K-12 students. In addition, we are serving
 21 summer meals at 53 schools and community

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1 locations.

2 21 BCPS students across nine of our high
 3 schools were named National Merit semifinalists.
 4 Ms. Rebecca Spencer from Middleborough Elementary
 5 was named a 2020 Education Support Professional
 6 of Baltimore County Paraeducator of the Year.
 7 BCPS students, staff and schools have won
 8 numerous awards at the state and national level
 9 for academic, business, career, dance, music,
 10 art, athletics, and in so many more programs.

11 In addition Mr. Adam Laye, who served as
 12 the social studies department chair at Parkville
 13 High School, has been named the 2021 Maryland
 14 History Teacher of the Year by the Gilder Lehrman
 15 Institute of American History. He was selected
 16 from a record 8,500 teachers nationwide to
 17 represent Maryland.

18 We added our 23rd National Blue Ribbon
 19 School of Excellence, and for the 16th
 20 consecutive year BCPS was named one of the best
 21 school systems for music education. Along with

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1 U.S. News and World Report, we celebrate the
 2 naming of two BCPS high schools as a top ten high
 3 school in the state of Maryland.

4 Additional highlights, the Association
 5 of School Business Officials International
 6 awarded BCPS its meritorious budget award for
 7 excellence in budget presentation, and for the
 8 16th consecutive year our budget team earned the
 9 achievement of excellence and procurement award.

10 So as we prepare for the 2021-2022
 11 school year, we know that preparation, effort,
 12 talent and the resources of our school system
 13 will provide us with the tools needed to
 14 accelerate student learning, and the Compass, Our
 15 Pathway to Excellence, will provide the aligned
 16 vision, purpose and focus to accomplish this
 17 critical work. Next slide please.

18 DR. WHEATLEY-PHILLIP: Thank you,
 19 Dr. Minus. In looking ahead we are focused on
 20 the following: ICT 2.0 to provide resources and
 21 supports to schools; professional learning that

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1 will be aligned with the Compass and focused to
 2 promote the skilled use of data; using what we
 3 have learned to create safe and supportive
 4 environments for our students and staff; working
 5 to insure that communication with all
 6 stakeholders is clear, consistent and ongoing;
 7 developing standard operating procedures to
 8 insure there is consistency and coherence across
 9 the system and in the implementation of the
 10 Compass.

11 We thank you members of the Board for
 12 your time and for your attention this evening.

13 CHAIRWOMAN SCOTT: Thank you very much
 14 for the presentation. So now, do we have any
 15 questions from members of the Board? Do you have
 16 something you'd like to share?

17 DR. WILLIAMS: Since there are no
 18 questions I just, again, can't overemphasize the
 19 support of DRAA and the work that they do, as
 20 they have been described as the headlights, I
 21 believe, of the system, but I want to acknowledge

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1 these three individuals in front of us and for
 2 the work that they've done. Thank you very much.
 3 (Applause.)
 4 CHAIRWOMAN SCOTT: Thank you. Okay. So
 5 the next item is M as in Mary. So the next item
 6 on the agenda is part two of the work session of
 7 the fiscal year 2023 state capital budget
 8 request. The first part of the work session was
 9 earlier today and at this time I call on
 10 Dr. Scriven, Mr. Dixit and Mr. Sarris.
 11 DR. SCRIVEN: So good evening, Madam
 12 Chair, Vice Chair Henn who I believe is virtual,
 13 members of the Board and Dr. Williams.
 14 This is round two. We even received
 15 some questions between round one and round two.
 16 I think I would like to start out, Mr. Dixit, if
 17 it's okay with you, Madam Chair, I think that
 18 Dr. Hager had presented us with a pretty relevant
 19 question that we would like to address first and
 20 foremost, or just ask Dr. Hager to present that
 21 question so that we can respond appropriately,

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1 and then I will turn it over to you. But her
 2 question was one that came up in a previous board
 3 and I think it's relevant to address.
 4 CHAIRWOMAN SCOTT: Sure, certainly.
 5 Yes, if Dr. Hager could present her question
 6 again and then we can all benefit from the
 7 answer.
 8 DR. HAGER: Thank you, yes. I sent it
 9 via email because I arrived late to the earlier
 10 session and didn't know if it had been already
 11 been asked. So what I said by email was at the
 12 last Board of Education meeting Senator Chris
 13 West proposed what he called a win-win solution,
 14 which would be to extend the 15-year MYIPAS plan
 15 to 16 years and add \$32 million to the total cost
 16 which by percent when you're looking at the
 17 enormous dollar price tag is a very small amount,
 18 so with this he said we could complete all of the
 19 specified replacements and renovations of the
 20 MYIPAS and also replace Towson and Dulaney. So
 21 that's what we heard last time and I was very

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1 intrigued by that because, you know, we all love
 2 a win-win, of course.
 3 So my questions were, were his
 4 calculations correct, is this actually accurate,
 5 and with the exception of adding a year to a
 6 15-year plan making it 16 years, an adding \$32
 7 million, based on all of your experience, are
 8 there any other down sides to this approach?
 9 MR. DIXIT: So good evening and thank
 10 you for your question. I'm not going to comment
 11 on his question, whether it's right or wrong, but
 12 I will give you background so that there's better
 13 understanding of what we are talking about.
 14 So MYIPAS indicated that we have the
 15 need of 4.7 billion and the only funding
 16 available is two 2.5 billion or somewhere in that
 17 neighborhood, 4.7 and 2.5, so to begin with we
 18 have a 1.7 billion deficit of meeting all of our
 19 needs. So that's one thing.
 20 The second piece is, this 2.5 billion
 21 that we have, it assumes that we maximize capital

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1 fund efficiency, and what that means is that for
 2 every dollar that the county puts in, we are able
 3 to get state dollars, which is 1.5 county
 4 dollars. If we don't achieve that, then we are
 5 not making full use of our money, so that's the
 6 second piece.
 7 The third piece is that capital
 8 efficiency for that individual project has to be
 9 maintained also, and what that means is that the
 10 quality of the building, that's number one, its
 11 ability to provide the programs that we have
 12 developed, that is all maintained. So it sounds
 13 simple at the surface but when you go deeper into
 14 it then it becomes complex.
 15 Also, while we are doing this over the
 16 next 15 years, we have to make sure that our rate
 17 of building degradation is less than our rate of
 18 building improvement, and if we don't do that
 19 then we'll get into the same situation that we
 20 are in and we will never be able to catch up.
 21 Once we take care of that initial 15 years, and

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1 this is the golden opportunity for us to do it
 2 because the Build to Learn Act, those funds are
 3 coming, so using funds that we are getting from
 4 county in an efficient manner and utilizing those
 5 new funds as soon as we can will go a long way.
 6 And the notion that I indicated in our previous
 7 conversation that renovation is not good enough,
 8 some of the buildings that we have completed
 9 using old buildings and renovating it are the
 10 most architecturally impressive buildings, and at
 11 least one of the projects that I see here, that
 12 will be a dream project in terms of preservation
 13 of historical integrity.

14 So that's why you see that most of the
 15 conversation is from one architect and
 16 engineering team to other architects and
 17 engineering teams. We just don't get funds
 18 because that's what we want. Every elected
 19 official wants best for their school, every board
 20 members wants best for their schools, but when
 21 you look at the schools in a comprehensive manner

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1 in the system, which is what we are all trying to
 2 do, then it's a totally different story and let's
 3 all work together, that's my appeal to make use
 4 of these funds for the benefit of all schools and
 5 the quality of the end product whether we
 6 renovate or rebuild new, it will not be second
 7 class, and that's the assurance you have from our
 8 team.

9 I don't know if I answered your question
 10 or not, I said a lot of things, hopefully it
 11 helps.

12 DR. HAGER: No, thank you.

13 CHAIRWOMAN SCOTT: Thank you, Mr. Dixit.

14 Next it looks like we go around in order,
 15 Ms. Jose, and if anyone else has questions, just
 16 raise up your red thing so I can put you down.
 17 Thank you.

18 MS. JOSE: Thank you. Thank you,
 19 Mr. Dixit. We know that capital budget plans are
 20 typically done in ten-year increments, just like
 21 the census data is done every ten years, that is

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1 typical industry standards. What year was the
 2 Stoneleigh Elementary School renovated, do you
 3 have that data? And also, describe historically
 4 how you would preserve Towson High School per
 5 Maryland Historical Society guidelines and what
 6 that would accomplish.

7 MR. DIXIT: That's a very good question,
 8 so the second piece is what I talked a little bit
 9 about. In the schools that are covered under
 10 historical trusts, they have another layer of
 11 process. We are guided by the process that
 12 Maryland Historical Society has written laws,
 13 intensive community participation in addition to
 14 regular participation. So there's a series of
 15 meetings in the community and that will present
 16 different options and costs, and that will help
 17 us, and whatever the community wants, that's what
 18 they will get more than likely. And in most of
 19 the cases that we have dealt, communities are
 20 split among themselves, some want to preserve
 21 these historical architectures, some don't. Some

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1 want to build new buildings but get pieces of the
 2 old historical building and incorporate in that,
 3 and we try to do all of that within the available
 4 funding.

5 MS. JOSE: Thank you, Mr. Dixit. And
 6 just for a follow-up question, you know, just in
 7 this meeting a board member was lamenting about
 8 how BCPS couldn't pay for \$80,000 of paving on a
 9 multipurpose court, and yet we're willing to
 10 write off \$20- to \$40 million, and that is what
 11 it needs for these dilapidated facilities, you
 12 think that it's a small dollar amount, \$40
 13 million, \$60 million, and therefore in my opinion
 14 disregard the recommendations of this independent
 15 and unbiased study which is looking at all 175
 16 schools without implementation or consideration
 17 is not only inequitable but it's also not aligned
 18 with the goal of how capital budgets or analysts
 19 like me would be allocating capital dollars
 20 independently so all schools get touched by our
 21 capital dollars.

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1 Also, when you're taking about an
 2 additional \$40- to \$60 million, would that mean
 3 that in that capital budget request schools like
 4 I see here, Battle Monument, Southwest Academy,
 5 Randallstown High, which have approximately \$2
 6 million in roof replacements, would that be then
 7 deferred back? Thank you.

8 MR. DIXIT: And MYIPAS has done it in a
 9 detailed manner with every school in the system.

10 CHAIRWOMAN SCOTT: Thank you. Next,
 11 Mr. Offerman.

12 MR. OFFERMAN: Mr. Dixit, I'm going to
 13 ask you to repeat some things you probably said
 14 during the four o'clock session, and that is in
 15 the case of Dulaney and Towson High School both,
 16 correct me if I'm wrong, because the feasibility
 17 study says that it is more efficient to replace
 18 -- excuse me -- to renovate and add in the case
 19 of Towson, and renovate at Dulaney, that we would
 20 lose substantial state money if one had to do
 21 this; is that correct?

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1 MR. DIXIT: That's correct. You know,
 2 because we did the feasibility study which is
 3 another product by an independent architect, and
 4 they believe that on a 40-year life cycle basis
 5 renovation addition is more economical. So if we
 6 still pursue replacement, the state will not fund
 7 60 percent of replacement costs, they will fund
 8 60 per percent of renovation costs minus 15
 9 percent penalty for going on our own.

10 So the state guidelines are quite
 11 complex and they're detailed, and it's available
 12 to anybody on the IAC website. In our
 13 conversations with state, they have always
 14 indicated that they like to preserve buildings,
 15 they like to work with the buildings and save
 16 them, so it's good and I think it's a win-win for
 17 everybody. The notion that the renovation is a
 18 second rate project is fundamentally flawed, it
 19 has no merit to it, and I just want to emphasize
 20 that.

21 MR. OFFERMAN: Thank you.

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1 CHAIRWOMAN SCOTT: Thank you. Next it
 2 looks like it was Mr. Kuehn and then a hand over
 3 here, okay, Ms. Rowe and Ms. Mack. Thank you.

