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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

BOARD OF EDUCATION

HYBRID VIA BCPS LIVESTREAM

AND MICROSOFT TEAMS

APRIL 20, 2021

TRANSCRIPTION SERVICES PROVIDED BY: CRC SALOMON

<div>Page 2</div> <div>1 BOARD MEMBERS:</div> <div>2</div> <div>3 Makeda Scott, Board Chair</div> <div>4 Julie C. Henn, Vice Chair</div> <div>5 Moalie S. Jose</div> <div>6 Erin R. Hager</div> <div>7 Russell T. Kuehn</div> <div>8 Lisa A. Mack</div> <div>9 Rodney R. McMillion</div> <div>10 John H. Offerman, Jr.</div> <div>11 Cheryl E. Pasteur</div> <div>12 Lily P. Rowe</div> <div>13 Kathleen Causey</div> <div>14 Joshua Muhumuza, Student Member</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div>	<div>Page 4</div> <div>1 Item I, Unfinished Business, Board</div> <div>2 Meeting Calendar 129</div> <div>3 Item J, New Business, FY 2021 BAT 159</div> <div>4 New Business, Contract Awards 165</div> <div>5 Presentation, Staff Recruitment and</div> <div>6 Retention 187</div> <div>7 Presentation - Report on Internal</div> <div>8 Audit Committee 215</div> <div>9 Committee Reports 221</div> <div>10 Board Member Comments 233</div> <div>11 Information Items 241</div> <div>12 Agenda Items for Future Meetings 241</div> <div>13 Announcements 244</div> <div>14 Adjournment 249</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div>
<div>Page 3</div> <div>1 I N D E X</div> <div>2 PAGE</div> <div>3 Call to Order 5</div> <div>4 Pledge of Allegiance 5</div> <div>5 Moment of Silence 5</div> <div>6 Public Comment 21</div> <div>7 Cindy Sexton - TABCO 21</div> <div>8 Tom DeHart - CASE 24</div> <div>9 Megan Stewart Sicking - SECAC 26</div> <div>10 Ikena Okasugo - Senior Activities 29</div> <div>11 Kristin Nielsen 33</div> <div>12 Dayana Bergman 35</div> <div>13 Ashton Bergman 38</div> <div>14 Megan Hughes 39</div> <div>15 Ben Proctor 43</div> <div>16 Mary Taylor 46</div> <div>17 Taylor Boren 49</div> <div>18 Christopher Bergman 52</div> <div>19 Action Taken in Closed Session 53</div> <div>20 Item G, Reopening of Schools 59</div> <div>21 Item H, Unfinished Business, Policies 102</div>	<div>Page 5</div> <div>1 P R O C E E D I N G S</div> <div>2 CHAIR SCOTT: Good evening. This is Chairwoman</div> <div>3 Makeda Scott. I now call to order the meeting of the</div> <div>4 Board of Education of Baltimore County for Tuesday, April</div> <div>5 20, 2021. I invite you to recite the Pledge of Allegiance</div> <div>6 to the flag. We will then have a moment of silence in</div> <div>7 recognition of those who have served in education in</div> <div>8 Baltimore County and I would just like to know Mr.</div> <div>9 Muhumuza, would you be willing to lead us in the Pledge of</div> <div>10 Allegiance? Thank you.</div> <div>11 MR. MUHUMUZA: I pledge allegiance to the flag of</div> <div>12 the United States of America and to the republic for which</div> <div>13 it stands, one nation, under God, indivisible, with</div> <div>14 liberty and justice for all.</div> <div>15 [MOMENT OF SILENCE]</div> <div>16 CHAIR SCOTT: Thank you, Mr. Muhumuza.</div> <div>17 Baltimore County Public Schools and offices are currently</div> <div>18 closed to the public in order to maintain the health and</div> <div>19 safety of our students and staff. In accordance with the</div> <div>20 Board of Education's amended resolution approved at the</div> <div>21 October 13, 2020 Board Meeting, in the event of medical or</div>

<p style="text-align: right;">Page 6</p> <p>1 health emergency related to COVID-19, the Board Chair, in 2 consultation with the Vice-Chair and the Superintendent 3 may declare that a Board Meeting or a Board Committee 4 Meeting be held remotely in its entirety without the 5 physical presence of Board members or in a hybrid manner 6 with only some individual Board members participating 7 remotely subject to the establishment of a mechanism that 8 would allow each Board member the opportunity to fully 9 participate in the meeting despite not being physically 10 present and that would allow the public to also remotely 11 attend those portions of the meeting that are open 12 pursuant to the open, excuse me to the Maryland Open 13 Meetings Act by being able to listen and/or view those 14 portions of the meeting. As a result, tonight's hybrid 15 Board of Education Meeting is being held both virtually 16 and in person by Board members and broadcasted through 17 Microsoft Teams live and BCPS TV, Comcast Xfinity Channel 18 73, Verizon Files channel 34. In order to efficiently 19 conduct this meeting, all voting items this evening will 20 be done by a rollcall vote. Board members will say their 21 names while making and seconding a motion as applicable as</p>	<p style="text-align: right;">Page 8</p> <p>1 suspend the rules for agenda item G? 2 VICE-CHAIR HENN: Correct, and I will put that 3 in the chat. Thank you, Madame Chair. 4 CHAIR SCOTT: In advance as to avoid further 5 delay, if I could ask all Board members to make sure when 6 you make a motion you put it in the chat so I can properly 7 state it, so the motion was moved, was made by Ms. Henn to 8 move to suspend the rules for Agenda Item G, reopening of 9 schools, such that each Board member is limited to one 10 question and that further questions may be submitted in 11 writing for the answers to be made available to the public 12 and that was seconded by Ms. Rowe. Okay. 13 VICE-CHAIR HENN: May I speak to my motion, 14 Madame Chair? 15 CHAIR SCOTT: Yes, please. 16 VICE-CHAIR HENN: Thank you. So in the 17 interest of time and given that multiple agenda items have 18 been postponed to subsequent meetings and that we have a 19 packed agenda to get through this evening, I am making 20 this motion in the interest of efficiency and believe Dr. 21 Williams has planned remarks regarding the status of</p>
<p style="text-align: right;">Page 7</p> <p>1 well as when requesting discussion on an agenda item. The 2 first item on the agenda is the consideration of the April 3 20 agenda. Dr. Williams, are there any additions or 4 changes to tonight's agenda? 5 DR. WILLIAMS: I believe there was one request 6 that came from a Board member so I will yield to the Board 7 member at this time. 8 CHAIR SCOTT: Okay, is there a request 9 from a Board member? 10 VICE-CHAIR HENN: Yes, Madame Chair, this is 11 Ms. Henn. 12 CHAIR SCOTT: Yes, Ms. Henn. 13 VICE-CHAIR HENN: Good evening. I move to 14 suspend the rules for agenda item G, reopening of schools 15 such that each Board member is limited to one question and 16 further questions may be submitted in writing, the answers 17 to which will be made available to the public. 18 MS. ROWE: Second, Rowe. 19 CHAIR SCOTT: Could you please put that motion 20 in the chat because I want to make sure that it's properly 21 stated and that we properly understand you are wanting to</p>	<p style="text-align: right;">Page 9</p> <p>1 reopening that he can share succinctly. Thank you. 2 CHAIR SCOTT: Thank you for that, Ms. Henn. I 3 would like to see if we could, and I'm, because there is a 4 motion, so I guess we need to process this motion, but 5 Item G has been where agenda items and Item G, the Board 6 has not been able to move past either of these items and 7 has not been able to fulfill our duty to review contracts, 8 policies, and various things and we've only been able to 9 get to that one agenda item and not move past it, and it 10 has brought the work that we are legally required to do to 11 almost a screeching halt, so that is- that is, I would 12 just like to say that is my concern. Did any other Board 13 members have any other questions? Yes, Ms. Pasteur? 14 MS. PASTEUR: Thank you. May I direct it to 15 Ms. Henn? I need clarification, please. Ms. Scott, may 16 I? 17 CHAIR SCOTT: Yes, please. 18 MS. PASTEUR: Address her. Ms. Henn, in your 19 motion, maybe it's to Ms. Henn and Dr. Williams, that Dr. 20 Williams has some items that he wants to share about 21 reopening, is that correct?</p>