4 MR. KUEHN: Thank you. So I'm going to
 5 go back again to the feasibility study for
 6 Towson, I'm looking at it right now. You had
 7 three options and option number two, which is the
 8 major renovation and addition, costs more than
 9 building the new school, so I'm at a loss when
 10 you're saying the county is going to lose money,
 11 I'm confused when I'm looking at the documents
 12 that have been provided where it shows 40-year
 13 life costs for option two, major renovation at
 14 \$419 million, and 40-year life cycle cost for
 15 option three, replacement at \$408 million, so
 16 please explain that to me.

17 MR. DIXIT: So then there may be errors
 18 in the numbers. 40-year life cycle cost is 387
 19 million, 419 and 480. So what numbers are
 20 included in here, I don't know, I can check that
 21 and I can get back to you to make sure that these

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1 numbers are accurate. You may have an older
 2 copy, so I'll check that and I'll send it to you.

3 MR. KUEHN: Thank you. Now moving on to
 4 Dulaney, I asked this question but we ran out of
 5 time again so I'm going to go back again. I'm
 6 looking at the renovation option one at 295,000
 7 square feet, option two is 316,000 square feet
 8 and option three is 329,000 square feet, they are
 9 all different, and the costs are all different as
 10 we would expect. So how do we compare these when
 11 two of them are renovations and one's a
 12 replacement?

13 MR. DIXIT: So that answer, I will try
 14 to give you that answer. The state has
 15 guidelines for maximum and minimum square footage
 16 for spaces, architects try to fit, meet those
 17 requirements within different options. So in
 18 some options you can fit the educational space
 19 requirement in a smaller space or envelope. When
 20 we build a new building we go to the maximum that
 21 the state allows. So the same educational needs

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1 of the space, and I'll give you a simple example,
 2 if there's a classroom size of 750 feet and the
 3 state guideline says 650 to 850, we meet the
 4 state guideline by keeping the 750 classroom.
 5 But if we were to build that school, we'd try to
 6 max that space to get that 850 square feet, so
 7 naturally that will cost more.

8 Also, there are several spaces in the
 9 building that can be optimized in existing
 10 buildings to save costs and that's the work that
 11 the architecture and engineering team does for
 12 the next several, 12 to 18 months, is to get to
 13 the space requirements at the minimum cost, and
 14 that's why you see that the cost of actual
 15 renovation meeting all the space requirements,
 16 meeting all the codes, is a lot less than
 17 building a new building.

18 MR. KUEHN: Okay. So I have to follow
 19 up on that real quick because if you look at the
 20 Towson feasibility study, the square feet are
 21 exactly the same for all three options.

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1 MR. DIXIT: That's not correct, that's a
 2 typo, so that you will get in the new report.

3 MR. KUEHN: It's all I have.

4 MR. DIXIT: Yes, because the numbers I
 5 have is 263,486 for option one, 277,455 for
 6 option two and 279,409, so you may have an older
 7 version and I will get you the latest version.

8 MR. KUEHN: This is all I have.

9 MR. DIXIT: Yes.

10 CHAIRWOMAN SCOTT: Thank you. It looks
 11 like we have a question from Ms. Rowe.

12 MS. ROWE: So I would like updated
 13 versions of these documents too because I have
 14 similar questions as to what Mr. Kuehn had, and I
 15 would also like the documentation for where the
 16 IAC made the decision that somehow we would lose
 17 15 percent funding based on the feasibility
 18 studies. I haven't been able to find that in the
 19 documentation anywhere, so if you have that,
 20 either at a meet they discussed it, or in the
 21 documentation where they made comments on that,

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1 or, I would like to see their reasoning for that,
 2 because it's difficult to be prepared for a
 3 meeting with questions when the documents we have
 4 don't have accurate numbers, so if we could get
 5 those documents with the accurate numbers, and if
 6 I could see the IAC decision that you mentioned
 7 based upon the feasibility study I'd like to be
 8 able to process that. Thank you.

9 MR. DIXIT: So the right term is IAC
 10 guidelines, that is their administrative
 11 guidelines and that is shared as to how much they
 12 will, what their share will be, so their share of
 13 construction for renovation or replacement is 61
 14 percent, okay, 61 percent of the construction
 15 costs is the state share. In order to justify
 16 replacement they need a feasibility study saying
 17 that it is more cost effective to do replacement.
 18 If they cannot justify that and they need it from
 19 an architect, independent architect licensed, and
 20 it is reviewed by the state architects, and if we
 21 cannot provide that in a feasibility study then

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1 they do not, Section 203 of state administrative
 2 guidelines, Regulation 23.03.02.03G, and I'll
 3 share that with you, yeah, I will share that with
 4 you.

5 MS. ROWE: Thank you.

6 CHAIRWOMAN SCOTT: Thank you. Next it
 7 looks like there's a question from Ms. Mack.

8 MS. MACK: Mr. Dixit, I'm going to go
 9 back to Sparrows Point for a minute. I know you
 10 said this but I just don't have it in my notes.
 11 I'm looking at the FY-2022 state capital budget
 12 request and the FY-2023 state capital budget
 13 request. Neither one of them speaks to Sparrows
 14 Point at all.

15 MR. DIXIT: Good question. So, the
 16 Sparrows Point part comes in the southeast area
 17 study in the county capital plan of FY-22. So if
 18 you remember in the MYIPAS preparation, they
 19 wanted us to go deeper into the Sparrows Point
 20 and the southeast area schools, and also a new
 21 school for northeast and central part. So the

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1 point that I made in my last conversation is that
 2 if we don't use money effectively and keep losing
 3 that 61 percent minus the 15 percent, then we
 4 won't have funds to build, enough funds to do
 5 other projects, which may be Sparrows Point and
 6 northeast.
 7 MS. MACK: But my question is this,
 8 because I do see on the FY-22 county, county
 9 capital budget request, I do see the \$500,000 for
 10 the assessment of a northeast or central high
 11 school and the southeast area high school. But
 12 eight years from now some people on this Board
 13 won't be on this Board, and there might not be
 14 somebody on the Board who is going to ask a
 15 question about Sparrows Point. So where is the
 16 commitment to Sparrows Point?
 17 MR. DIXIT: That's part of the MYIPAS
 18 recommendations.
 19 MS. ROWE: Right, but the Board's not
 20 going to approve or not approve MYIPAS, they're
 21 going to approve this sheet.

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1 MR. DIXIT: Yes.
 2 MS. ROWE: There is nothing on here on
 3 Sparrows Point.
 4 MR. DIXIT: Because the options have not
 5 been developed yet, the money just became
 6 available, and that \$500,000, the purpose of that
 7 money is to do study and come up with
 8 recommendations. It is not included in the state
 9 plan, the state request, because we do not have
 10 options yet.
 11 MS. MACK: So what, how long would that
 12 process take conceivably, best case, worst case?
 13 MR. DIXIT: It could take six months, it
 14 could take eight months.
 15 MS. MACK: No, I'm talking about getting
 16 it on the sheet where it's memorialized.
 17 MR. DIXIT: Okay. So the first part is
 18 to come up with options and that's what you see
 19 that \$500,000 in county planning, okay? Once we
 20 know what the options are then they will be
 21 included in state requests. So in the next

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1 couple of years, hopefully next year when we come
 2 to you, we will have some options for your
 3 consideration.
 4 MS. ROWE: And then they would have to
 5 be prioritized and funded, correct?
 6 MR. DIXIT: MYIPAS did have it
 7 prioritized before Dulaney, they have, their
 8 ranking is right after Towson.
 9 MS. ROWE: Okay, thank you for that
 10 information. I just, it concerns me that we
 11 don't see it on these sheets.
 12 MR. DIXIT: That's because we don't know
 13 what the options are. Once we know the options,
 14 then we, you will see it in the state request.
 15 MS. MACK: I understand, I guess I'd
 16 like to see a placeholder, but if that's not
 17 proper, so be it.
 18 CHAIRWOMAN SCOTT: Thank you. Next is
 19 Mr. McMillion.
 20 MR. MCMILLION: Mr. Dixit, even at my
 21 age -- I used to be a very very trusting

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1 individual, I'm becoming more and more cynical as
 2 I stay in this position.
 3 MR. DIXIT: I understand that, because
 4 I'm aging too, I hope you understand that.
 5 MR. MCMILLION: So with all this
 6 information that's floating out there, this
 7 conflicting type of information, how do I know,
 8 how do we know that some career politician or
 9 some power broker hasn't influenced the outcome
 10 of Cannon Design to get what they want out of it?
 11 Thank you.
 12 MR. DIXIT: So that's a good question.
 13 My answer to you is that the county at the
 14 request of the school board conducted a search
 15 for an independent consultant. Some of us were
 16 part of the interview panel, not members from our
 17 group, and the county from day one has been
 18 totally transparent and totally honest about it.
 19 We have collaborated, the superintendent's team
 20 has collaborated, the CE's team, and to my
 21 knowledge, there is absolutely no pressure from

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1 anybody to come up with that independent plan.
 2 The company has a history of doing
 3 hundreds of these studies throughout the country.
 4 They have asked the help of the best known school
 5 construction funding expert that we know of in
 6 Maryland state, Dr. Lever. So it is as credible
 7 as you can get. So it's, even with all the
 8 cynics and everything else, I don't have anything
 9 else to say.
 10 MR. MCMILLION: Thank you.
 11 CHAIRWOMAN SCOTT: Thank you. Any
 12 additional questions?
 13 VICE CHAIR HENN: Yes, Madam Chair, I
 14 apologize.
 15 CHAIRWOMAN SCOTT: Oh, okay. So we have
 16 Ms. Henn, then Mr. Thomas, then Ms. Pasteur.
 17 Yes, please go ahead, Ms. Henn.
 18 VICE CHAIR HENN: Thank you. So this
 19 came up earlier, good evening again, Mr. Dixit.
 20 The Board is approving the FY-23 state capital
 21 request, we are not voting on the MYIPAS plan in

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1 its entirety; is that correct, Mr. Dixit?
 2 MR. DIXIT: The Board is approving FY-23
 3 state capital plan, that's correct.
 4 VICE CHAIR HENN: Thank you. And the
 5 plan has been updated to reflect the MYIPAS
 6 recommendations; is that also correct?
 7 MR. DIXIT: If you remember, Ms. Henn,
 8 last year we had included replacement of these
 9 two schools, so when we went to the planning
 10 board they wanted us to do a feasibility study,
 11 so county had provided funds for feasibility
 12 study in advance. As part of practice, the
 13 feasibility study being done, we submit the plan
 14 when the design is developed. So the purpose of
 15 the planning board was to look at the result of
 16 the feasibility study before they take their
 17 action. And just to remind you, while the Board
 18 approves the plan, the Board has no fiscal
 19 authority, we are dependent on all the funding
 20 from county and from the state, so we have to
 21 comply with all of the requirements from county

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1 and all of the requirements from state, and they
 2 all have their processes. Did I answer your
 3 question, Ms. Henn?
 4 VICE CHAIR HENN: You did, and I think
 5 Ms. Rowe asked my question regarding wanting to
 6 see the documentation from the IAC regarding the
 7 requirement of the state match based on the
 8 feasibility study's recommendations. And I would
 9 also like to see the complete feasibility study
 10 rather than just the executive summary, also for
 11 those documents to be made public, as well as
 12 Lansdowne in addition to Towson and Dulaney.
 13 Because I also question the documents, because
 14 originally the Board received a recommendation
 15 and this was on May of 2018, May 9th, 2018, for a
 16 limited renovation of Lansdowne, which the Board,
 17 at that time Mrs. Causey and I served, the Board
 18 voted eight to three to reject the limited
 19 renovation of Lansdowne, and I imagine that was
 20 based on the feasibility study to which the Board
 21 rejected, instead requesting a new school for

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1 Lansdowne, so I would like to compare that
 2 process with the process for Towson and Dulaney
 3 to see how the state approval followed suit and
 4 what the IAC funding is for that, and also to see
 5 the feasibility study to compare it to the three
 6 schools.
 7 MR. DIXIT: Yes, so --
 8 VICE CHAIR HENN: And the rest of my
 9 concern with that is that the Board applied the
 10 same rationale given the condition of Lansdowne
 11 as we did to Dulaney and Towson, because for the
 12 past five years the Board has approved the state
 13 capital request that included replacement for
 14 those two schools based on not only the need for
 15 seats, particularly with Towson, but the
 16 conditions of both of those schools. So if we --
 17 MS. BRESLER: Time, Ms. Henn.
 18 VICE CHAIR HENN: If we applied the
 19 decisions differently, then my concern is what is
 20 the justification other than political, because
 21 it would seem to be --

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1 CHAIRWOMAN SCOTT: That's time,
 2 Ms. Henn. Ms. Bresler said that's time.
 3 MR. DIXIT: May I respond?
 4 CHAIRWOMAN SCOTT: Go ahead, yes please,
 5 Mr. Dixit.
 6 MR. DIXIT: So we are mixing several
 7 different things here, let me go one step at a
 8 time. The Lansdowne project was, originally it
 9 was included as a renovation project, so once you
 10 submit a renovation project it does not require
 11 any feasibility study. We designed renovation,
 12 it was turned down by the Board, it was never
 13 approved, so then it started as a new project.
 14 The new project included replacement. Once we
 15 included replacement in order to qualify for
 16 state funding, the state requires a feasibility
 17 study, and that's how the feasibility study was
 18 done and the feasibility study was accepted by
 19 state because it recommended replacement, so that
 20 was a totally different process. Every project
 21 is considered on its own merit, so just because

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1 Lansdowne was approved by state, it doesn't mean
 2 that any other project will be approved, so we
 3 did the same process.
 4 As a matter of fact, we forwarded the
 5 feasibility study to expedite it, and feasibility
 6 study does not justify replacement, so when
 7 feasibility study doesn't justify replacement,
 8 that means state will not fund 61 percent of the
 9 replacement costs, they will only fund 61 percent
 10 of the renovation costs minus 15 percent of that
 11 as a penalty part because we decided on our own
 12 to replace the two schools. So what that does,
 13 that puts additional burden on county funding and
 14 when you compute that, that comes to
 15 approximately \$20 to \$30 million for each high
 16 school any time county has to pay for replacement
 17 when the state did not approve the feasibility
 18 study or did not accept the feasibility study.
 19 Then we have to, the county has to foot the
 20 additional money, which means that money comes
 21 from other projects and that money which can be

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1 used to leverage additional state funds for other
 2 projects.
 3 So that's my response, if it is not
 4 clear, I will be able to talk about it again.
 5 CHAIRWOMAN SCOTT: Thank you. It looks
 6 like next is Mr. Thomas. Can I go ahead please?
 7 VICE CHAIR HENN: Can I ask one quick
 8 followup?
 9 CHAIRWOMAN SCOTT: No, Ms. Henn, your
 10 time expired, so it's Mr. Thomas's turn now.
 11 MR. THOMAS: Thank you. I just want to
 12 remind board members and the public that we have
 13 an obligation to all 111,000 kids in BCPS, and
 14 for us to be willing to give up millions of
 15 dollars as Mr. Dixit indicated, tens of millions
 16 of dollars to prioritize the needs of .03 percent
 17 of that population, 3,421 students out of 111,000
 18 students go to Dulaney and Towson, I just can't
 19 see that how that is an equitable approach to an
 20 education. I can't see how that is a fiscally
 21 responsible decision for us to be making as board

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1 members. Because that money that we'd be losing
 2 that would be from the state capital had we
 3 considered renovation, it could go into a better
 4 place, it could go for better roofs, not allowing
 5 the 41 deficiencies or deferrals that I see in
 6 the MYIPAS report that would occur if we did
 7 replace Dulaney and Towson.
 8 And so for individuals like Ms. Henn and
 9 Ms. Causey who represent the Towson and Dulaney
 10 areas, I understand why you're advocating for
 11 these schools that are in your districts and I
 12 completely understand that. But for people that
 13 don't represent those areas, think of your
 14 schools, think of the schools that you were
 15 elected to represent and what's going to be taken
 16 from them if we are allocating more resources to
 17 Dulaney and to Towson.
 18 I really wish I could vote on this
 19 matter, because my vote would have been a
 20 decision for all students in BCPS, I would 100
 21 percent live with the capital budget to insure

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1 that we are adding funds to all of the schools.
 2 And Mr. Dixit, I thank you so much for continuing
 3 to field the same questions over and over again
 4 from board members and giving the same answers
 5 back and forth. Thank you so much, because I
 6 think this multiyear improvement plan for all
 7 schools is the best way. And as was mentioned
 8 earlier, this is a step in the right direction
 9 going forward, this is a step to prevent things
 10 like the BCPS would have to pay for, this is a
 11 step to prevent these structural damages in our
 12 schools from not being addressed over years, this
 13 allows for every school to be addressed, and I
 14 just think that it's important that we are
 15 thinking about all 111,000 students. That is it.
 16 Thank you.
 17 CHAIRWOMAN SCOTT: Time, thank you.
 18 Next we have Ms. Pasteur.
 19 MS. PASTEUR: Mr. Dixit and Dr. Scriven,
 20 I would like for you to just sort of pull this
 21 in. We know we're not voting on MYIPAS, we're

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1 voting on what we have before us between state
 2 and county, et cetera. So I would love to see
 3 all of these schools get it certainly, I have a
 4 special thing about Dulaney, I admit that in
 5 terms of wanting to see it get what it needs, so
 6 I just admit that up front. But I also have a
 7 thing about a number of the other schools that
 8 are on this list whether they're in my area or
 9 someone else's area, but two things here in one.
 10 It all comes down to a moral issue for me, how do
 11 we, and Christian just stated it so I'm not going
 12 to reiterate, so I need to understand how we hold
 13 off for 15 years. Give me an answer so that I'd
 14 be willing to give up for 15 years schools that I
 15 know are also falling apart and need some extras
 16 to it in many ways, as well as the social
 17 emotional for the children who are in those
 18 schools, so I need that kind of help.
 19 I've got the numbers here in my little
 20 notebook about what people said in the survey and
 21 what they were willing to give up, access to

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1 education, equity and capacity, 100 percent said
 2 that that was more important to them. Help me
 3 understand this way, and then what Ms. Mack said,
 4 some of the schools, I need you to explain that a
 5 little bit better for me, because some of the
 6 schools that are on MYIPAS that need support are
 7 not on these lists, so can you just sort of
 8 narrow it down, nail it for me on that moral
 9 level as well as that real level?
 10 MR. DIXIT: So, I will try. So this new
 11 study that has been done, and I know we are not
 12 talking about MYIPAS, but this is the most
 13 comprehensive and the latest study that we have
 14 that has been done. What this study is saying is
 15 that you have the need of \$4.7 billion worth of
 16 improvements to get all the schools back in
 17 acceptable condition, and that when they look at
 18 it, the cash flow coming in, you only are getting
 19 \$2.5 billion that's coming in. So what that
 20 does, that forces us to look at as to what
 21 premium projects as they're called should be

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1 managed carefully, and these two projects are
 2 part of those premium projects, along with 13
 3 other projects, and there's a list that's given
 4 to you in MYIPAS.
 5 MS. PASTEUR: It's on those lists.
 6 MR. DIXIT: That's right. So if we
 7 manage those projects right, which is what we are
 8 talking about right here, then we can extract
 9 that \$2.5 billion to take care of all the backlog
 10 of capital needs, it's just simplifying to do
 11 that. If we don't do that, and why did that
 12 backlog happen? If you go back before ten years,
 13 the county funded the schools for our future
 14 about seven or eight years ago, that's when the
 15 large amount of county money started coming.
 16 Before that the funding was not at that level,
 17 for whatever reason I don't know.
 18 So that gave us a chance to air
 19 condition all the schools, that gave us a chance
 20 to take care of all the feats that were needed in
 21 elementary schools. All along everybody knew

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1 that high school is a big problem, because of the
 2 size of high schools you're not talking about \$30
 3 million, \$40 million projects, you're talking
 4 about \$100, \$150 million projects, so now
 5 everybody kept pushing the can down the road.
 6 This county executive really, we have to
 7 give him a lot of credit for coming up with the
 8 concept of an independent study to see how we can
 9 solve the problem. On top of that, Build to
 10 Learn Act money is coming, so this is our golden
 11 opportunity to carefully use our funds and take
 12 care of as many buildings as we can so that we
 13 can get to a point where we don't get in this
 14 hole again, where we don't have to have, you
 15 know, and from there on we will have the luxury
 16 of building a lot of new schools.
 17 So that's in a nutshell that I can
 18 share. I don't know if I answered your question
 19 or not.
 20 DR. SCRIVEN: And if I could just
 21 interject, I've been quiet, I've been listening,

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1 I've been looking and taking some notes as we've
 2 been going through this. This is very simple.
 3 We don't make the rules. There is guidelines
 4 that we are mandated to follow.
 5 As a result of requesting new
 6 construction for Dulaney and Towson, it was
 7 required to do a feasibility study. We did not
 8 do the study, we had nothing to do with the
 9 study. The recommendations of the study are the
 10 recommendations. If we do not adhere to the
 11 recommendations, we are not being fiscally
 12 responsible.
 13 MR. DIXIT: That's the answer.
 14 CHAIRWOMAN SCOTT: Okay. So we have, it
 15 looks like it's Dr. Hager, Mr. Kuehn and
 16 Ms. Causey, okay. And I have a question, because
 17 I haven't asked one yet, I just want to make sure
 18 I have this down, so you'll go after me, okay?
 19 So I guess it's more of a comment. One,
 20 the only schools I've really been hearing about
 21 are only Dulaney and Towson. If I didn't know

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1 better I would think that nobody here represented
 2 any other schools other than those two, that's
 3 all I've heard about. We represent a lot of
 4 schools and members hear from all over the
 5 district, and I've not heard members speak about
 6 any other schools or the ramifications or the
 7 impact that this could have on any of the schools
 8 in their areas which as we heard, it would be
 9 widespread, it looks like it would be a
 10 widespread impact across the county, not one area
 11 of the county but across the county where
 12 development or renovations or anything wouldn't
 13 happen for 15 years regardless of when the school
 14 was built.
 15 So that's just a little jarring to me,
 16 that members are only focused on two schools as
 17 opposed to all schools, and students at only
 18 certain schools as opposed to all of our
 19 students, because I haven't heard anybody mention
 20 any other schools, I did hear Sparrows Point but
 21 I didn't hear anyone mention anything else. I

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1 believe Ms. Pasteur, I did hear Ms. Pasteur
 2 mention another school, okay. Thank you.
 3 So my other question would be, I heard
 4 you say that we'd lose state money and I want to
 5 know what, who would cover the loss of that state
 6 money, is that something that would be
 7 recoverable or would we just lose it?
 8 MR. DIXIT: So if we decide to build a
 9 new school and it is not justified by the
 10 feasibility study, then the county will have to
 11 put up the tab.
 12 CHAIRWOMAN SCOTT: The county would.
 13 MR. DIXIT: The county.
 14 CHAIRWOMAN SCOTT: And how much would
 15 that be?
 16 MR. DIXIT: That would be depending on
 17 the size of the school and all that, but in our
 18 rough calculations it's anywhere from \$20- to \$30
 19 million of additional county funds.
 20 CHAIRWOMAN SCOTT: So not only would
 21 schools for the -- a lot of schools for the

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1 next -- sorry, this is just -- so not only would
 2 these schools not be developed for 15 years, we
 3 would also be out of, you said approximately
 4 almost \$30 million that the county would have to
 5 cover, which is taxpayer dollars?
 6 MR. DIXIT: Yes.
 7 CHAIRWOMAN SCOTT: So that two schools
 8 could have a new school.
 9 DR. SCRIVEN: That would be per school
 10 though, not just for one.
 11 CHAIRWOMAN SCOTT: Per school, so you're
 12 talking about \$60 million?
 13 DR. SCRIVEN: Yes.
 14 MR. DIXIT: Also, the complication is
 15 that \$60 million is used to leverage additional
 16 state funding, so future projects would be
 17 impacted. So if you vote for a new school, what
 18 you are voting for, potentially not having a
 19 northeast school, potentially not having a
 20 Sparrows Point or whatever solution we come up
 21 with. So this is a complex issue.