<p style="text-align: right;">Page 10</p> <p>1 DR. WILLIAMS: Yes, we are scheduled to give 2 an update, letter G, so I can give that update at that 3 time, or I can, or the team and I can give an update at 4 this point. 5 MS. PASTEUR: Okay. Thank you. So now, to 6 Ms. Henn, my question then is in suspending the rules, are 7 you speaking in terms of how the Board members speak, but 8 if Dr. Williams has some items for tonight, can I just get 9 a ruling because I can see what he might have to do for 10 tonight with reopening, but I do think just in light of 11 the original motion that we can move past this as a 12 standing item on our agenda, but I don't want to curtail 13 whatever he has to do tonight, so I'm trying to understand 14 what I can do, because I'd like to see it come off. All 15 of the students are back now. We are fully open in terms 16 of our students, having made a decision about whether they 17 want to come on, come back or not, so I think G needs to 18 be removed from our agenda period. 19 CHAIR SCOTT: So, Ms. Pasteur are you 20 making a motion to strike or move -- are you wanting to -- 21 MS. PASTEUR: I guess, I'm, yes, I guess</p>	<p style="text-align: right;">Page 12</p> <p>1 MS. ROWE: Yes. 2 MS. GOVER: Ms. Causey? 3 MS. CAUSEY: No. 4 MS. GOVER: Ms. Mack? 5 MS. MACK: Yes. 6 MS. GOVER: Mr. McMillion? 7 MR. MCMILLION: Yes. 8 MS. GOVER: Ms. Jose? 9 MS. JOSE: Yes. 10 MS. GOVER: Ms. Henn? 11 MS. HENN: Yes. 12 MS. GOVER: Mr. Muhumuza? 13 MR. MUHUMUZA: Yes. 14 MS. GOVER: Mr. Offerman? 15 MR. OFFERMAN: Yes. 16 MS. GOVER: Ms. Pasteur? 17 MS. PASTEUR: Yes. 18 MS. GOVER: Mr. Kuehn? 19 MR. KUEHN: Yes. 20 MS. GOVER: Dr. Hager? 21 DR. HAGER: Yes.</p>
<p style="text-align: right;">Page 11</p> <p>1 I'm looking at striking the motion and making a motion 2 that we remove reopening Item G from the agenda with the 3 understanding as Ms. Henn indicated that Dr. Williams will 4 still be making his presentation, but I do, I am striking, 5 I would like to strike the motion -- I move to strike the 6 motion so that we can just remove it from our agenda. 7 MR. BROUSAIDES: Ms. Scott? 8 CHAIR SCOTT: Yes, Mr. Brousaides? 9 MR. BROUSAIDES: The motion to suspend the 10 rules is not debatable and not amendable. So we would 11 need to vote on that motion. 12 CHAIR SCOTT: Okay. So then we need to go 13 ahead, since it's not debatable then we need to go ahead 14 and vote on that motion. And the motion as I will restate 15 is that Ms. Henn moves to suspend the rules for Agenda 16 Item G, reopening of schools so that each Board member is 17 limited to one question and that further questions may be 18 submitted in writing for the answers to be made available 19 to the public. Okay, Ms. Gover, if we could take a 20 rollcall vote, please. 21 MS. GOVER: Ms. Rowe?</p>	<p style="text-align: right;">Page 13</p> <p>1 MS. GOVER: Ms. Scott? 2 CHAIR SCOTT: Yes. 3 MS. GOVER: Thank you. 4 CHAIR SCOTT: So that's to suspend the rules. 5 So I would just like to make a motion that we table Item G 6 until after Item N, M, M as in Mary, on this agenda so 7 that we can process the very important work that we need 8 to get done. Do I have a second? 9 MS. PASTEUR: Second. 10 FEMALE SPEAKER: Second. 11 CHAIR SCOTT: Ms. Gover, if we could take a 12 rollcall vote on that please. 13 MS. GOVER: Who was the second, I'm sorry? 14 CHAIR SCOTT: Who was the second? I believe 15 Ms. Pasteur. 16 MS. PASTEUR: Oh, yes, I seconded. 17 FEMALE SPEAKER: Madame Chair, I believe that 18 the motion is out of order and I believe the motion is out 19 of order because the original motion which the Board voted 20 to add the agenda item specified where in the agenda it 21 should go.</p>

Page 14	Page 16
<p>1 CHAIR SCOTT: If I could get a ruling from Mr.</p> <p>2 Brousaides on that because I made a motion to table it and</p> <p>3 move it to after Item M and that then we would pick it up</p> <p>4 from the table there. Is that motion out of order, Mr.</p> <p>5 Brousaides?</p> <p>6 MR. BROUSAIDES: No, it is not.</p> <p>7 CHAIR SCOTT: Ms. Gover, we can do a rollcall</p> <p>8 vote, please.</p> <p>9 MS. GOVER: Ms. Rowe?</p> <p>10 VICE-CHAIR HENN: Madame Chair?</p> <p>11 CHAIR SCOTT: Excuse me, we're in the middle</p> <p>12 of a vote. If we could do a rollcall vote, please. Ms.</p> <p>13 Rowe?</p> <p>14 MS. ROWE: No.</p> <p>15 CHAIR SCOTT: Okay.</p> <p>16 MS. GOVER: Ms. Causey?</p> <p>17 MS. CAUSEY: No.</p> <p>18 MS. GOVER: Ms. Mack?</p> <p>19 MS. MACK: No.</p> <p>20 MS. GOVER: Mr. McMillion?</p> <p>21 MR. MCMILLION: Yes.</p>	<p>1 which has held this Board hostage and has permitted us</p> <p>2 from doing any kind of work and not doing our duty and not</p> <p>3 fulfilling our role of which some of us were appointed and</p> <p>4 others of us were elected to do. So I would just like</p> <p>5 Board members to keep that in mind as we go forward with</p> <p>6 this. Are there any other changes or additional changes</p> <p>7 to tonight's agenda? Okay, then hearing none, agenda is</p> <p>8 approved. Earlier this evening, the Board met in closed</p> <p>9 session pursuant to the Open Meetings Act for the</p> <p>10 following reasons. To one, discuss the appointment,</p> <p>11 employment, assignment, promotion, discipline, demotion,</p> <p>12 compensation, removal, resignation, or performance</p> <p>13 evaluation of appointees, employees or officials over whom</p> <p>14 it has jurisdiction or any other personal matter that</p> <p>15 affects one or more specific individuals. The minutes of</p> <p>16 the closed session and informal summary can be found on</p> <p>17 Board docs under this Board meeting agenda date. The next</p> <p>18 item on the agenda is personnel matters and for that I</p> <p>19 call on Ms. Lowry.</p> <p>20 MS. LOWRY: Good afternoon, Chairwoman Scott,</p> <p>21 Vice-Chairwoman Henn, Superintendent Williams, and members</p>
Page 15	Page 17
<p>1 MS. GOVER: Ms. Jose?</p> <p>2 MS. JOSE: Yes.</p> <p>3 MS. GOVER: Ms. Henn?</p> <p>4 MS. HENN: No.</p> <p>5 MS. GOVER: Mr. Muhumuza?</p> <p>6 MR. MUHUMUZA: Yes.</p> <p>7 MS. GOVER: Mr. Offerman?</p> <p>8 MR. OFFERMAN: Yes.</p> <p>9 MS. GOVER: Ms. Pasteur?</p> <p>10 MS. PASTEUR: Yes.</p> <p>11 MS. GOVER: Mr. Kuehn?</p> <p>12 MR. KUEHN: No.</p> <p>13 MS. GOVER: Dr. Hager?</p> <p>14 DR. HAGER: No.</p> <p>15 MS. GOVER: Ms. Scott?</p> <p>16 CHAIR SCOTT: Yes.</p> <p>17 MS. GOVER: Thank you. Favor is 6.</p> <p>18 CHAIR SCOTT: Okay, so that motion does not</p> <p>19 pass to table it. Okay, so basically then we are still</p> <p>20 having Agenda Item G, which we as a Board have not been</p> <p>21 able to move past because of unlimited and endless debate</p>	<p>1 of the Board. I would like the Board's consent for the</p> <p>2 following personnel matters, retirements, resignations,</p> <p>3 non-renewals, recognition of deceased.</p> <p>4 MS. MACK: So moved, Mack.</p> <p>5 CHAIR SCOTT: Thank you. Is there a second?</p> <p>6 MR. OFFERMAN: Second, Offerman.</p> <p>7 CHAIR SCOTT: Do I have any discussion? Yes,</p> <p>8 Mr. Muhumuza.</p> <p>9 MR. MUHUMUZA: Ms. Lowry, I would like to</p> <p>10 know, as of this year how many chiefs and higher level</p> <p>11 executive directors have either resigned or retired in</p> <p>12 this one year span?</p> <p>13 MS. LOWRY: Mr. Muhumuza, I do not have that</p> <p>14 data readily available to me at this moment, but I can get</p> <p>15 that to you.</p> <p>16 MR. MUHUMUZA: Okay, and when you do that, I</p> <p>17 would like to compare to previous years.</p> <p>18 MS. LOWRY: Okay.</p> <p>19 MR. MUHUMUZA: So I'm thinking five years. Is</p> <p>20 that a good timeframe?</p> <p>21 MS. LOWRY: I believe I can get that for you.</p>