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1 CHAIRWOMAN SCOTT: And being out of \$60
 2 million.
 3 MR. DIXIT: Yes, and then at some point
 4 our funding partners will say you're not making
 5 fiscally prudent decisions.
 6 CHAIRWOMAN SCOTT: And that's part of
 7 what we just said in here, being fiscally sound
 8 and making fiscally smart decisions.
 9 MR. DIXIT: But I do have to say because
 10 you know, we have students in every school, that
 11 no matter what the product is, whether it's a
 12 renovation or it's a new school, it will not be
 13 second rate products and that's the commitment
 14 that we have, we will not build a building that
 15 does not meet all the codes, that does not look
 16 good, and that's not like just new inside the
 17 school, we will not do that, so there is nothing
 18 to be concerned about that. And I have to repeat
 19 that, because we have done that repeatedly, and I
 20 gave an example to Ms. Mack in our previous
 21 conversation, we built Catonsville Elementary

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1 School, okay? We built at half the price and it
 2 is as good or better than any other elementary
 3 school. We built Stoneleigh with additions and
 4 renovations; it is just as good as any other
 5 elementary school. So folks that are listening
 6 out here, I want them to know that we hear you,
 7 we hear your passion, and we will do everything
 8 that we can to make sure that you get the same
 9 product that any other kid does.
 10 CHAIRWOMAN SCOTT: Thank you for that.
 11 I just want to ask in my 15 seconds left, how do
 12 you build a new Towson when that's a historic
 13 site and it's governed by the Maryland Historical
 14 Society? Because everyone says just build a
 15 brand new Towson High School.
 16 MR. DIXIT: That's not that easy because
 17 that process will go on for a year during the
 18 design process. There will be folks from the
 19 community that will be looking at it, there will
 20 be folks from the Maryland Historical Trust and
 21 Baltimore County's Landmark Commission that's

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1 going to be involved in it, so we just cannot go
 2 and demolish a building like that.
 3 CHAIRWOMAN SCOTT: Thank you. Next is
 4 Dr. Hager. Okay, thank you. Mr. Kuehn?
 5 MR. KUEHN: Thank you. Mr. Dixit and
 6 Dr. Scriven, we keep coming back to this 15-year
 7 number, and I asked some questions and they're on
 8 line, I hope you will read, but I still need an
 9 explanation as to what kind of renovation we're
 10 even talking about, because in the last
 11 presentation we had, we watched part of it today,
 12 Cannon spoke of this refresh renovation, every 15
 13 years every single school is going to get a
 14 refresh. I don't have any idea what that means,
 15 because I asked questions about mechanical
 16 renovation which is something that was actually
 17 on one of the exhibits you provided, and then
 18 we're talking about massive renovations of these
 19 high schools.
 20 CHAIRWOMAN SCOTT: That's time.
 21 MR. KUEHN: So can you please explain?

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1 MR. DIXIT: Sure. I think we have
 2 provided that response in writing that was
 3 provided by Cannon, but for this audience here,
 4 what they are trying to say is not that we
 5 renovate the whole building. In the 15 years
 6 after a building has been renovated or built,
 7 there are systems that need replacement, there
 8 are changes in technology that are needed, there
 9 are finishes that are needed, and just about
 10 every school in 15 years will have obsolete
 11 technology. So some schools may need \$5 million
 12 worth of renovations, some may need \$20 worth of
 13 renovations, some may need less. And what
 14 they're trying to say is that in smart planning
 15 you keep funds for that. We have schools that
 16 were built in the last ten years, Dundalk High
 17 School is a good example, it needs an addition.
 18 We have schools that are already more than their
 19 capacity and they were built in the last 20
 20 years, so where does the funding come for that
 21 school? It has to be part of this plan. So this

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1 is taking money that might be needed to build
 2 maybe a new roof, state funding, the state has a
 3 life span for a new building of several systems
 4 at 15 years. We can purchase the system, roofing
 5 if we want to replace them, they will only
 6 participate if they're at least 15 years, but
 7 that's the number, that's where it came from.
 8 This notion that once you build a building then
 9 you won't need anything for 15, 20 years, that's
 10 not right, it's flawed.
 11 CHAIRWOMAN SCOTT: Thank you. Next is
 12 Ms. Causey.
 13 MS. CAUSEY: Thank you. I had a
 14 question, Dr. Williams. It's been pointed out
 15 this evening that there are, that the Board does
 16 not have accurate information related to the
 17 Towson and possibly the Dulaney numbers, and
 18 Mr. Dixit said he's going to give us updated
 19 numbers. So --
 20 MR. DIXIT: We will give you the latest
 21 version of --

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1 MS. CAUSEY: Excuse me, I was speaking
 2 to Dr. Williams. So I had sent an email
 3 requesting --
 4 CHAIRWOMAN SCOTT: Excuse me,
 5 Ms. Causey.
 6 MS. CAUSEY: Yes?
 7 CHAIRWOMAN SCOTT: Again, I think that
 8 we should be respectful of our staff.
 9 MS. CAUSEY: Certainly, excuse me. So I
 10 sent an email and it was pointed out by someone
 11 else, and I'm not sure that we got a conclusion
 12 on it, to get the full report and also have the
 13 full reports be available to the public, the
 14 Lansdowne feasibility and the Dulaney and the
 15 Towson feasibility. And I would just say that
 16 the reason I'm focusing on those is because
 17 Towson and Dulaney are the schools that have been
 18 waiting that have been taken off of the list
 19 where they had previously been on the list, so
 20 I'm just curious what the timeframe is.
 21 DR. WILLIAMS: So that question was

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1 asked by board members to this same team and they
 2 responded about the feasibility study for
 3 Dulaney. We do not have it at this time. The
 4 questions that you referenced, we do have since
 5 several questions came after a time period in
 6 which we like to have questions to respond, we
 7 are giving somewhat of a timeframe when we think
 8 those reports will be available. What you have
 9 is the executive summary but not the entire
 10 report, those reports are not completed to my
 11 understanding at this time. When we can say the
 12 middle of September, I don't want to put a time,
 13 but we know this is important, but we are not
 14 doing those reports, those reports are outside of
 15 Baltimore County Public Schools. And I don't
 16 know, have you seen a feasibility report and the
 17 specificity within them?
 18 MS. CAUSEY: Yes, the Lansdowne one was
 19 provided to us but without the ability to print,
 20 and it said for internal use only.
 21 DR. WILLIAMS: Yes, my understanding

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1 from talking to Mr. Dixit, those reports are for
 2 architects to really understand, and what's in
 3 them I will question whether we would want to put
 4 that information on a public document for the
 5 public to see, because of the specificity within
 6 those reports. It's almost like a map of the
 7 school; do you want to put a map of a school on a
 8 web page? No. These reports are very detailed.
 9 I think we need to really think about having
 10 those reports with the specificity out there in
 11 the public domain.

12 MS. CAUSEY: Thank you for that
 13 response. So, but the Board could receive the
 14 Dulaney and Towson feasibility studies in the
 15 same fashion that we received Lansdowne, which
 16 was electronically.

17 CHAIRWOMAN SCOTT: Sure. Again, that's
 18 the question that was raised earlier and
 19 Mr. Dixit and team said, you know, we don't have
 20 those reports and we're happy -- the question was
 21 putting them on BoardDocs and making them public

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1 documents. I really want the Board to really
 2 think if that's the direction that they really
 3 want to go with having that level of specificity
 4 out there on the web page. So as soon as we get
 5 them, we will be happy to share those reports
 6 with the Board.

7 MS. CAUSEY: Thank you. And I'm not
 8 sure if you were here when Mr. Dixit and
 9 Mr. Kuehn were addressing the numbers and that
 10 there were some errors and maybe there was a
 11 prior version.

12 MR. DIXIT: I don't know, I'm going to
 13 check the numbers.

14 DR. WILLIAMS: Yes, I was here for that
 15 exchange, and Mr. Dixit did say that he will
 16 review those documents and make sure the Board
 17 has the most recent documents.

18 MS. CAUSEY: Thank you.

19 DR. WILLIAMS: You're welcome.

20 CHAIRWOMAN SCOTT: Sorry, Ms. Henn was
 21 waiting.

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1 MS. CAUSEY: Okay. I will -- how much
 2 time do I have? Okay. So Policy 0100, equity,
 3 the Board is committed to fostering success of
 4 every student in every school by creating and
 5 maintaining environments that are safe, diverse
 6 and inclusive. The Board of Education also is
 7 committed to providing for every student the
 8 highest quality 21st Century education in a safe,
 9 secure and positive environment conducive to high
 10 levels of teaching, learning and student
 11 engagement.

12 The issue is not how to save money in
 13 one community in order to leverage that money.
 14 The other issue is when we're talking about the
 15 MYIPAS statements of reasonable renovation
 16 schedule cycles and BCPS equity priorities,
 17 Towson and Dulaney are not being served equitably
 18 under those criteria.

19 CHAIRWOMAN SCOTT: Okay. Go ahead,
 20 Ms. Henn.

21 VICE CHAIR HENN: Thank you. I wanted

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1 to address a couple of the comments that were
 2 made. One is, again, this notion that Towson and
 3 Dulaney are being isolated or prioritized
 4 inequitably when that is not the case. If you
 5 look at capital investments over the last 20
 6 years, there is a total of 571 million, of which
 7 Towson has seen zero dollars in capital spending,
 8 the last capital project was its renovation in
 9 1999 despite it being one of the oldest
 10 facilities with one of the worst facility scores,
 11 and one of the most overcrowded schools in the
 12 whole county.

13 CHAIRWOMAN SCOTT: Ms. Henn, you're
 14 running up on time.

15 VICE CHAIR HENN: Dulaney is in a
 16 similar situation.

17 Also with regards to the 41 school
 18 projects that are deferred beyond 15 years --

19 CHAIRWOMAN SCOTT: Ms. Henn, your time
 20 is up.

21 VICE CHAIR HENN: -- between renovations

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1 and --

2 MS. BRESLER: It's time, Ms. Henn.

3 CHAIRWOMAN SCOTT: Yeah, your time,

4 sorry, you had some time left but Ms. Bresler

5 just showed us that the time limit was up.

6 So, is there anyone else who would like

7 to speak or has any questions? No? Okay. Then

8 it looks like we are complete with item M, thank

9 you. Thank you, though.

10 Next the next item on the agenda is

11 opening schools update number three, and for that

12 I call on Dr. Williams.

13 DR. WILLIAMS: So good evening, Board

14 Chair Scott, Vice Chair Henn and members of the

15 Board. Tonight I want to present an update on

16 our fall opening of schools. My team and I are

17 excited to welcome students into our buildings on

18 Monday, August 30th. Already our school and

19 central office teams have gathered in preparation

20 for inviting our learners to a new year. Working

21 together with students, staff and families, we

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1 know it will be a great year. Next slide please.

2 So you have heard me say before, our

3 system this year includes three specifics areas

4 of focus, healing, acknowledging last year and

5 taking the lessons learned, supporting the social

6 and emotional needs of students, staff and one

7 another; recovering, reestablishing bonds,

8 relational trusts, effective practices and

9 processes to help us build our collective

10 capacity to serve and support students across

11 schools; and rebuilding, taking the opportunity

12 to refine and implement a standard of excellence

13 where we focus on a limited number of priorities

14 that yield maximum results.

15 So our new reality includes shifting

16 metrics. We said from the beginning that BCPS

17 will prioritize the health and safety of staff

18 and students. We remain committed to

19 coordinating with the scientific community as we

20 implement a safe return to school. If evolving

21 health and safety conditions warrant more

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1 stringent mitigation strategies, BCPS will

2 continue to work with health partners to monitor

3 health metrics and if needed implement a modified

4 plan to address the potential COVID-related

5 issues. Our goal is to preserve and protect

6 five-day in-person learning. BCPS will not close

7 school buildings and move to fully virtual

8 instruction unless ordered to do so by the

9 government officials. And if the state or county

10 orders reduced capacity in school buildings, we

11 have developed a plan to respond in a way that

12 insures high quality teaching and learning

13 continues in a safe manner for staff and

14 students. Next slide please.

15 So as we stated -- let me pause for a

16 minute, I have too many things open. So this

17 slide is very important. So as we stated, our

18 priority is preserving and protecting five-day

19 in-person instruction through layered mitigation

20 strategies that include universal masking, access

21 to vaccination clinics for students, full

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1 vaccination or weekly testing for staff, physical

2 distancing, hand washing, respiratory etiquette

3 and healthy operations. If health conditions

4 warrant, additional layers of mitigation may be

5 added. We are implementing a process to expand

6 virtual learning program enrollment to include

7 students who meet identified health criteria.

8 Criteria will be determined in conjunction with

9 health professionals on a case-by-case basis.

10 This information has been shared with Team BCPS.

11 This info graphic is intended to share

12 our best thinking and collaboration with our

13 health experts. This proces is not linear. As

14 of today the CDC no longer identified a specific

15 number of school closures. We will continue to

16 monitor our metrics daily and in consultation

17 with our health and government partners we will

18 make and communicate decisions based on a variety

19 of considerations, including school transmission,

20 continuity of learning and community

21 transmission. Rest assured we will continue to

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1 share information as it becomes available.
 2 But if I may explain this graph a little
 3 bit, if individual cases are reported, of course
 4 with consultation with health experts, then
 5 five-day in-person learning remains in place,
 6 contact tracing will occur and affected
 7 individuals may be subject to quarantine. If a
 8 group of cases in a school is reported, working
 9 with our health experts, five-day in-person
 10 learning remains in place, contact tracing will
 11 occur, and affected individuals and/or groups may
 12 be subject to quarantine and localized for
 13 virtual learning. For an example, if an entire
 14 third grade class is on extended quarantine,
 15 instructions may continue if that class and their
 16 teacher all move to virtual learning. Please
 17 note that these decisions would be made in
 18 consultation with our health consultants and
 19 experts. If multiple groups or classes in a
 20 school are reported, working with our health
 21 experts, five-day in-person learning remains in

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1 place, contact tracing will occur, and affected
 2 individuals and/or groups may be subject to
 3 quarantine and localized virtual instruction. If
 4 state and county officials mandate reduced
 5 capacity in the schools, working with our health
 6 experts, students will receive both in-person and
 7 virtual instruction; support will be provided to
 8 students during virtual instructional days.
 9 There will be no concurrent teaching. And if the
 10 state or county officials mandate building
 11 closures, then school-based virtual learning
 12 using Google Classroom and Schoology will occur.
 13 Next slide please.
 14 Knowing that exponential change is going
 15 to continue moving fast and furious towards us, I
 16 can commit to you that we will remain steadfast
 17 in our focus on four main priorities in service
 18 to staff and students. We will provide
 19 professional learning and support to Team BCPS to
 20 insure that we tend to the social and emotional
 21 wellness for staff and students, accelerated

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1 learning for student progress, increasing data
 2 literacy to support our efforts, and collectively
 3 committing to a standard of excellence.
 4 We know that this upcoming year will be
 5 filled with challenges and we must be clear in
 6 our efforts to heal, rebuild and recover. We
 7 also know that our staff is equipped with skills,
 8 knowledge and experience to navigate through a
 9 pandemic. This has certainly been a journey with
 10 more to come. However, I am confident that if we
 11 stay committed to a strong practice of focus on
 12 students and clear communication that we will
 13 continue to do what is right for our students who
 14 need us. Next slide.
 15 So as you know, part of the application
 16 for implementation and accountability for the use
 17 of Federal American Rescue Plan, Elementary and
 18 Secondary School Emergency Relief Fund, also
 19 known as ARP and ESSA, is community input. In
 20 addition to focus group interactions and input a
 21 survey was utilized to collect opinions and input

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1 for the targeted use of these critical financial
 2 resources. This survey included both state of
 3 Maryland and current BCPS strategic priorities
 4 being considered to address student needs,
 5 accelerated student reengagement, supporting
 6 mental health and social and emotional health,
 7 and addressing the impacts of unfinished
 8 learning. Next slide.
 9 There were 4,630 respondents who
 10 completed the survey. 74 percent of the
 11 respondents were parents and guardians; 24
 12 percent of the respondents were employees, and
 13 the remaining respondents were students or
 14 community members. This graph shows the
 15 relationships to BCPS and associated grade
 16 levels. Next slide.
 17 Respondents were asked to share the
 18 degree to which they felt the identified issues
 19 were current needs of schools as a result of or
 20 in response to the pandemic. 88.9 percent of
 21 respondents identified accelerating student

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1 reengagement with a high or moderate priority,
 2 93.3 percent of the respondents identified
 3 supporting mental and social and emotional health
 4 as a moderate or high priority, and 91.5 percent
 5 of respondents identified addressing the impact
 6 of unfinished learning as a moderate or high
 7 priority. Next slide.
 8 This slide depicts the level of support
 9 for the following items, expanded summer school
 10 programs, acquisition of curriculum materials for
 11 schools, tutoring services, strategic
 12 partnerships to support teaching and learning,
 13 compensatory services for special needs students,
 14 social and emotional learning curriculum,
 15 expanded use of technology for students and
 16 staff. Tutoring services, acquisition of
 17 curriculum materials and compensatory services
 18 for students who receive special ed services
 19 received the highest level of support for
 20 funding. Next slide.
 21 This slide depicts the level of support

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1 for the following items: Expansion of
 2 counselors, social workers and health
 3 professionals in schools; support for the BCPS
 4 virtual learning program; HVAC improvements
 5 across the district; PPE and other safety
 6 materials and measures; expanded instructional
 7 school days; additional instructional support
 8 staff in elementary schools. Additional staff in
 9 secondary schools, additional instructional
 10 support in elementary school, and HVAC
 11 improvement across the district received the
 12 highest levels of support for funding.
 13 We also received 1,998 responses
 14 recommending additional areas of focus for these
 15 funds. These areas include free meals, grief
 16 counseling and compensation.
 17 We all are committed to continuing to
 18 work with the stakeholder groups over the next
 19 two years as we refine our plan. So we will
 20 continue to update the Board, our community and
 21 Team BCPS during these changing times. We also

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1 will share additional information that we receive
 2 from our Maryland Health Department, state
 3 superintendent and/or Maryland State Department
 4 of Education and our local health departments and
 5 advisory groups. Our partnership is critical to
 6 insuring a safe and successful year for all of
 7 our students.
 8 That concludes this report.
 9 CHAIRWOMAN SCOTT: Thank you,
 10 Dr. Williams. And it looks like that was Item N,
 11 which was an update on the opening of school and
 12 then we added Item O, the discussion of the
 13 opening of schools. So, any questions for the
 14 opening of schools? Mr. McMillion , and then
 15 Ms. Rowe.
 16 MR. MCMILLION: Dr. Williams, as a
 17 condition of receiving this round of ESSA relief
 18 funds, is there a mandate that masks are
 19 mandatory?
 20 DR. WILLIAMS: So the recommendation and
 21 support about the masks came from our health

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1 experts, and with that in terms of the several
 2 meetings we've had about layered protection. And
 3 as we continue to pushing for vaccinations, the
 4 next part of a layered protections and having
 5 many conversations with them and our union
 6 leaders, was the next step in mandating masks or
 7 weekly testing. You're talking about staff, I'm
 8 assuming, masks and mandating weekly testing for
 9 those who choose not to share.
 10 MR. MCMILLION: So the federal
 11 government hasn't mandated that to receive this
 12 money we have to require masks to be worn?
 13 DR. WILLIAMS: Not that I'm aware of at
 14 this time. You raise a good question, though.
 15 There has been a lot of conversation from the
 16 federal government and that's why we talk about
 17 changing metrics in terms of being flexible.
 18 That has not been a mandate from the federal
 19 government at this point.
 20 MR. MCMILLION: Thank you.
 21 CHAIRWOMAN SCOTT: Yes, Ms. Rowe?

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1 MS. ROWE: So the state of emergency
 2 that the county executive declared today, does
 3 that substantially change anything in this
 4 report, or are you still examining that?
 5 DR. WILLIAMS: So the announcement from
 6 our county executive was released today. I
 7 believe in that announcement it talks about
 8 conversations with the county council, an
 9 upcoming meeting, and as I have always been in
 10 communication with our county executive and
 11 likewise, I'm sure he will weigh in or provide
 12 additional information. As of right now, I don't
 13 have any additional information based on his
 14 announcement.
 15 MS. ROWE: Okay. And if you could
 16 clarify, the chart that has the if-then options,
 17 under if state or county officials mandate
 18 reduced capacity in buildings, then both
 19 in-person and virtual learning, does that mean
 20 that you have the cohorts of students, and all of
 21 the students will be in person on some days and

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1 virtual on other days to lower the number of
 2 students in the building, or will there be a
 3 situation where parents will be able to select
 4 all virtual and some parents will be able to
 5 select hybrid?
 6 DR. WILLIAMS: So that really speaks to
 7 what we did this past year where we had some form
 8 of hybrid. We have made a commitment not to do
 9 concurrent, and so there may be a conversation
 10 based on what's happening in the community that
 11 may be impacting schools where the
 12 recommendation, particularly from our health
 13 experts, may say to reduce capacity. So if we do
 14 that, we will look at some kind of A-B day or
 15 some form of that based on how it's impacting
 16 that school once we know what that may mean, less
 17 capacity, more distance, those are all those
 18 factors we will have to take into indication.
 19 MS. ROWE: So the scenario that we're
 20 trying to avoid is students who are virtual
 21 attending at home having the same teacher who's

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1 also simultaneously attempting to teach children
 2 physically in the classroom?
 3 DR. WILLIAMS: Yes, that's what we are
 4 trying to avoid. Now that's not a new concept, I
 5 have been here for two years, but that's not a
 6 new concept where a student may need to be, who
 7 can't attend school and may need to have some
 8 kind of virtual instruction, and there is some
 9 mechanism for that student to watch what's
 10 happening in the classroom. But what we did last
 11 year, this past year, we had a concurrent, and
 12 for those who visited schools with me and visited
 13 classrooms, you saw that our teachers really
 14 worked hard to maintain that. That is something
 15 we are trying to avoid, to have that concurrent
 16 teaching where you have students present in the
 17 room and students at home, and the teacher is
 18 trying to manage both.
 19 MS. ROWE: Okay. So is the reason that
 20 we're trying to avoid that is because the
 21 instructional outcomes are not equivalent?