<p>Page 18</p> <p>1 And you're asking for executive director and above?</p> <p>2 MR. MUHUMUZA: Yes. Thank you.</p> <p>3 MS. LOWRY: Yes.</p> <p>4 DR. WILLIAMS: Madame Chair, just for your</p> <p>5 information, for the Board information, that request was</p> <p>6 made earlier during my term and so we'll be happy to</p> <p>7 update that. That was another request that a Board member</p> <p>8 had. Thank you.</p> <p>9 CHAIR SCOTT: Thank you. Ms. Gover, may I</p> <p>10 have a rollcall vote, please?</p> <p>11 MS. GOVER: Ms. Rowe?</p> <p>12 MS. ROWE: Yes.</p> <p>13 MS. GOVER: Ms. Causey?</p> <p>14 MS. CAUSEY: Abstain.</p> <p>15 MS. GOVER: Ms. Mack?</p> <p>16 MS. MACK: Yes.</p> <p>17 MS. GOVER: Mr. McMillion?</p> <p>18 MR. MCMILLION: Yes.</p> <p>19 MS. GOVER: Ms. Jose?</p> <p>20 MS. JOSE: Yes.</p> <p>21 MS. GOVER: Ms. Henn?</p>	<p>Page 20</p> <p>1 comment portion of the meeting by allowing those who</p> <p>2 registered to call in by phone. Registration was open to</p> <p>3 the public one week prior to tonight's Board meeting and</p> <p>4 was closed at 3:00 p.m. yesterday for anyone wishing to</p> <p>5 speak at this evening's meeting. Board practice limits to</p> <p>6 10 the number of speakers at a regularly scheduled</p> <p>7 meeting. Each speaker is allowed three minutes to address</p> <p>8 the Board. Of course if fewer than 10 registrants are</p> <p>9 received, all who register will be permitted to speak.</p> <p>10 Beginning with the Board meeting of May 4, 2021, the</p> <p>11 selection for general public comment speakers will no</p> <p>12 longer be on a first-come, first-served basis. Speakers</p> <p>13 will be selected using an electronic random selection</p> <p>14 process from all registration submissions received within</p> <p>15 the same designated timeframe. This is similar to the</p> <p>16 process used during in-person Board meetings when names</p> <p>17 were drawn at the beginning of the meeting. While we</p> <p>18 encourage public input on policy, programs, and practices</p> <p>19 within the purview of this Board and the school system,</p> <p>20 this is not the proper forum to address specific student</p> <p>21 or employee matters, or to comment on matters that do not</p>
<p>Page 19</p> <p>1 MS. HENN: Yes.</p> <p>2 MS. GOVER: Mr. Muhumuza?</p> <p>3 MR. MUHUMUZA: Yes.</p> <p>4 MS. GOVER: Mr. Offerman?</p> <p>5 MR. OFFERMAN: Yes.</p> <p>6 MS. GOVER: Ms. Pasteur?</p> <p>7 MS. PASTEUR: Yes.</p> <p>8 MS. GOVER: Mr. Kuehn?</p> <p>9 MR. KUEHN: Yes.</p> <p>10 MS. GOVER: Dr. Hager?</p> <p>11 DR. HAGER: Yes.</p> <p>12 MS. GOVER: Ms. Scott?</p> <p>13 CHAIR SCOTT: Yes.</p> <p>14 MS. GOVER: Thank you.</p> <p>15 CHAIR SCOTT: Thank you. Our next item is</p> <p>16 public comment. This is one of the opportunities the</p> <p>17 Board provides to hear the views and receive the advice of</p> <p>18 community members. The members of the Board appreciate</p> <p>19 hearing from interested citizens. As appropriate we will</p> <p>20 refer your concerns to the superintendent for follow up by</p> <p>21 his staff. The Board of Education will conduct the public</p>	<p>Page 21</p> <p>1 relate to public education in Baltimore County. We</p> <p>2 encourage everyone to utilize existing dispute resolution</p> <p>3 processes as appropriate. I remind everyone that</p> <p>4 inappropriate personal remarks or other behavior that</p> <p>5 disrupts or interferes with the conduct of this meeting</p> <p>6 are out of order. I ask speakers to observe the three</p> <p>7 minute limit and conclude remarks when time has expired</p> <p>8 and you hear the tone. The call will be ended and it</p> <p>9 could be turned off if a speaker addresses specific</p> <p>10 student or employee matters or is commenting on matters</p> <p>11 not related to public education in Baltimore County. If</p> <p>12 not selected, the public may submit their comments to the</p> <p>13 Board members via e-mail at BOE@bcps.org. More</p> <p>14 information is provided on the Board's website at BCPS.org</p> <p>15 under Board of Education, Participation by the Public. I</p> <p>16 now call on our stakeholder group leaders to speak. Our</p> <p>17 first speaker is Ms. Cindy Sexton from TABCO.</p> <p>18 MS. SEXTON: Good evening, Chairwoman Scott,</p> <p>19 Vice-Chair Henn, Dr. Williams, and members of the Board.</p> <p>20 As you know, our educators have been through many changes</p> <p>21 and challenges this school year, from providing rigorous</p>

<p style="text-align: right;">Page 22</p> <p>1 virtual instruction to all of the trials that ransomware 2 brought, to learning how to teach concurrently and the 3 immense amount of extra time that actually takes to trying 4 to find a way to continue to reach our students who remain 5 virtual while having internet and network issues, to 6 preparing our classrooms for some students to come back to 7 buildings with six feet of social distancing and now 8 having to change our classrooms again to prepare for three 9 feet of social distancing in addition to moving from two 10 days to four days of in-person instruction. Every single 11 time educators have pivoted, turned, and figured it out. 12 But they are frustrated. They are tired. They are 13 stressed. They are overwhelmed. Workload is always an 14 issue in education and this year it has turned into an 15 even bigger one. On behalf of the educators, I implore 16 you, let us go forward with the current BCPS plan of four 17 days of instruction slated to start on May 10. Please 18 give our administrators, educators, transportation folks, 19 food service and building service workers, give them a 20 schedule they can count on. Please give our families and 21 students a schedule they can count on. Everyone is</p>	<p style="text-align: right;">Page 24</p> <p>1 these concerns. TABCO has been in on meetings around the 2 instructional model, curriculum, special ed, discipline, 3 COVID, and more. We continue to work to build our 4 partnership and collaboration as we work through the 5 problems we face. Our students deserve nothing less. 6 Thank you. 7 CHAIR SCOTT: Thank you. Next, we will hear 8 from stakeholder, Mr. Tom DeHart, of CASE. 9 MR. DEHART: Good evening, Chair Scott, 10 Vice-Chair Henn, Dr. Williams, and members of the Board. 11 Tonight I'd like to speak with you about governance or 12 guidance versus operations or management as it relates to 13 the function of this Board. I will reference the Board of 14 Education of Baltimore County handbook for the Board last 15 revised in 2015. I cite in pertinent part, sections and 16 components of the Board handbook that highlight the 17 concept of governance versus operations. In the 18 introduction, it states, the Board of Education of 19 Baltimore County guides the Baltimore County Public School 20 System. In the Board's vision, it states the Board of 21 Education as the governing body of the County's school</p>
<p style="text-align: right;">Page 23</p> <p>1 working so hard to make this happen. Let the plan unfold 2 and come to fruition as it is written. Members met 3 outside Greenwood tonight to highlight some of the ongoing 4 concerns and issues we continue to have. Some of these 5 certainly were outside the control of any of us, an 6 ongoing global pandemic, the ransomware attack and some 7 were due to schedule changes, internet problems, changes 8 in reopening dates and times and more. Educators simply 9 cannot keep up the pace we have thus far. We show our 10 students grace. We check in on their social-emotional 11 mental health as well as their academic needs. We need to 12 do the same for our educators. We know we need to take 13 care of ourselves so we can take care of our students. We 14 need the time and predictability of the schedule and plan 15 to be able to do that. The well is dry. Educators are 16 pouring from an empty vessel and we cannot do it any 17 longer. You are aware of our work to rule action 18 beginning on Thursday which will have educators working to 19 the rule of our contract as ongoing concerns are 20 addressed. But I want to end on a positive note. Dr. 21 Williams and I have had a preliminary conversation around</p>	<p style="text-align: right;">Page 25</p> <p>1 system will seek in every way to make the school system 2 among the highest performing school systems in the nation. 3 In the Board's mission statement, it states the Board as 4 the governing body of the school system fulfills its 5 mission by adopting policies. The Board's handbook also 6 has norms of behavior. One might suggest that they might 7 be revisited, but at any rate that's in appendix A, and 8 the very first norm that is listed says practice 9 governance, the role of the Board is to govern through 10 policy budgeted options approval of school boundaries and 11 hiring the superintendent. Here's a direct quote from the 12 handbook: "The Board's responsibility is not to manage the 13 school system or influence the daily operation of the 14 school system." The Board will hold the superintendent 15 accountable for the successful day-to-day management of 16 the school system. I bring this up tonight because there 17 continue to be instances where the Board has crossed the 18 line from governance to operations. This causes a great 19 deal of anxiety and frustration for administrators 20 teachers, and support personnel, who are then required to 21 pivot after preparations and plan have been designed and</p>

<p style="text-align: right;">Page 26</p> <p>1 developed by the system and every single employee has been</p> <p>2 asked to pivot enough to last a lifetime over the last</p> <p>3 year. You have asked the superintendent to plan for the</p> <p>4 in-person return of students for four days a week. He</p> <p>5 and his team will share that plan with you tonight</p> <p>6 including that schedule. CASE encourages you to do our</p> <p>7 due diligence in reviewing and questioning the plan which</p> <p>8 is what you were elected or appointed to do. But, please</p> <p>9 let the people who are charged with the day to day</p> <p>10 operations do their jobs. That is what your handbook and</p> <p>11 common sense prescribes. Thank you.</p> <p>12 CHAIR SCOTT: Thank you. Next, Ms. Megan</p> <p>13 Stewart-Sicking from SECAC. Ms. Sicking, could you mute</p> <p>14 your computer.</p> <p>15 MS. SICKING: I am muted. Can you hear me?</p> <p>16 CHAIR SCOTT: We can now, thank you. Please</p> <p>17 go ahead.</p> <p>18 MS. SICKING: Chairwoman Scott, Vice-Chair</p> <p>19 Henn, Dr. Williams, and members of the Board, good</p> <p>20 evening. SECAC has continued to meet online throughout</p> <p>21 this year and with increased regular attendance. We held</p>	<p style="text-align: right;">Page 28</p> <p>1 say here, over and over, that class sizes and case loads</p> <p>2 are too large. Reducing the number of students a teacher</p> <p>3 is working with can allow for more time to implement IEPs</p> <p>4 and 504s with fidelity. I know that a lot of people may</p> <p>5 think it's too late in the game to change plans for next</p> <p>6 year since schedules are already being created; however,</p> <p>7 we made changes in the Summer for this year and we have</p> <p>8 more time right now to plan for next year. It's never too</p> <p>9 late to make a change if it's the right one for students.</p> <p>10 I would ask everyone to remember this. When we enter the</p> <p>11 buildings in the Fall, if we fully enter in person in the</p> <p>12 Fall, half of our high school students will never have had</p> <p>13 to manage a typical high school schedule. This year's</p> <p>14 ninth graders have not had to manage a fully-loaded,</p> <p>15 full-time five day week. The new ninth graders next year</p> <p>16 will be coming with the same recent history of virtual</p> <p>17 learning or hybrid instruction. Combining ninth and tenth</p> <p>18 graders, half the students in a high school will not have</p> <p>19 managed a usual high school schedule under typical</p> <p>20 circumstances. This year, many found it easier to manage</p> <p>21 four courses rather than eight. The same thing would</p>
<p style="text-align: right;">Page 27</p> <p>1 our annual meeting on the topic of reading last week and</p> <p>2 were grateful to Megan Shay and all of the staff members</p> <p>3 who were there that night. We look forward to further</p> <p>4 discussion about reading in the months again. Tonight, I</p> <p>5 want to address a very specific topic - the semester block</p> <p>6 schedule and high school. In preparing for this school</p> <p>7 year, I believe over two-thirds of high schools chose to</p> <p>8 use the semester schedule. I hope that everyone will note</p> <p>9 that in a year when many things didn't work well or with</p> <p>10 consistency the semester block schedule is something that</p> <p>11 provided real benefits. From the student perspective</p> <p>12 there is a huge difference between managing four classes</p> <p>13 and managing eight. Consider a student with executive</p> <p>14 functioning issues or a student with anxiety or any number</p> <p>15 of challenges that might affect a student day-to-day. In</p> <p>16 these cases, managing fewer classes and learning the</p> <p>17 expectations of fewer teachers can make school much more</p> <p>18 manageable and successful. From the teacher perspective,</p> <p>19 it can be possible to have half as many students. When it</p> <p>20 comes to learning student needs, implementing</p> <p>21 accommodations or modifying curriculum, you have heard me</p>	<p style="text-align: right;">Page 29</p> <p>1 apply next year when half of our high schools will never</p> <p>2 have had a normal week of high school. It may also help</p> <p>3 social emotional well-being because students can readjust</p> <p>4 with fewer classes and teachers can get to know fewer</p> <p>5 students at a time. In addition, the semester block</p> <p>6 schedule allowed for easier contact tracing when necessary</p> <p>7 due to COVID as students were in fewer total classes.</p> <p>8 This may still be an issue in the Fall since we have no</p> <p>9 idea what COVID or the next school year will look like. I</p> <p>10 implore the Board, Dr. Williams, community,</p> <p>11 superintendents, and principals, to evaluate the option</p> <p>12 for semester block schedules next year and allow time and</p> <p>13 encouragement for this decision to be made. I believe</p> <p>14 many of our students and teachers would benefit from</p> <p>15 further discussion and implementation of this scheduling</p> <p>16 option. Thank you.</p> <p>17 CHAIR SCOTT: Thank you. Next is Ms. Ikena</p> <p>18 Okasugo (phonetic) with Senior Activities.</p> <p>19 MR. OKASUGO: Good evening, Chairwoman and</p> <p>20 Board members. My name is Ikena and I am a Baltimore</p> <p>21 County High School student and I am reaching out in</p>