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1 DR. WILLIAMS: We're trying, based on
 2 our partners and their feedback and our own
 3 observations, we wanted to do something
 4 completely different. And it's just not
 5 sentiments of Baltimore County, it's over
 6 conversations I've had with my colleagues across
 7 the state, across the nation, where most of us
 8 were doing some kind of concurrent teaching and
 9 that's a lot of work for our staff. So again,
 10 we're trying to avoid going down that path and
 11 that's why when we put that option, that's
 12 looking at the version of having some students
 13 come a couple of days and some students not, it
 14 was more of a hybrid model but not doing the
 15 concurrent like we did.
 16 MS. ROWE: Okay, thank you for
 17 clarifying that, because I think there, that we
 18 have parents in the school system who would like
 19 as many possible different variations of options
 20 as possible, and I think it needs to be explained
 21 that not every option parents might want are

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1 equally effective at instruction, but also
 2 providing all of those options might not be
 3 feasible for staffing.
 4 DR. WILLIAMS: And remember that graph
 5 was more of an if-then conditional state, that it
 6 really depends school by school, community by
 7 community, and if we see an impact on our
 8 district, we may have to make some
 9 recommendations as well. And so I just want to,
 10 we have learned a lot during this year and
 11 working with our health partners, working with
 12 our unions, working with central office. I
 13 thought it was appropriate to share what I have
 14 described as Plan A, Plan B, Plan C, just so
 15 folks see if these situations are happening,
 16 here's our potential response after working with
 17 our health experts, and they have been great
 18 partners in this work. Again, we are not the
 19 health experts, they guide us, they make
 20 recommendations, and they support our decisions.
 21 And we've had weekly meetings, we continue to

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1 have weekly meetings as a district, a COVID-19
 2 task force as well as our partnerships with Johns
 3 Hopkins and the University of Maryland.
 4 MS. ROWE: So is it fair to say that
 5 what we're doing opening schools right now with
 6 everyone wearing masks and the testing mandates,
 7 that our health professionals feel that that's a
 8 safe way for us to proceed.
 9 DR. WILLIAMS: We have solicited their
 10 recommendations. And so that's why, a couple of
 11 weeks ago in talking to each board member, in
 12 talking to our unions, the next part was the
 13 layer of masks and then the vaccinations, they
 14 guide us. The last thing, and even CDC is saying
 15 we don't, we want to preserve and protect the
 16 in-person learning as much as possible. That's
 17 what we're focusing on, in-person. If conditions
 18 change, we will then have to change in what we're
 19 doing.
 20 MS. ROWE: Thank you.
 21 DR. WILLIAMS: You're welcome.

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1 CHAIRWOMAN SCOTT: Thank you. Next is
 2 Mr. Thomas.
 3 MR. THOMAS: Thank you, Ms. Scott. So
 4 Dr. Williams, there have been a lot of
 5 communication issues about the co-enrollment for
 6 students into the virtual learning program and
 7 I've gotten a lot of messages from students
 8 asking what this means, and so what exactly does
 9 co-enrollment into the VLP and into someone's
 10 home school mean?
 11 DR. WILLIAMS: So we're still counting
 12 those students in their home school, they will
 13 have access to extracurricular activities. We
 14 didn't want students to feel they are now moved
 15 on to a whole new program so that co-enrollment
 16 means exactly that, they will still have the
 17 rights and responsibilities as any other student
 18 who may be in person versus the virtual learning
 19 program. Does that make sense?
 20 MR. THOMAS: Okay. So those students
 21 will still be doing virtual classes but they will

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1 have access to the activities in the school.
 2 DR. WILLIAMS: Yes.
 3 MR. THOMAS: Okay. And there was a form
 4 to possibly join the co-enrollment or request
 5 co-enrollment. What are the requirements to be
 6 like guaranteed admission to the co-enrollment or
 7 to be accepted into the co-enrollment for the
 8 VLP?
 9 DR. WILLIAMS: So I want to over
 10 emphasize that our former state superintendent,
 11 and CDC is really pushing for in-person learning.
 12 And they gave us the opportunity to explore and
 13 expand our virtual learning. We have done some
 14 form of that in Baltimore County Public Schools,
 15 we have expanded that. Now we have to really
 16 look at will those students, whoever applied be
 17 successful, are there particular needs or health
 18 needs, so the team, Dr. McComas and her team,
 19 Dr. Yi (phonetic), they're looking at every
 20 request or appeal to try to respond to them in a
 21 timely manner. So again, we still want to push

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1 as much in-person. We do recognize that there
 2 are some circumstances that we have to address,
 3 but we chose to expand our virtual learning
 4 program and there seems to be interest in it, but
 5 based on what the feedback last year was, many of
 6 the stakeholders in their comments had a mixed
 7 virtual, hybrid versus in-person.

8 We all know, you know, having students
 9 in class with teachers is the optimal goal that
 10 we're trying to make, but there are some
 11 circumstances that we need to provide, so we're
 12 looking at it case by case. We're still filling
 13 vacancies not only virtual but also for opening
 14 of schools, that's a national phenomenon
 15 unfortunately, looking at just nearby districts,
 16 so we're taking it case by case when we look at
 17 those who are applying for our virtual learning
 18 program.

19 MR. THOMAS: Okay. And are there any
 20 other, besides completing the form, is there
 21 anything else that families can do to be, who

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1 should they contact or anything that they can do
 2 for their co-enrollment or status, how long after
 3 they submit the form will they have to wait until
 4 they know if they've been granted VLP admission?

5 DR. WILLIAMS: Good question. I don't
 6 have all those answers. The team as soon as they
 7 come in, they look at it and try to provide a
 8 response. We had a cutoff time and we allowed
 9 more to come to see, there may be some
 10 circumstances that need to be addressed.
 11 Remember, this is all based on staffing, so the
 12 more we bring in the more we will have to adjust
 13 our staffing model and look at potentially hiring
 14 new staff. It's a little bit challenging, we
 15 thought we had a fixed number back in,
 16 Dr. McComas, that time was June, July, we
 17 extended it. But things started happening in our
 18 community, folks wanted to have this option and
 19 so we're looking at it case by case. Again,
 20 every day the team is constantly looking at these
 21 appeals and trying to make a decision.

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1 MR. THOMAS: Okay, thank you.

2 CHAIRWOMAN SCOTT: Thank you. Any other
 3 questions? Dr. Hager, Mr. Kuehn, Ms. Causey and
 4 Mack.

5 DR. WILLIAMS: I'm going to ask my team
 6 of the health services, curriculum, school side
 7 to be ready for a response. It's been a long day
 8 and I feel like I'm losing my voice.

9 DR. HAGER: I just had two quick
 10 questions that are completely different. The
 11 first has to do with the survey that was done on
 12 the ESSA funding. I've been very vocal about the
 13 fact that although I support the virtual learning
 14 program and the 15 minutes a day, I didn't think
 15 that using ESSA funding was the right way to go
 16 for those efforts, and the survey also indicates
 17 at least those are two areas where there was the
 18 least amount of support. Will these data be used
 19 to inform how we end up spending the money or is
 20 it just information gathering?

21 DR. WILLIAMS: Well, it was just to

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1 support or have us to rethink how we were using
 2 the funds. And remember, the Board made a motion
 3 to increase the day, and the resource was the
 4 CARES fund, it was not in our budget, it was the
 5 CARES fund to move forward with the 15 minutes.
 6 So I too was surprised about just the survey data
 7 around the 15 minutes, but remember, we as a
 8 system, and George Duque is not here, but as a
 9 system we have been talking about getting our
 10 student day comparable to other systems for a
 11 while. So that was a no brainer about adding
 12 additional minutes to the day. So you know, it
 13 does make a little bit of a longer day but 15
 14 minutes is not an hour.

15 DR. HAGER: No, and again, I support
 16 that. It's just the use of this funding in
 17 particular for those efforts is where I've always
 18 had a bit of a pause. I just didn't know if you
 19 were going to use the survey data to make any
 20 decisions or if this was just information
 21 gathering.

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1 DR. WILLIAMS: I think I'm going to use
 2 both, but when you asked the question about the
 3 15 minutes and the VLP, that was my response to
 4 the Board to get the 15 minutes, and the only way
 5 of getting it is to use the CARES fund, and I
 6 think it was described that we have to look at
 7 that two years down the road about the funding
 8 source for that.

9 The virtual learning program as well,
 10 that was as we looked at our resources and we
 11 looked at other places, that was one of the
 12 things that was pretty constant about doing
 13 something virtually. You've heard the feedback,
 14 I've heard the feedback about how virtual
 15 learning was successful for some students. We
 16 have to verify that, we want to see if that's the
 17 case. We still want to try to champion for the
 18 in-person for those activities that kids can come
 19 together. So I'm going to look at it both ways,
 20 but again, responding to the needs of our county
 21 and the direction of the Board is how I moved

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1 with the VLP and the 15 minutes.

2 DR. HAGER: Thank you. And a completely
 3 different question has to do with communication.
 4 Probably the biggest thing I have been hearing is
 5 that parents are just wondering what's happening
 6 and I know, I just want to know what kind of
 7 advice you have for folks. What I keep hearing
 8 is email Ms. Somerville, who is my personal
 9 public health hero back there, but she can't
 10 respond to every single parent in the entire
 11 county. So what is the best advice you have for
 12 families trying to find out information about
 13 this COVID mitigation strategy as they return to
 14 school, do they go to their principal or go to
 15 our website?

16 DR. WILLIAMS: I think they should do
 17 both. The questions I was hearing was what will
 18 the school year feel like for my child. We have
 19 always instituted back to school nights for
 20 families and we encourage them to reach out to
 21 the school, because every school is slightly

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1 different. When it comes to the mitigation
 2 strategies, I think our principals have heard
 3 probably on a regular basis what to do, what to
 4 do, but they too can reach out to Deb Somerville
 5 if they feel they can't respond. I am sorry,
 6 Deb, thank you, Deb, for winning our leadership
 7 award, that's why you got that leadership award.

8 But you know what I mean, the principal
 9 or the classroom teacher, but we're a team so if
 10 they can't answer it, the question is forwarded
 11 to Deb or to Mike Zarchin to follow up. But I
 12 think it almost feels like when we opened up
 13 school and there was some reluctance, and as
 14 parents let their child come they started to hear
 15 more about what does it feel like, what does it
 16 look like, and the feedback from our principals
 17 and the feedback from the community, we started
 18 to see an increase each week. It may be the same
 19 as we start this school year. As you recall,
 20 last year we started all virtual, now we're
 21 starting in person and I'm sure that's why the

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1 questions are coming. But feel free to reach out
 2 to the schools; if they don't know, Deb might,
 3 the community superintendents will work together
 4 to try to get some answers.

5 DR. HAGER: Thank you.

6 DR. WILLIAMS: You're welcome.

7 CHAIRWOMAN SCOTT: Mr. Kuehn?

8 MR. KUEHN: Thank you. This is going to
 9 be an easy question for you, Dr. Williams.

10 DR. WILLIAMS: I appreciate that, it's
 11 been a long day. I'm going to say that for the
 12 second time.

13 MR. KUEHN: I'm just following up from
 14 what Mr. Thomas just asked regarding dual
 15 enrollment. I just want to make sure that in no
 16 way are we going to double count students in our
 17 system, since it's tied to the funding, and make
 18 sure that that's the case, of someone assigned to
 19 VLP and they're enrolled for activities in the
 20 school, there's no possibility that we're going
 21 to count them enrolled in both schools, correct?

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1 DR. WILLIAMS: Our VLP program was
 2 reviewed by the state. I don't see how we could
 3 double count, double counting sounds a little
 4 funny to me.
 5 MR. KUEHN: Yeah, when I hear dual
 6 enrollment, I simply asked the question, that's
 7 all.
 8 DR. WILLIAMS: Oh, okay, so
 9 co-enrollment.
 10 MR. KUEHN: Co-enrollment, I'm sorry. I
 11 must have misheard, so you didn't understand my
 12 question.
 13 DR. WILLIAMS: So let me clarify. Dual
 14 enrollment like with our colleges, so dual
 15 enrollment they're in our schools, they're also
 16 in CCBC, other places, okay? Co-enrollment,
 17 going back to Mr. Thomas, it sounds like his
 18 question, would those students in the VLP still
 19 have the rights and responsibilities and access
 20 to extracurricular activities.
 21 MR. KUEHN: Thank you. Easy, see?

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1 Easy.
 2 CHAIRWOMAN SCOTT: Next is Ms. Causey.
 3 MS. CAUSEY: Thank you for that
 4 presentation, Dr. Williams, and for all the staff
 5 that's been working very diligently as these
 6 events continue to change. I apologize, I missed
 7 the presentation tonight but I got to hear it
 8 twice on Friday with the schoolhouse and central
 9 office administrators and supervisors at their
 10 annual kickoff, but I may have missed the
 11 statement here tonight about the status of
 12 extracurricular, you know, robotics and the
 13 clubs, as well as the sports, especially given
 14 the county executive's state of emergency.
 15 DR. WILLIAMS: So I did not specifically
 16 say anything about extracurricular activities.
 17 We will proceed typically -- the question, I
 18 think it was Ms. Rowe that asked me, I apologize,
 19 I can't remember who asked it, about the state of
 20 emergency. Stay tuned, I don't have all the
 21 particulars regarding that and how that may

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1 impact our schools. It's my understanding the
 2 county executive will be coming to the county
 3 council regarding the state of emergency, so once
 4 I talked about the if-then, so I would apply
 5 that, so if the county is deciding to move a
 6 certain direction, then we would have to look at
 7 how that may impact school extracurricular and
 8 athletics.
 9 MS. CAUSEY: Okay, thank you. The other
 10 question I had was about 15 minutes per day and
 11 in the survey as you mentioned, that's been a
 12 longstanding issue where through three state
 13 superintendents the guidance was to increase the
 14 day so that we would have equal instructional
 15 hours as the other districts in the state of
 16 Maryland, so I appreciate you bringing that, you
 17 know, that arrangement, that recommendation to
 18 the Board and to get that funding, because we
 19 know that the instructional time with the
 20 student, with the teacher is so impactful, and
 21 especially after the pandemic, if we could

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1 squeeze in a few more minutes here and there.
 2 One other thing is as conditions improve
 3 and we're all hopeful that with research and
 4 everything that's going on that conditions will
 5 improve, then there could be -- excuse me? Oh,
 6 in lessening of strict mitigation, is that
 7 correct, or no one's talking about that yet?
 8 DR. WILLIAMS: No, I think those are
 9 conversations we have weekly, we yield to the
 10 health experts. Right now they're talking about
 11 layering these protections. If there's a need to
 12 go in the reverse, I'm pretty sure that will be
 13 the conversation.
 14 MS. CAUSEY: Okay, great. Oh, and the
 15 last thing is about mask breaks. We had had a
 16 conversation about that and you said that that's
 17 going to be a schoolhouse issue where the
 18 principals are working with their, you know,
 19 with --
 20 DR. WILLIAMS: I'm going to invite the
 21 community superintendents to come up and respond

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1 to that. They have been working with our
 2 principals on a regular basis, I think there's
 3 some confusion about the mask breaks that you're
 4 talking about.

5 MS. CAUSEY: Right. Some parents and
 6 students have concerns about having the masks on
 7 without any breaks, and so that was one of the
 8 questions I had, is how is that being handled by
 9 schoolhouse leaders?

10 DR. ROBERTS: Hi, Ms. Causey. Our
 11 principals, as Dr. Williams mentioned, our
 12 principals are working very closely with
 13 Ms. Somerville and with our health panel and our
 14 health experts, so when that question
 15 specifically comes up and a principal wants to
 16 look into that or wants to provide that
 17 opportunity, then that's something, their first
 18 phone call is going to be to us or to
 19 Ms. Somerville directly. I'm sorry, now I can't
 20 provide a direct answer as to which principals,
 21 which schools are asking, but certainly that is

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1 something with the layered mitigation, if that is
 2 something they feel they need to address with
 3 their school community they're going to work with
 4 our health office to see if that's tenable, if so
 5 how, all aligned to the layered mitigation
 6 strategies that we have in place.

7 DR. WILLIAMS: And Ms. Somerville, would
 8 you just talk about, we have been having
 9 conversations about masks being required and
 10 where they would be recommended, if we're working
 11 on something for our public, can you just talk a
 12 little bit more about that?

13 MS. SOMERVILLE: Sure, I would be happy
 14 to. So masks are required inside unless you're
 15 eating, obviously hard to do with a mask, so the
 16 masks are required inside, there is obviously a
 17 mask break during meals, and the masks can be
 18 taken off as needed. To be honest, mask breaks
 19 are not something that we're going to all say
 20 let's have a mask break and we all demask,
 21 because that would be kind of counterintuitive,

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1 it would kind of unprotect all of us. But as
 2 long as the student is following the intention of
 3 the mask, which is I have to scratch my face, and
 4 then put it back on carefully, I'm going to wash
 5 my hands, then that's fine. I think that's what
 6 we're trying to help our teachers understand, is
 7 a mask break is a comfort break like anything
 8 else in the classroom. As long as it's not
 9 disruptive and creating a hazard to others it
 10 should be permitted, and that's something that we
 11 will talk through with principle as they struggle
 12 with, you know, the mask is not plastered to your
 13 face but it should be kept on to protect the
 14 students and the teachers. Does that help?

15 MS. CAUSEY: Thank you, that helps a
 16 lot, and I also want to give a shout out to your
 17 new FAQs that are coming out on the website, so
 18 thank you.

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

21 MS. MACK: Yes. Dr. Williams, I just

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1 wanted to say that I do support having students
 2 return to school in person to the extent that it
 3 continues to be safe to do so, and I do
 4 absolutely support not having concurrent
 5 teaching.

6 My questions are this. Will we make any
 7 changes to how we cohort or pod students at each
 8 level, elementary school, middle school, high
 9 school throughout the day, meaning on the bus, in
 10 the classroom, at lunch, at specials to, number
 11 one, minimize exposure, and number two, help with
 12 contact tracing?

13 DR. JONES: We're looking to Deb
 14 Somerville, good evening, everyone, because Deb
 15 has been amazing support for not only our
 16 principals but even our new (audio cut off) and
 17 this very topic continues to come up, so we'll
 18 have Deb actually share some of the things we've
 19 been communicating to schools, so thanks, Deb.

20 MS. SOMERVILLE: So one of the ideas
 21 we've talked about was cohorting on buses. We

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1 tried assigned seats last year and it worked in
 2 some of the elementary schools pretty well but it
 3 was much more challenging with our teenagers,
 4 they don't really like to be told where to sit.
 5 So we thought that we would capitalize on, we
 6 thought we would build on what we know to be
 7 human behavior, which is we tend to go to the
 8 same seat, right? We do tend to go to the same
 9 seat, we sit in that seat until something really
 10 changes, like Dr. Roberts and I moved, but
 11 anyhow, generally, so what we are going to ask
 12 our school leaders to do is to early in the
 13 school year get on the buses and identify, have
 14 the students, say let's pick our seats, boys and
 15 girls, for the next month, and the students pick
 16 a seat. The seats, Dr. Grimm has labeled our
 17 seats so it's row one, row two, row three, and so
 18 then we will know which students are in row two,
 19 I'm a row two, I'm a row three, so that when we
 20 need to do contact tracing we have the ability to
 21 identify the close contacts on the bus and so

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1 that the students don't mix regularly, they're
 2 going to be ideally in those assigned seats.
 3 MS. MACK: How is that going to work for
 4 high school students who walk down the hall to
 5 change classes?
 6 MS. SOMERVILLE: So walking down the
 7 hall between classes is not, you know, it's not a
 8 prolonged contact and not considered high risk.
 9 MS. MACK: I said that wrong. So A
 10 class, I'm in class with you guys, but in my B
 11 class I'm in class with them.
 12 MS. SOMERVILLE: And honestly that's
 13 been instructionally necessary and that's
 14 something that yes, I would love them to all be
 15 with the same students all day, but I've been
 16 told by the instructional leaders that that's not
 17 in our students' best interests.
 18 MS. MACK: No, no, I'm not advocating
 19 for that but I guess we will know where a student
 20 is, if a student tests positive, we will know
 21 that this morning he was with you guys and this

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1 afternoon he was with them.
 2 MS. SOMERVILLE: Absolutely, that's the
 3 contact tracing part. I'm sorry, I
 4 misunderstood.
 5 DR. WILLIAMS: But let me, I need to put
 6 a pause on that. The work that our nurses have
 7 to do and our health offices around the contact
 8 tracing is a task and it takes time and effort
 9 and working with our administrators, and so we've
 10 learned that when we started to bring back
 11 students, we've learned. But I just want to,
 12 contact tracing is a long process and you've got
 13 to be very meticulous and you have to ask good
 14 questions.
 15 This is also a plug for, since you
 16 talked about secondary students, about the
 17 vaccinations. I want to encourage the
 18 vaccinations for those who are eligible. I'm
 19 going to stop right there.
 20 MS. MACK: And my next question is
 21 probably going to be for you, Ms. Somerville. So

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1 last year we ended the year with universal
 2 masking, social distancing while masked of three
 3 feet, and six feet of social distancing while
 4 unmasked. Are we making any changes to that
 5 starting next week?
 6 MS. SOMERVILLE: The only change is that
 7 physical or social distancing is to the extent
 8 possible, the maximum extent possible. So what
 9 CDC made very clear in their summer guidelines
 10 was that the priority needs to be on reopening
 11 schools, so we are, our school leaders are
 12 stretching our students out as much as physically
 13 possible given the constraints of enrollment and
 14 the fixed walls of the building.
 15 MS. MACK: My last question for you is
 16 in what situation, if any, do you anticipate that
 17 school nurses will be administering COVID tests
 18 to students?
 19 MS. SOMERVILLE: The school nurses will
 20 be administering COVID tests to students with
 21 parent consent if a student is in school and

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1 develops symptoms of COVID. So it's going to be
 2 offered to parents if the parents want it as a
 3 service, and we'll offer rapid antigen tests and
 4 confirmatory PCRs if they request.

5 MS. MACK: That's good to know, thank
 6 you. And Dr. Williams, my last question is,
 7 since our schoolhouse employees and our bus
 8 drivers are going to be on the front line, I
 9 imagine that we're going to offer them grace if
 10 they continue to contract COVID even if they are
 11 vaccinated, are in and out of school and unable
 12 to teach, will we be counting the absence against
 13 any of them?

14 DR. WILLIAMS: So, I don't know if, are
 15 you asking a disciplinary question?

16 MS. MACK: Yes. If a teacher through no
 17 fault of his or her own gets COVID three times,
 18 enough that he or she cannot teach virtually, are
 19 we going to offer that teacher, bus driver, DSPEC
 20 person grace?

21 DR. WILLIAMS: I think we have provided

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1 grace to our staff but your scenario, three times
 2 or four times, we have to ask the question,
 3 what's going on with that staff member, and
 4 really help kind of teach and say something is
 5 going on. But as we did last year, we try to
 6 maintain all of our staff members because our
 7 kids need them, so we will continue to provide
 8 grace, but if there's some patterns, we still
 9 have to address the behavior, we have to ask
 10 questions.

11 MS. MACK: No, I understand that, thank
 12 you. I'm finished. Thank you very much,
 13 especially Ms. Somerville.

14 CHAIRWOMAN SCOTT: Thank you. Were
 15 there any additional questions from board
 16 members? Ms. Rowe?

17 MS. ROWE: Could you just outline what
 18 we're doing in school buildings as far as
 19 disinfecting the buildings themselves on a
 20 regular basis?

21 DR. WILLIAMS: Okay, so Dr. Scriven and

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1 I don't know if a community superintendent wants
 2 to start. We have been dealing with this since
 3 last year, but do you want to give some updates,
 4 Dr. Scriven?

5 DR. JONES: So as Dr. Scriven comes
 6 forward, we continue to make sanitization and/or
 7 the cleaning of schools a priority as well and
 8 consider it to be a part of our strategy to
 9 create safe and clean spaces, so that approach
 10 has not changed at all, we definitely have a
 11 system and a process by which we do that, but
 12 I'll let you share.

13 DR. SCRIVEN: No, you hit it, and we
 14 still are going to have two shifts, our regular
 15 shifts are going to be in place and the priority
 16 is about sanitization, so that is on the
 17 forefront. There was a recent request to try to
 18 do an adjustment to schedule perhaps, and there's
 19 no way. Students are coming back and our
 20 priority is making sure that we're providing them
 21 a safe environment, so that will continue to be

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1 the priority.

2 DR. ROBERTS: And our schools certainly
 3 have a supply of hand sanitizer, the Education
 4 Foundation and what they carried over from last
 5 school year, that's one thing they're not
 6 lacking.