<p style="text-align: right;">Page 30</p> <p>1 regards to restrictions that have been placed on senior 2 events. Throughout the entire 20-21 school year, BCPS has 3 failed its senior students and families. The support from 4 the administration has been nonexistent and is incredibly 5 disheartening. While I understand the safety concerns, 6 BCPS has had an entire year to figure out the plans for a 7 celebratory event. The County has released some 8 statements regarding in-person events but sometimes they 9 are not communicated well with schools and the plans tend 10 to swiftly change. This leaves our peers confused, 11 restless, and upset. Seniors are only left with scraps 12 of information that trickle down the pipeline. Some 13 students are even being discouraged by advisors on 14 speaking out about these issues (indiscernible). As 15 students we request the basic decency of proper 16 communication. The aforementioned lack of communication 17 also causes mass confusion as each BCPS principal follows 18 guidelines at their discretion, meaning that some schools 19 have more flexibility in planning events, using funds, and 20 safely gathering than others do. This highlights the 21 inequity in Baltimore County and school communities with</p>	<p style="text-align: right;">Page 32</p> <p>1 gatherings because they, too, see the increasing rate of 2 vaccinations and trust in people's ability to social 3 distance. As such, we request a reasonable use of legal 4 and suggested action. Another major issue is the 5 contradictory regulations that surrounds these events with 6 current BCPS practices. For example, current hybrid 7 students are allowed to eat their lunch inside of the 8 school in the cafeteria. Seniors are not able to have any 9 food or drink outside at the end of the year events where 10 there is more ventilation. During these Summer months, 11 hydration is necessary; yet the schools cannot provide 12 drinks to seniors and they can't bring their own. 13 Furthermore, the BCPS regulations are contradictory with 14 state guidelines as bars and restaurants are allowed to 15 have ten people per table for foods and drinks with indoor 16 venues now allowed to have up to eight, while BCPS 17 students are not allowed to have any food or drink at 18 these celebration events. As students, we request the 19 implementation of consistent and fair community guidelines 20 and allow food and drink at these events. On behalf of 21 seniors within BCPS- within the BCPS community, I am</p>
<p style="text-align: right;">Page 31</p> <p>1 higher socioeconomic statuses can host their unsanctioned 2 events funded by parents while those who can't afford such 3 avenues are left with wholly unsatisfactory public 4 options. As a County that constantly touts its goals 5 towards equity, this is a disappointment. As students, we 6 request equitable solutions to the problems that COVID-19 7 has created for the senior class. The seniors at BCPS 8 have spent four years raising tens of thousands of dollars 9 all to fund these end of year events, yet somehow this 10 money that the students have raised is being withheld at 11 some schools. The resources are available. Compromises 12 are more than ready to be made, yet the Board has not been 13 flexible or met us halfway. As students we request the 14 ability to choose how the money we have raised is spent. 15 BCPS has waivers at their expense to avoid liability in 16 the event of injury or death that can be used in the case 17 of sickness - a straightforward and effective solution 18 could be the mandatory signing of this waiver for any 19 student attending prom or the senior picnic. The CDC and 20 the Maryland Department of Health have both lifted a 21 considerable amount of social distancing rules concerning</p>	<p style="text-align: right;">Page 33</p> <p>1 urging for action. BCPS must acknowledge its failure to 2 its students. The lack of attentiveness 3 CHAIR SCOTT: Thank you, sir. Thank you. 4 We've hit the three minutes. Thank you. So that 5 concludes our stakeholder group leaders. Next is general 6 public comment and our first speaker is Kristin Nielsen. 7 MS. NIELSEN: In February, a black mother 8 shared in our virtual circle, if it were up to me, I would 9 wait until September, why rush? Why is the governor 10 threatening schools and educators when he is out of the 11 vaccine? I would just rather be safe than sorry. Her 12 son, a returning senior, and black scholar later shared. 13 I think it's a bad idea. Kids like me with allergies and 14 asthma are even more susceptible to it. As long as they 15 are getting money, nothing else matters. With technical 16 difficulties and in person students, I worry about losing 17 touch with my virtual scholars who have already lost so 18 much. At this Summer's Conversations on Race, a student 19 shared, if we are victim to countless microaggressions, we 20 don't feel safe and come to school. What is the plan for 21 next year to ensure that students who are thriving</p>

<p style="text-align: right;">Page 34</p> <p>1 virtually can continue safely? Hartford County has 2 already created a virtual high school. 93 percent of 3 Asian students at Timber Grove Elementary and 93 percent 4 of biracial scholars at Landsdowne High are remaining 5 virtual in cohort state. Have you, the Board, seen the 6 PIA responsive record with the racial breakdown by school 7 and cohort? If not, please request to do so. What is the 8 consolidated strategic plan to engage our diverse learners 9 according to policy 0100? Another black scholar lost her 10 mother just before Christmas to COVID and is now returning 11 to classes after being difficult to reach. I was unable 12 to help her with tech support ticket today because 13 Schoology was down. A black classmate shared how 14 stressful this was not to be able to access resources. 15 Where is the equity if our virtual students can't receive 16 services and our face-to-face students can't attend meets 17 for English language sessions, auditory resources, and 18 services with educators in other buildings. Another 19 scholar at the Conversations on Race this Summer shared, 20 if we don't see ourselves represented we don't feel safe. 21 I am involved with two equity initiatives right now. One</p>	<p style="text-align: right;">Page 36</p> <p>1 red hen who stayed in a blue hen house with other hens. 2 Many around the farm believed the hairless fox was also in 3 the hen house. Folks, nothing is worse than having a 4 hairless fox in the hen house. Now, traditionally, the 5 little red hen would go around the farm asking for help to 6 make bread. Everybody on the farm usually didn't have 7 time to help the little red hen. After all, life hasn't 8 been easy on the farm lately. The circus would usually 9 visit the farm from time to time. The hairless fox 10 literally loved the circus so much that he wanted the 11 circus to be open five days a week. Oh yes, the tiger. 12 Many are wondering how the tiger made it to the farm. 13 Well, in March 2020, the unimaginable happened and the 14 whole circus shut down and left town. Somebody forgot 15 their tiger. This tiger was extremely overbearing and 16 bossy and pushy about bringing the circus back five days a 17 week. The tiger would roam around the farm constantly 18 interrupting the daily business of the farm. Many on the 19 farm feared the tiger. I mean just imagine living in a 20 peaceful educated hardworking farm with a circus happy 21 tiger roaming around. Now the little red hen character</p>
<p style="text-align: right;">Page 35</p> <p>1 is, I'm not participating in because a black colleague and 2 my partner is quitting BCPS for another district. In the 3 second, my black colleague is having to use sick time to 4 protect her health and the health of her family. How is 5 BCPS seeking to support and to retain a diverse workforce 6 per policy 0100? In regard to COVID, we have well over 7 200 cases per 100,000 in the last 7 days. Our percentage 8 positivity is near 8 percent. We have had outbreaks 9 reported at Catonsville, Randallstown, and Eastern Tech. 10 We don't have HEPA filters and only have MERV 8 filters 11 and still have no closing metrics. When will BCPS 12 prioritize the well-being and equity of students and of 13 educators? Thank you. 14 CHAIR SCOTT: Thank you. Next, we have Ms. 15 Dayana Bergman. 16 MS. BERGMAN: Good evening, Madame Board Chair 17 Makeda Scott, Superintendent Dr. Williams, and fellow 18 Board members. My name is Dayana Bergman. I am the 19 parent of three BCPS students and tonight's introduction 20 is a parable of sorts about the tale of the little red hen 21 and the tiger. In a farm not so far away lived a little</p>	<p style="text-align: right;">Page 37</p> <p>1 tends to be a bit (indiscernible), bold and easily 2 influenced by others. One day, the hairless fox 3 introduced the little red hen to the tiger. Oh my. Like 4 everybody in the farm literally face-palmed. It was going 5 to be a terrible combination of events. For some unknown 6 reason, the little red hen decides it's a great idea to 7 ride a tiger. Uh oh. Everybody knows that to dismount a 8 dangerous tiger is almost impossible. Well, the little 9 red hen has been riding this circus happy tiger for almost 10 eight months. The hairless fox continues to watch from a 11 distance in the blue hen house and the little red hen has 12 absolutely no idea how to dismount the tiger. If the 13 little red hen would ask how to dismount the tiger, how 14 many on the farm would come to help out? After all, when 15 the little red hen made bread she definitely didn't share. 16 She kept the bread all to herself and has been riding the 17 tiger for eight long months. The whole farm was looking 18 like a dysfunctional circus that never left town. The 19 hens were exposed to the hairless fox at their house and 20 the once wise little red hen no longer has the positive 21 attention of doing something productive, riding the tiger,</p>