7 CHAIRWOMAN SCOTT: Thank you.

8 DR. WILLIAMS: Okay, thank you, team.

9 CHAIRWOMAN SCOTT: Okay. It looks like
 10 the next item on the agenda are information
 11 items, Item Q, the Revised Superintendent's Rule
 12 3231, and the Central Area Education Advisory
 13 Council meeting minutes of August 4th, 2021.

14 Then we are at Item Q. The next item on
 15 the agenda is board committee updates and board
 16 member comments, including proposed agenda items
 17 for future board meeting, and we will start with
 18 Ms. Rowe.

19 MS. ROWE: I just want to welcome
 20 everyone back to the start of the school year
 21 which starts in a few days, and I know that it's

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1 scary to return under the circumstances, but it's
 2 also exciting to return, and I know that all
 3 three of my children are excited to be seeing
 4 their friends again and to see their teachers and
 5 staff, and so I'm grateful to all of our staff
 6 who have found ways to be able to make sure that
 7 we can return to school in person and to do that
 8 as safely as possible and to have mitigation
 9 strategies for when outbreaks happen, et cetera.
 10 And so I just wanted to say I appreciate the
 11 staff for doing that, and I'm sure that you all
 12 have worked extra hours and that this last year
 13 and a half has been extremely stressful for
 14 everyone, and so you know, I am still hopeful
 15 that this year we'll be able to stay in person.
 16 CHAIRMAN SCOTT: Thank you, Ms. Rowe.
 17 Next is Ms. Causey.
 18 MS. CAUSEY: Thank you. I just wanted
 19 to wish everyone a great start to this new school
 20 year. It is not the carefree, normal and easy
 21 start we all hoped it would be, but I appreciate

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1 the commitment of maintaining in-person teaching
 2 and learning, which educational leaders in our
 3 district and also at the state level really want
 4 for our children so that they can do the best
 5 that they can, that they can recover and they can
 6 heal and they can achieve, as we know that every
 7 child is capable of achieving.
 8 It is logical that we would be employing
 9 these layers of safety mitigation as the COVID
 10 impacts continue to change, but I am also hopeful
 11 that just as we as a state and a country and the
 12 world have made progress against COVID, that we
 13 will continue to make progress and that there
 14 will be a time when we won't necessarily have to
 15 wear these masks and be socially distanced. So
 16 while it is important to be in my opinion
 17 concerned and acting prudently, it's also a time
 18 to be hopeful, and it's also a time to really be
 19 grateful for what we are able to do for our
 20 children this year that we were not able to do
 21 for the last 18 months.

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1 And I'm looking at Christian who, you
 2 know, hopefully is going to get straight through
 3 180 days of a senior year, like we're wishing for
 4 so many seniors, all of our seniors this year.
 5 I appreciate the conversation with my
 6 colleagues on the Board this evening and the
 7 staff, we've covered a lot of very important
 8 issues and there will be continued discussions.
 9 It is important, I feel, to really appreciate
 10 everyone's perspective and their experience as we
 11 grapple with all of these tough decisions that we
 12 have in front of us. So I will be just
 13 continuing to work hard to do my part on the
 14 Board to serve the children and the staff and the
 15 families of Baltimore County Public Schools.
 16 CHAIRWOMAN SCOTT: Thank you,
 17 Ms. Causey. Next is Ms. Mack.
 18 MS. MACK: St. Francis of Assisi said
 19 start by doing what's necessary, then do what's
 20 possible, and suddenly you are doing the
 21 impossible. To all the BCPS personnel, you

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1 consistently do what's necessary, what's possible
 2 and of late even what is impossible, so I just
 3 wanted to say I thank all of you, and I wish all
 4 of us the best year ever.
 5 CHAIRWOMAN SCOTT: Thank you, Ms. Mack.
 6 Next is Mr. McMillion.
 7 MR. MCMILLION: I'm going to combine my
 8 board comments and my committee update. Our
 9 committee will meet on Tuesday, September 21st
 10 from 4:30 to six o'clock, and I do not have any
 11 recommendations for the agenda. Thank you.
 12 CHAIRWOMAN SCOTT: Thank you,
 13 Mr. McMillion. Ms. Jose?
 14 MS. JOSE: Thank you. No committee
 15 updates for the building and contracts. I want
 16 to wish all of our teachers and students the best
 17 as we get ready for a new school year in less
 18 than a week. I also want to thank staff and Team
 19 BCPS for everything you do, I know it's been
 20 hard, so good luck and good night.
 21 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.

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1 Next is Ms. Henn.

2 VICE CHAIR HENN: Thank you. No

3 committee updates for the budget committee. I

4 also would like to welcome our staff and

5 educators back and look forward to welcoming our

6 students back, and want to encourage everyone to

7 please take care of yourselves, please stay

8 connected with the Board, we are concerned for

9 you and your wellbeing, just please stay in

10 touch, tell us how we can help you, and really

11 want to make this year the best that it can be.

12 I appreciate all of you and your service, and

13 hope to make this a great year, so thank you.

14 CHAIRWOMAN SCOTT: Thank you Ms. Henn.

15 Next, Mr. Thomas.

16 MR. THOMAS: Thank you. I want to start

17 off by actually thanking Ms. Scott for chairing

18 this Board and for really putting in the effort

19 that she has over the past almost a year now to

20 really make our board great. I was on vacation

21 last week but I was reading Robert's Rules of

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1 Order on the beach, and I was seeing the type of

2 work that goes into being the board chair, and I

3 just wanted to acknowledge Ms. Scott for

4 everything that she's done for this Board and the

5 continued support of all things Team BCPS.

6 I had a great welcome to the curriculum

7 committee last meeting so I just want to thank

8 all the curriculum committee members and

9 Ms. Pasteur as well as Dr. McComas for that great

10 meeting.

11 I want to say that the Pfizer vaccine is

12 officially FDA approved, so fellow students who

13 can get vaccinated, we need to get vaccinated.

14 I'm wishing all students a great year and a safe

15 and happy year to my fellow students.

16 And lastly, I want to send my

17 condolences to the family of a recently deceased

18 former teacher of mine from Stemmers Run Middle.

19 Yesterday she passed away after battling cancer,

20 her name was Ms. Vicki Higgs. I had the pleasure

21 of being in her class in her teaching English 8

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1 course about four years ago, and she honestly did

2 change my life. So I just want to send all my

3 love to Stemmers Run, to my community and to her

4 family. She was truly an amazing teacher and had

5 an impact on everyone that walked into her

6 classroom, so I just wanted to take some time to

7 thank her.

8 So sorry, that concludes my board

9 comments, and I hope everyone has a fantastic

10 night.

11 CHAIRWOMAN SCOTT: Thank you, Christian.

12 Next is Mr. Offerman.

13 MR. OFFERMAN: Yes, I want to thank not

14 only the staff but also the students and parents

15 who have had to put up with so many challenges

16 and so many, the vast majority of them have gone

17 above and beyond the call, and that's what makes

18 a really good school system, everybody working

19 together and working hard. Everybody understands

20 that they may not always get everything they

21 want, but understand that our job is to do the

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1 best we can with the resources we have, and to

2 keep us informed of what their concerns are, but

3 also to understand that we really need to focus

4 on the good, the greatest good for the greatest

5 number of students. Thank you.

6 CHAIRWOMAN SCOTT: Thank you,

7 Mr. Offerman. Next is Ms. Pasteur.

8 MS. PASTEUR: No committee updates but I

9 do want to thank, as Mr. Offerman said, parents

10 and students and the teachers, everyone who has

11 gone through this horrendous year, and I'm

12 looking forward to something new and better this

13 year, and to that end, I really want to thank

14 Dr. McComas and the C&I staff for the work that

15 you have been doing, Dr. Yarborough, I'm psychic,

16 so I know the work that you're doing to make sure

17 that the system under Dr. Williams' offices will

18 certainly move forward and we are going to be

19 about exemplary work and the work that schools

20 are to be about, and not to come back as those

21 who have fallen apart and scraping, that we're

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1 coming back with an instructional and an
 2 educational vengeance. So thank you for the work
 3 I know you've been doing and I'm looking forward
 4 to seeing how it's all going to come together and
 5 make excellence truly happen for this system.
 6 Thank you.

7 CHAIRWOMAN SCOTT: Thank you,
 8 Ms. Pasteur. Next is Dr. Hager.

9 DR. HAGER: I just wanted to thank
 10 Dr. Williams and his staff for the discussion we
 11 just had on reopening. We really appreciate
 12 everyone's time and answering all of our
 13 questions, and I appreciate everyone staying a
 14 little later to make that happen.

15 I really liked what one of the public
 16 commenters said earlier, that it will require us
 17 to think about the we and not the me as we get
 18 back to the school year. I do think it will
 19 require a lot of teamwork and working together
 20 and I'm excited because I feel like that's the
 21 vibe I feel in the room that that's where we're

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1 headed towards as a school system, and so I'm
 2 looking forward to a somewhat normal school year
 3 for our kids, and I appreciate all the hard work
 4 that everyone has done to make that happen.

5 I do have a potential topic for maybe
 6 Dr. Williams to add when he talks about, if in
 7 your superintendent's comments you continue to
 8 talk about opening of schools the next time we
 9 meet, even though schools will already be open,
 10 and that has to do with school meals. So most of
 11 you know that that's something I think about a
 12 lot in my day job, and we heard last board
 13 meeting that there will be universal breakfast
 14 and lunches offered to kids, and that's a federal
 15 effort so not within our school system, but our
 16 kids are going to potentially going to be getting
 17 universal meals this whole school year and it's
 18 going to follow the regular school meal pattern,
 19 so the meals will look a lit different than they
 20 did last year. So if you're a parent and you
 21 were like I don't know about the meals last year,

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1 trust me, this year they're going to be amazing
 2 and they're going to be free, which is really
 3 exciting. So I think if we could incorporate
 4 that potentially, it doesn't have to be a whole
 5 agenda item, but maybe a slide or two just about
 6 what those meals look like and why everybody
 7 should be getting their free meals when they go
 8 to school, I would really appreciate that.

9 CHAIRWOMAN SCOTT: Thank you, Dr. Hager.
 10 Next is Mr. Kuehn.

11 MR. KUEHN: All right, I will attempt to
 12 be brief. I just want to speak to the parents of
 13 all the children that are going to, wherever
 14 they're going school wise, from kindergarten to
 15 college, there's a lot of anxiety out there that
 16 we're all dealing with, parents down to the
 17 children, and a lot of excitement. And I believe
 18 and I hope that you can believe that everybody
 19 here is dedicated to providing a safe environment
 20 for your children and that's what we're here for
 21 and that's what we're going to try and do, and

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1 you know, we're all focused on making all that
 2 happen. So here's to the new school year that's
 3 starting in a few days. Thank you.

4 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.
 5 And next is me and I would just like to say that
 6 I'm looking forward to school starting and
 7 everybody going back an being able to be in
 8 classrooms and see their teachers, I think that's
 9 going to be wonderful. I'm hopeful that
 10 everything will go well, and I'd like everybody
 11 to know that we're doing our best here to work
 12 with the superintendent and staff so that when we
 13 open we stay open.

14 I would also like to thank all of the
 15 board members for all of your hard work and
 16 everything that you have done to get us here, as
 17 well as the civility code. I think that that's a
 18 wonderful step for us as a board, our commitment
 19 to our governing of ourselves and our behavior,
 20 and I think that that's a great step forward.
 21 So I don't have any committee updates

1 and that's it for me, thank you.
 2 So now we are on to item R, the last
 3 item on the agenda is announcements. The Board's
 4 next meeting will be held on Tuesday,
 5 September 14th, 2021 at 6:30 p.m.

6 I thank you for joining us and the
 7 meeting is now adjourned.

8 (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 30th day of August, 2021.
 14

15 _____
 16 Paul A. Gasparotti
 17
 18
 19
 20
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