<p style="text-align: right;">Page 38</p> <p>1 unable to dismount. The end.</p> <p>2 CHAIR SCOTT: Thank you, Ms. Bergman. Next,</p> <p>3 we have Ashton Bergman.</p> <p>4 ASHTON BERGMAN: Hello, Madame Chair, Makeda</p> <p>5 Scott, Superintendent Dr. Williams, and fellow Board</p> <p>6 members. I would like to introduce myself. My name is</p> <p>7 Ashton Bergman, a fifth grader at Relay Elementary. A</p> <p>8 parable is a simple story to illustrate a moral or</p> <p>9 spiritual lesson. Like a fable, a parable also tells a</p> <p>10 simple story whereas fables tend to personify animal</p> <p>11 characters, often giving the same impression as an</p> <p>12 animated cartoon. While the typical parable uses human</p> <p>13 agents. Parables are usually used to inspire and motivate</p> <p>14 people to learn a lesson. In different cultures, parables</p> <p>15 are traditionally used to teach children lessons.</p> <p>16 Sometimes, children can teach adults lessons. For</p> <p>17 example, in the tale the little red hen and the tiger, the</p> <p>18 lesson to be learned was if you work independently without</p> <p>19 accepting the help from others you are excluding yourself</p> <p>20 from providing productivity as a team. Another method to</p> <p>21 teach lessons are idioms. In a short while, you will be</p>	<p style="text-align: right;">Page 40</p> <p>1 instruction time per week. The Maryland State Department</p> <p>2 of Education reported that Baltimore County Middle School</p> <p>3 students received 24.3 hours of synchronous instruction</p> <p>4 time per week during the second quarter; however, during</p> <p>5 that time period, my middle school children received four</p> <p>6 hours per day, four days per week, for a total of 16</p> <p>7 hours. Two of those hours were advisory, so truly they</p> <p>8 received only 14 hours. I don't know where they got 24.3</p> <p>9 hours because that is wildly inaccurate unless there are</p> <p>10 inequitable hours being taught across the county.</p> <p>11 Regardless, 14 hours is less than half of the amount they</p> <p>12 would normally receive. Of course this results in a loss</p> <p>13 of learning. I was told curriculums needed to be</p> <p>14 modified. How do you plan to account for what was not</p> <p>15 covered this year? In addition, virtual learning comes</p> <p>16 with its own challenges. An NPR article from December</p> <p>17 2020 found a lack of focus and difficulty paying attention</p> <p>18 associated with virtual learning. I witnessed this with</p> <p>19 my own children. My second grader struggled with paying</p> <p>20 attention to her teacher as well as lack of motivation</p> <p>21 during independent assignments at home. But she has been</p>
<p style="text-align: right;">Page 39</p> <p>1 hearing from my dad. He is going to share an idiom in</p> <p>2 Mandarin Chinese. An idiom is a saying that is not</p> <p>3 actually what's happening but relevant to the mood. For</p> <p>4 example the idiom the cat is out of the bag. This idiom</p> <p>5 does not have to do with anything about a cat or a bag,</p> <p>6 but instead means a secret has been let out. I hope you</p> <p>7 learned a valuable lesson from me, a kid, today. Thank</p> <p>8 you for your time.</p> <p>9 CHAIR SCOTT: Thank you. Next, we have Megan</p> <p>10 Hughes.</p> <p>11 MS. HUGHES: Yes, sorry, just let me mute my</p> <p>12 TV. Can you hear me?</p> <p>13 CHAIR SCOTT: Yes, we can, Ms. Hughes, please</p> <p>14 go ahead.</p> <p>15 MS. HUGHES: Sorry. Thank you. My name is</p> <p>16 Megan Hughes, parent of three BCPS students. I am</p> <p>17 concerned with the loss of learning over this past year</p> <p>18 and it has occurred due to decrease in curriculum</p> <p>19 instruction time and loss of engagement, focus, and</p> <p>20 motivation from virtual learning. This must be addressed.</p> <p>21 A regular academic year would have thirty hours of</p>	<p style="text-align: right;">Page 41</p> <p>1 very successful in the classroom. After my son's first</p> <p>2 day of being in school, he said it was much easier without</p> <p>3 the distractions at home. The students are also less</p> <p>4 engaged, not only at an individual class level, but the</p> <p>5 absenteeism in Baltimore County shows the lack of any</p> <p>6 engagement from many students. The overall attendance in</p> <p>7 the second quarter was 80 percent, the worst in the entire</p> <p>8 state, but that doesn't show the whole picture. Our</p> <p>9 elementary schools weren't too bad at 91 percent, but our</p> <p>10 middle and high schools were both approximately 73</p> <p>11 percent. 27 percent were absent. These high numbers may</p> <p>12 be what's contributing to our large increase in failing</p> <p>13 grades. For middle school failing grades increased 182</p> <p>14 percent for English and 181 percent for Math from the</p> <p>15 previous year. These kids need to be back in school more.</p> <p>16 I know some of you have shared anecdotes of the success</p> <p>17 of virtual learning and this NPR article does state that</p> <p>18 it works better for about 10 percent of students due to</p> <p>19 such things as school anxiety and bullying. That is</p> <p>20 something as a Board you have to figure out. Maybe a</p> <p>21 state run virtual program could give these kids that</p>

<p style="text-align: right;">Page 42</p> <p>1 option in the future. However, the majority of students 2 thrive in a classroom setting where they can interact with 3 their teachers and peers, be engaged and free from 4 distractions so they can focus on learning. I want to 5 thank the many teachers that are going above and beyond to 6 try to make this hybrid schooling work. Finally, thank 7 you for bringing back the 504 and IEP students. Jen 8 Reedholm (phonetic) wanted me to specifically relay her 9 appreciation for that decision. There are some families 10 that are concerned with the privacy issue of their 11 children. Once their children are in school four days a 12 week, their classmates in middle and high school will know 13 they have special needs. I respectfully ask that you 14 offer four days for all middle and high school students 15 beginning May 17th. This would not only address the 16 privacy issues, but also hopefully help the absenteeism 17 and failing grades in our county. I supported your 18 decision to bring back sports and if nine people on the 19 Board voted yes for sports and believed it was reasonable 20 to play football where you tackle each other and sweat on 21 each other, then it should also be reasonable for kids to</p>	<p style="text-align: right;">Page 44</p> <p>1 in the interest of need of transparency if neither a Board 2 member or the Superintendent could speak to this agreement 3 tonight. Number two, it's only fair that each of you 4 Board members share this evening why you are voting yes or 5 no for the resolution for our children to have the option 6 to attend school in person four days per week. A simple 7 yes or no without comment while perhaps within your right 8 as Board members, is minimally not fair and it adds to the 9 perception that parents and students already have and that 10 is that there has been a deafening lack of transparency 11 from some Board members. Moving on, it's important for us 12 to revisit the BCPS.org website and see the BCPS 13 organizational chart which clearly reflects students and 14 parents at the top of the chart with the Board of 15 Education and Superintendent below. The point is, over 16 the past several months, students and parents have been 17 made to feel that this chart is upside down. On to the 18 most relevant question, why are BCPS students not in 19 school four days per week right now? You have previously 20 cited two reasons for this. Number one, equity. Number 21 two, your reliance on the CDC and your local health</p>
<p style="text-align: right;">Page 43</p> <p>1 be back in school with mitigation efforts such as three 2 feet of social distance. We don't want to be the worst. 3 We want to strive to be the best Baltimore County. Thank 4 you. 5 CHAIR SCOTT: Thank you. Next, we have Mr. 6 Ben Proctor. 7 MR. PROCTOR: Yes, I'm here. 8 CHAIR SCOTT: Certainly. You can go ahead. 9 MR. PROCTOR: Yeah, I'll begin by asking two 10 questions of the Board. First off, can everybody hear me? 11 CHAIR SCOTT: Yes, we can hear you. Thank 12 you. 13 MR. PROCTOR: All right, wonderful. I'll 14 begin by asking two questions of the Board this evening 15 and I promise not to talk about tigers and bears and foxes 16 and hens. Number one, will one of you submit a resolution 17 this evening to provide students with the choice, not a 18 mandate, but the simple choice to attend school in person 19 four days per week? Now, I would stipulate five days but 20 it's my understanding that this is now a non-starter due 21 to an updated agreement with TABCO. Now that's fine, but</p>	<p style="text-align: right;">Page 45</p> <p>1 consultants. Regarding equity, Board members listened to 2 Dr. Williams provide data for BCPS schools at the last 3 Board meeting clearly illustrating that our minority and 4 economically disadvantaged kids have fallen further behind 5 other students, both in grades and attendance over the 6 past year. A virtual learning environment has 7 disproportionately hurt them. Regarding your reliance on 8 the CDC and your local health consultants, each of you has 9 seen the Burbio (phonetic) K-12 school reopening tracker 10 that reflects Maryland and BCPS as outliers in the country 11 tied for last place for in-school learning. For those 12 listening now, please Google the Burbio School Reopening 13 Tracker, it's spelled B-U-R-B-I-O. As Board members you 14 have to acknowledge now that the advice you've been 15 receiving from your local health consultant has been 16 outside of their peer group. In other words, if we are in 17 the bottom five percent of the country for in-person 18 learning, it is not a departure to state that 95 percent 19 of the country's physicians providing advice to school 20 boards across the country would disagree with our local 21 BCPS health consultants as the bottom line is 95 percent</p>

<p style="text-align: right;">Page 46</p> <p>1 of the school boards in this country have made the</p> <p>2 decision that you have not and that is to have the kids in</p> <p>3 school.</p> <p>4 CHAIR SCOTT: Thank you. That's time, Mr.</p> <p>5 Proctor.</p> <p>6 MR. PROCTOR: Last comment. Instead of</p> <p>7 looking for reasons why things cannot be done or</p> <p>8 continuing to go down different rabbit holes</p> <p>9 CHAIR SCOTT: Thank you, Mr. Proctor, that's</p> <p>10 time. Thank you. Next, we have Ms. Mary Taylor. Please</p> <p>11 go ahead, Ms. Taylor.</p> <p>12 MS. TAYLOR: Thank you, Chair Scott. Good</p> <p>13 evening members of the Board of Education and thank you</p> <p>14 for the opportunity to speak this evening. My name is</p> <p>15 Mary Taylor, Vice-President of the Baltimore County Parent</p> <p>16 and Student Coalition. Although we are thrilled to hear</p> <p>17 that elementary school age children are returning to</p> <p>18 school for four days of in-person instruction, we have a</p> <p>19 few questions regarding the rationale behind this decision</p> <p>20 and hope to hear the answers during the reopening</p> <p>21 discussion this evening. If teachers, administrators,</p>	<p style="text-align: right;">Page 48</p> <p>1 secondary students, too, and maintain social distancing.</p> <p>2 Please keep in mind that all staff who wish to be</p> <p>3 vaccinated have had the opportunity and now students over</p> <p>4 the age of 16 are also eligible. According to the NPIA</p> <p>5 report that we received on March 22nd with the breakdown</p> <p>6 of the three cohorts at each school, combining cohorts A</p> <p>7 and B only account for 35.56 percent of the 62,646 high</p> <p>8 school students who have returned to in-person. Only two</p> <p>9 high schools have over 50 percent of their student</p> <p>10 population returning. Can't social distancing be possible</p> <p>11 with less than 50 percent of the population returning by</p> <p>12 combining cohort A and B? Why is BCPS refusing to offer a</p> <p>13 four day option for high school students based on these</p> <p>14 numbers? Dr. Williams made this announcement, but doesn't</p> <p>15 the Board of Education have to approve it? Can you motion</p> <p>16 to move the date and all kids who would choose it by April</p> <p>17 26th? Some parents have consistently been asking for the</p> <p>18 option to send our students back to school four or five</p> <p>19 days since October and it's now mid-April and the start of</p> <p>20 the fourth quarter and we are still asking for this</p> <p>21 opportunity before the school year is done. We are not,</p>
<p style="text-align: right;">Page 47</p> <p>1 support staff are in school and buses are running four</p> <p>2 days a week, why is the return date three weeks from now?</p> <p>3 Why choose to start in a week when Thursday, May 13 is a</p> <p>4 system-wide day off for students for a professional day?</p> <p>5 Wouldn't teachers of all age groups prefer to have two</p> <p>6 groups of students and the in-person and virtual kids over</p> <p>7 the three cohorts currently operating? We think it's an</p> <p>8 excellent decision to bring back students who have IEPs or</p> <p>9 504 plans but how does bringing them back on certain dates</p> <p>10 protect their privacy? Suddenly it will be obvious which</p> <p>11 children have these plans. The data regarding the low</p> <p>12 attendance rate from second quarter this year and the data</p> <p>13 of the failure rates that were presented during the state</p> <p>14 of the Board of the Education and by Dr. Williams last</p> <p>15 meeting show that secondary students are not attending</p> <p>16 virtual school and failing rates at 2.3 times higher as</p> <p>17 compared to last year. Based on this data, why is there</p> <p>18 no plan to bring back the secondary students? Many</p> <p>19 secondary teachers report that they only have a maximum of</p> <p>20 7 kids in their classrooms per cohort. It sounds like it</p> <p>21 would be reasonable to also combine cohort A and B for all</p>	<p style="text-align: right;">Page 49</p> <p>1 and have never asked for, the virtual option to be removed</p> <p>2 for this year. If BCPS has no intention of bringing back</p> <p>3 secondary students more than two hybrid days this year, it</p> <p>4 needs to be announced and when will the Fall plan</p> <p>5 CHAIR SCOTT: Thank you. That's time. Thank</p> <p>6 you, Ms. Taylor. Next we have Mr. Christopher Bergman.</p> <p>7 Thank you. Okay. Mr. Bergman, are you there? Okay,</p> <p>8 sorry, next we have Taylor Boren.</p> <p>9 MS. BOREN: Hi, can you hear me?</p> <p>10 CHAIR SCOTT: Yes, we can, thank you.</p> <p>11 MS. BOREN: Thank you. My name is Taylor</p> <p>12 Boren and I am an elementary art teacher. I am speaking</p> <p>13 to you tonight because BCPS is on an unsustainable path</p> <p>14 and the time for action is now. As you are well aware,</p> <p>15 educators continue to grapple with unreliable wi-fi,</p> <p>16 Google Meets being blocked, and today a Schoology outage.</p> <p>17 When the first internet outage occurred on Thursday, April</p> <p>18 8, I was instructed to start making alternative plans</p> <p>19 thirty minutes before the start of my duty day. This is a</p> <p>20 systemic problem. BCPS has come to expect that educators</p> <p>21 can and will pivot on a moment's notice. BCPS expects and</p>

<p style="text-align: right;">Page 50</p> <p>1 often directs educators to work outside of their duty day 2 to accommodate poor planning at the Central Office level. 3 Emails from Central Office often come out hours after the 4 duty day has ended and frequently downplay the severity of 5 the problem while expecting educators to work around it. 6 This is unacceptable. As these issues abound, BCPS 7 continues to remind educators we are forging ahead with 8 plans for a four day per week hybrid return. My 9 administration has been unable to get answers to their 10 questions around reopening and has now started asking 11 teachers for creative solutions to basic problems 12 surrounding the four-day model, including how to keep up 13 to 20 students six feet apart while they are unmasked 14 during universal breakfast in their classrooms or what to 15 do about coverage because no subs have been available this 16 year. These problems need to be taken up the ladder 17 instead of down. It is the responsibility of educators to 18 implement a safe reopening plan, not to craft it from 19 scratch. I am asking you, Board of Education members, to 20 start thinking about reopening from a qualitative rather 21 than quantitative standpoint. Educators are stretched</p>	<p style="text-align: right;">Page 52</p> <p>1 MR. BERGMAN: I am. 2 CHAIR SCOTT: Okay, please go ahead. Thank 3 you. 4 MR. BERGMAN: Okay. Thank you. Good evening, 5 Madame Chair, Dr. Williams, and Board members. My name is 6 Chris Bergman and I am a proud parent of three boys 7 attending three different levels of BCPS schools, 8 elementary, middle, and high school. In the spirit of 9 diversity, I will now speak in Mandarin Chinese followed 10 by a short translation. (speaking Mandarin Chinese). 11 Previously, you all heard a brief parable called The Tale 12 of the Little Red Hen and the Tiger. Now I'd like to 13 share an idiom related to the story. Every language has 14 fixed expressions. It is said that English itself has an 15 estimated twenty-five thousand. Chinese calls these fixed 16 expressions or idioms (speaking Mandarin Chinese). To 17 describe the difficult situation in which some BCPS Board 18 members currently find themselves in, there is a 19 particularly suitable (speaking Mandarin Chinese). When 20 riding the tiger, it's difficult to get off. It means 21 that it's very difficult to get off of the tiger's back</p>
<p style="text-align: right;">Page 51</p> <p>1 beyond their limits. I have personally never felt less 2 valued as an educator than I do this year. I am not 3 intimately flexible. I am not an endless well. I need 4 time to learn and adjust to one model before shifting to 5 another. I need time to refill my own cup before I can 6 give more to my students. Since my in-person student 7 numbers more than doubled with the return of grades three 8 to five, I am now losing entire planning periods to 9 cleaning and prepping individual art supplies. Wednesday 10 mornings have become the only time I can reliably count on 11 to plan my actual lessons. I donate an average of twelve 12 unpaid hours per week to BCPS. On Thursday, that unpaid 13 time stops. I will be joining my fellow educators in Work 14 to Rule until BCPS addresses these ongoing concerns that 15 impact our educators, students, and community members. 16 The Board of Education needs to take action now. Listen 17 to educator voices, follow the advice of the CDC and 18 health experts, and demand a solution to inequitable 19 virtual access to instruction. Thank you for your time. 20 CHAIR SCOTT: Thank you. And next we have Mr. 21 Christopher Bergman. Are you there, Mr. Bergman?</p>	<p style="text-align: right;">Page 53</p> <p>1 once you find yourself riding it. It's an analogy that 2 means it may be difficult to do a thing if the situation 3 doesn't allow you to stop halfway and you find yourself in 4 a dilemma. It is truly hard to get off of the tiger. But 5 if you ask the Board of Ed leadership or other reasonable 6 stakeholders, I genuinely think they can help you to get 7 off of this tiger's back and to get back to what's 8 important which is managing and supervising our children's 9 education. Thank you. 10 CHAIR SCOTT: Thank you. So that ends our 11 public comment. The next item on the agenda is action 12 taken in closed session and for that I call on Mr. 13 Brousaides. 14 MR. BROUSAIDES: Good afternoon, Ms. Scott. 15 Nothing to report from closed session. 16 CHAIR SCOTT: Thank you. The next item on the 17 agenda is the reopening of schools and for that I call on 18 Dr. Williams. 19 DR. WILLIAMS: Good evening, Chairwoman Scott, 20 Vice-Chair Henn, and members of the Board of Education. 21 Tonight the design team is going to provide an update.</p>

<p style="text-align: right;">Page 54</p> <p>1 Beginning March 1st we implemented four phases. March 1st 2 with our public separate day schools and our young 3 learners in grades preschool through grade 2. On March 4 15th, with students outside of general education in grades 5 3 to 12 and selected CTE programs. March 22nd with 6 students in grades 6 and 9. And finally on April 6 with 7 all students in grades 3 and 12. Tonight we will provide 8 a quick update on plans to provide additional days for 9 select groups of students and tonight we have members of a 10 design team to provide that overview. If information is 11 available and guidance from MSDE along with our Maryland 12 Health Department and our local health advisories, it is 13 my plan to provide additional information about our Summer 14 and Fall plans in the future. Tonight is about the 15 expansion. So I will ask our design team members to come 16 forth to provide an update at this time. Thank you.</p> <p>17 MS. BYERS: So thank you, Dr. Williams, and 18 good evening, Madame Chair Scott, and members of the 19 Board. If we could advance to the next slide, please. 20 This evening, we just want to provide you an overview of 21 the timeline for our expansion of in-person learning.</p>	<p style="text-align: right;">Page 56</p> <p>1 IEPs and 504 plans to determine if they want to opt in to 2 four days a week or again with the vein of being able to 3 provide our families the utmost ability to be flexible 4 with their schedule we want to provide them an opportunity 5 to opt out of face-to-face learning and essentially opt in 6 to a fully virtual pathway. Again, in our secondary 7 schools all of our administrators and their leadership 8 teams are utilizing a targeted outreach approach in order 9 to communicate with our families in order to elicit the 10 wishes of the students who are impacted by this expansion. 11 On May 10th, students in our public separate day schools 12 and all of our students in elementary schools grades 13 preschool through grade 5 and our students with IEPs in 14 secondary schools who are again in our cluster programs or 15 our regional programs will begin for four day per week 16 in-person instruction and then following that on the 17 following Monday, which is May 17th, all of our students 18 with IEPs and 504s in grade 6 through 12 will begin the 19 four day per week in-person instruction. So again this is 20 just a high level overview of the timeline around 21 implementation. At this time, I'm going to turn things</p>
<p style="text-align: right;">Page 55</p> <p>1 Last Friday, which was April 16th, our principals did 2 share communication with their families regarding how a 3 family could opt-in to four days a week of in-person 4 learning or if our families are currently in in-person 5 learning how they could opt out of that to select a fully 6 virtual pathway. This was customized by our principals to 7 meet the unique needs of their schools and their 8 communities. On April 21st that will be the last day for 9 families of our public separate day schools, our 10 elementary families and secondary families for students 11 who are currently in a cluster or a regional program to 12 make their choice, and again our schools are engaged in a 13 very robust targeted outreach with regard to the families 14 who are impacted by making this decision or impacted with 15 making this decision. This Thursday, April 22nd we will 16 be providing professional learning to our administrators. 17 This will be an opportunity for our administrators to hear 18 from school system leaders and to receive support as they 19 begin to plan to move from two days a week to four days a 20 week for our students. On April 23rd that will be the 21 last day for secondary families of our students who have</p>	<p style="text-align: right;">Page 57</p> <p>1 over to Dr. Zarchin and he is going to discuss our 2 mitigation practices as we move to implementing four days 3 a week of in-person instruction. So, next slide, please 4 and Dr. Zarchin.</p> <p>5 DR. ZARCHIN: Thank you, Ms. Byers. So what I 6 will do now is share the health and safety considerations 7 for elementary and secondary schools as we move to 8 in-person instruction four days a week. On March 19th, 9 the CDC updated recommendations on social distancing to 10 include three feet of social physical distancing in 11 elementary schools. The CDC recommends that students in 12 secondary schools be at least three feet apart in areas of 13 low, moderate, or substantial transmission. In areas of 14 high community transmission, secondary schools should be 15 six feet apart if classroom grouping is not possible. Due 16 to the high community transmission in Baltimore County at 17 this time, paired with the fact that we are not able to 18 group classrooms or cohort in middle schools or high 19 schools, secondary schools will follow six feet of social 20 distancing. The CDC updates are in response to evidence 21 that many K to 12 schools that have strictly implemented</p>

<p style="text-align: right;">Page 58</p> <p>1 prevention strategies have been able to safely open for</p> <p>2 in-person instruction and remain open. So if you look at</p> <p>3 the general guidelines or recommendations for mitigation</p> <p>4 practices, three feet will be maintained of physical</p> <p>5 distancing in elementary schools and six feet of physical</p> <p>6 distancing in secondary schools. Physical distancing will</p> <p>7 need to be six feet when students are engaged in</p> <p>8 activities with increased exhalation occurs and when</p> <p>9 students are unmasked or in common areas like lunch,</p> <p>10 school lobbies, auditoriums, and so on. This is even when</p> <p>11 they are masked. So classroom mitigation practices,</p> <p>12 again, in elementary school it will be three feet of</p> <p>13 physical distancing and six feet in secondary schools. We</p> <p>14 will continue the use of masks and wipe down desks and</p> <p>15 high touch areas every evening. With transportation,</p> <p>16 social distancing will be provided to the extent possible.</p> <p>17 Once again, we will continue wearing masks. For lunch,</p> <p>18 playground and recess, we will follow three feet physical</p> <p>19 distancing in elementary schools and six feet in secondary</p> <p>20 schools. Playground equipment will be cleaned daily. And</p> <p>21 please again remember that with lunch that will be six</p>	<p style="text-align: right;">Page 60</p> <p>1 DR. SCRIVEN: Yes, good evening, Mr. Kuehn,</p> <p>2 this is Dr. Scriven. Mr. Corns is available and will be</p> <p>3 more than happy to respond to that question.</p> <p>4 MR. CORNS: So, Mr. Kuehn, we've been working</p> <p>5 throughout the last week to address our internet firewall</p> <p>6 which has been inundated with the demand placed upon it by</p> <p>7 hybrid learning. Our mitigation strategies that have</p> <p>8 temporarily allowed our teachers to continue to work have</p> <p>9 been through the restriction of on-site Google Meet</p> <p>10 activities for students. We have had two days of our new</p> <p>11 scenario stood up and running and so we've started to test</p> <p>12 adding some of those traffics back. The long term</p> <p>13 strategy on this entire process is a firewall replacement</p> <p>14 to meet this current demand as well as allow for expanded</p> <p>15 internet starting on July 1 and then having enough room to</p> <p>16 grow into any additional demands that may be held through</p> <p>17 the next school year.</p> <p>18 CHAIR SCOTT: Thank you for that. Next, it</p> <p>19 looks like we have Ms. Lisa Mack.</p> <p>20 MS. MACK: Thank you, Ms. Scott. As students</p> <p>21 return to school per the schedule outlined by Ms. Byers</p>
<p style="text-align: right;">Page 59</p> <p>1 feet of distancing in both levels, elementary and</p> <p>2 secondary or high school. Next slide, please. Okay, and</p> <p>3 that completes our update for our return to four-day a</p> <p>4 week in-person instruction. Thank you.</p> <p>5 CHAIR SCOTT: Thank you very much for that.</p> <p>6 Do I have questions from Board members? Yes, Ms. -- you</p> <p>7 know what, let me also read the motion again that was just</p> <p>8 made in regards to this, it was made by Ms. Henn to</p> <p>9 suspend the rules for agenda item setting, excuse me,</p> <p>10 agenda item G, reopening of schools such that each Board</p> <p>11 member is limited to one question and that further</p> <p>12 questions may be submitted in writing for the answers to</p> <p>13 be made available to the public. Okay. And so I'm</p> <p>14 looking in the chat, we have Mr. Kuehn.</p> <p>15 MR. KUEHN: Thank you, Ms. Scott. The</p> <p>16 question that I would like to ask tonight has to do with</p> <p>17 our plans going forward to address the technical issues</p> <p>18 that the schools have been experiencing with wi-fi and</p> <p>19 Google Meets and other issues that they seem to have run</p> <p>20 into. Can somebody please explain to me or share when</p> <p>21 this will be all taken care of.</p>	<p style="text-align: right;">Page 61</p> <p>1 and in the Fall, will changes be made to the concurrent</p> <p>2 teaching model?</p> <p>3 DR. WILLIAMS: So, Ms. Mack, as we proceed</p> <p>4 with increasing the number of days for four days for the</p> <p>5 rest of this year, we will continue to work with our</p> <p>6 schools and our administrators to support the current</p> <p>7 teaching model as I have visited classrooms and schools to</p> <p>8 actually observe the concurrent model. As we look at next</p> <p>9 year, there is a desire to really have some specific</p> <p>10 allocation for virtual learning only as we see some</p> <p>11 students have benefited from online learning, so as I</p> <p>12 shared earlier, we will be providing some updates as we</p> <p>13 get clarity around the - clarity from the health</p> <p>14 department as well as our State Department of Education</p> <p>15 about the Fall so we will continue to support our teachers</p> <p>16 with the concurrent model that is happening for the</p> <p>17 remainder of this year.</p> <p>18 MS. MACK: Thank you, Dr. Williams.</p> <p>19 CHAIR SCOTT: Thank you. Next, we have Ms.</p> <p>20 Pasteur.</p> <p>21 MS. PASTEUR: Thank you, Chairman - Chairwoman</p>

<p style="text-align: right;">Page 62</p> <p>1 Scott. In light of what Dr. Williams just - and staff -</p> <p>2 just laid out, I'd like to revisit my earlier motion and I</p> <p>3 do now understand where Ms. Henn's motion was coming from</p> <p>4 in regard to what Ms.- Dr. Williams needed to do, so with</p> <p>5 that, I'd like to move that letter G, reopening be removed</p> <p>6 as a standing agenda item beginning with the first Board</p> <p>7 meeting May 4th understanding that the Superintendent and</p> <p>8 staff will share regular updates regarding instruction for</p> <p>9 the rest of this year, the Summer, and the Fall as things</p> <p>10 open up and come to light appropriate, but my motion stops</p> <p>11 in the Fall and I'd like to speak to that if I may.</p> <p>12 CHAIR SCOTT: Sure, do we have a second for</p> <p>13 Ms. Pasteur's motion and could you put it in the chat,</p> <p>14 please.</p> <p>15 VICE-CHAIR HENN: Madame Chair?</p> <p>16 CHAIR SCOTT: Thank you. I'm sorry, excuse</p> <p>17 me, Ms. Henn, I need to restate Ms. Pasteur's motion. Ms.</p> <p>18 Pasteur moved that letter G, the reopening, be removed as</p> <p>19 a standing agenda item beginning with the first Board</p> <p>20 meeting May 4th understanding that the Superintendent and</p> <p>21 staff will share regular updates regarding instruction for</p>	<p style="text-align: right;">Page 64</p> <p>1 CHAIR SCOTT: Okay. What is the point of</p> <p>2 order?</p> <p>3 VICE-CHAIR HENN: The point of order is I'd</p> <p>4 like to seek legal advice about the validity of this</p> <p>5 motion. The original motion required that reopening be on</p> <p>6 the agenda until schools are fully reopened and I'd like</p> <p>7 to consult legal Board counsel regarding the rules for</p> <p>8 rescinding a previous Board action.</p> <p>9 CHAIR SCOTT: So as I understand it, based on</p> <p>10 Ms. Pasteur's motion, which was made and seconded, it said</p> <p>11 as a standing agenda item until schools are fully reopened</p> <p>12 and Dr. Williams correct me if I'm wrong, are schools</p> <p>13 fully reopened? Are there any schools that are not fully</p> <p>14 reopened?</p> <p>15 DR. WILLIAMS: Our schools are open and</p> <p>16 students and parents have options.</p> <p>17 CHAIR SCOTT: So they are fully reopened?</p> <p>18 DR. WILLIAMS: Our schools are open, yes.</p> <p>19 CHAIR SCOTT: Okay. So the motion said</p> <p>20 outstanding agenda item until schools are fully reopened.</p> <p>21 It didn't say how many days a week or anything like that,</p>
<p style="text-align: right;">Page 63</p> <p>1 the rest of this year, the Summer, and the Fall. That's</p> <p>2 the motion and is there a second because I didn't hear a</p> <p>3 second?</p> <p>4 VICE-CHAIR HENN: Point of order, Madame</p> <p>5 Chair.</p> <p>6 CHAIR SCOTT: Well, first we need to process</p> <p>7 the motion and I need to hear if there is a second for Ms.</p> <p>8 Pasteur's motion.</p> <p>9 MS. ROWE: Point of orders are interruptible</p> <p>10 and debatable.</p> <p>11 MS. JOSE: Second.</p> <p>12 CHAIR SCOTT: There was a second and that was</p> <p>13 from who?</p> <p>14 MS. JOSE: Moalie.</p> <p>15 CHAIR SCOTT: Ms. Jose, okay, thank you.</p> <p>16 Okay, so now it looks like there is discussion in regards</p> <p>17 to Ms. Pasteur's motion. Ms. Pasteur you wanted to speak</p> <p>18 to your motion.</p> <p>19 VICE-CHAIR HENN: Madame Chair, points of</p> <p>20 order take precedence over processing the motion on the</p> <p>21 floor.</p>	<p style="text-align: right;">Page 65</p> <p>1 it just said fully reopened. So Mr. Brousaides if you</p> <p>2 wanted to weigh in on the original motion?</p> <p>3 MR. MUHUMUZA: Madame Chair?</p> <p>4 CHAIR SCOTT: Yes, Mr. Muhumuza?</p> <p>5 MR. MUHUMUZA: Just for future reference, I</p> <p>6 would also like to add, I'm not even speaking on the</p> <p>7 motion, it is my understanding when the Board makes a</p> <p>8 motion they can nullify it any time, they can amend it</p> <p>9 based upon the vote takes place, I'm not commenting on the</p> <p>10 motion whatsoever, I'm just, I guess my inquiry is about</p> <p>11 any other future precedents.</p> <p>12 CHAIR SCOTT: Okay, thank you. So, Mr.</p> <p>13 Brousaides, are you there?</p> <p>14 MR. BROUSAIDES: Yes, Ms. Scott. I</p> <p>15 (indiscernible) characterize Ms. Pasteur's motion as</p> <p>16 rescinding the original motion which put this item on the</p> <p>17 agenda and it can be processed now, Ms. Pasteur's motion</p> <p>18 can be.</p> <p>19 CHAIR SCOTT: All right. Thank you for that.</p> <p>20 Ms. Pasteur, you said you wanted to speak to your motion?</p> <p>21 MS. PASTEUR: I do, thank you very much, Ms.</p>

<p style="text-align: right;">Page 66</p> <p>1 Scott. Thank you, Mr. Brousaides. As we all listened to 2 Dr. Williams and staff report, we do see that we are, or 3 he is, they are, including where we're going for the rest 4 of the year, what we will be doing through the Summer and 5 where we're going in terms of the Fall. I just want to go 6 back to Ms. Sexton's comments where she -- well actually 7 it was from CASE that pointed out that we need to let 8 staff do its job and we have hired the superintendent and 9 we have staff to do just that, so I think that they will 10 be very much aware of what they need to do in order to 11 bring us forward. I do want to go to Ms. Sexton's point 12 and just say very quickly, Ms. Scott and Board members, if 13 I were a teacher now, I might be working to the rule and I 14 just have to say that because there have been so many 15 changes and interruptions not just about the staff, but 16 waiting for the state to let us know what they wanted us 17 to do, health metrics, we have tried to recognize what 18 others wanted for the safety and the education of their 19 students and I'm sure they are tired, so we need to be 20 able to answer and address those points that will get us 21 through this - the rest of this year because now is the</p>	<p style="text-align: right;">Page 68</p> <p>1 things in place. The idea of taking this off of the 2 agenda, it doesn't sit well with me. Also, CASE did 3 mention the things that Ms. Pasteur mentioned but they 4 also said that we should be reviewing and questioning the 5 plan which is what our job is and part of our job as a 6 school board and then the last thing I'll say is that we 7 were also discussed possibly adding academic achievement 8 to the agenda as a standing agenda item and we were told 9 we didn't need to add it as a separate agenda item because 10 it would be part of reopening. So now if we take off 11 reopening as well then we are taking off that possibility 12 in addition. So, so many reasons but for those reasons I 13 definitely do not support this motion. 14 CHAIR SCOTT: Next, Ms. Mack. 15 MS. MACK: Dr. Hager said everything I would 16 have said. Thank you. 17 CHAIR SCOTT: Thank you. Next, Ms. Henn. 18 VICE-CHAIR HENN: Thank you. Likewise. I go 19 back to the original intent of adding this as a standing 20 agenda item and that's to ensure that the Board's priority 21 is getting kids back to in-person learning and with all</p>
<p style="text-align: right;">Page 67</p> <p>1 time when we're going to realize and figure out what we 2 really need to do to take care of those children who have 3 fallen behind and all of the things that our speakers 4 addressed. Those children who have fallen behind, where 5 we need to go, and I want staff to be able to do that, do 6 their jobs and I think that they can do that and they will 7 come to us on a regular basis without having a standing 8 item to do that. 9 CHAIR SCOTT: Thank you, Ms. Pasteur. Next, 10 we have Dr. Hager speaking to the motion made by Ms. 11 Pasteur. 12 DR. HAGER: So I also agree that I empathize 13 with teachers right now and everything that's happening 14 with all of the changes that are going on but I also don't 15 think that schools are fully reopened by any stretch and 16 the fact that Dr. Williams couldn't say that they are 17 fully reopened because they are not fully reopened - they 18 are open, to a portion of students, but they are in no way 19 fully reopened. And I also don't believe we have a firm 20 plan for Summer and Fall and like Dr. Williams said we're 21 waiting for guidance from MSDE so we don't have those</p>	<p style="text-align: right;">Page 69</p> <p>1 due respect to Mr. DeHart's comments about not getting in 2 the operations, this Board's role is still governance. We 3 still need to focus on what's important and that's getting 4 kids back. I agree that schools are not fully reopened. 5 All students don't have the option to return to five days 6 in-person instruction and until they do, we need to stay 7 focused on what's important, so I won't be supporting Ms. 8 Pasteur's motion for that reason. There's a reason we 9 added it to the agenda in the first place and that reason 10 still stands. Thank you. 11 CHAIR SCOTT: Next, Ms. Causey. 12 MS. CAUSEY: Thank you, Madame Chair. I just 13 wanted to say that Ms. Hager did cover a number of the 14 points, but I do personally want to speak to teachers and 15 staff and administrators at all levels understanding that 16 there have been a lot of pivots and that communication has 17 not been ideal, that it does need to improve. I would 18 like this agenda item to stand because I would like to ask 19 a question later about the teacher who reports that she is 20 left cleaning certain things and how many hours that she 21 works outside of BCPS because while I support children</p>

<p style="text-align: right;">Page 70</p> <p>1 receiving education in the most effective manner, I also</p> <p>2 believe that there needs to be proper organization and</p> <p>3 support for all of our employees to do their specific</p> <p>4 role. And for teachers, that's instruction, connecting</p> <p>5 with our children. So I'd like to ask a question because</p> <p>6 we have received immense funding for the CARES Act, so I</p> <p>7 would hope that additional personnel to support the</p> <p>8 cleaning that needs to happen would have been included. I</p> <p>9 also agree with Dr. Hager that we have not heard about the</p> <p>10 Summer program. We have not invited all children back to</p> <p>11 schools so I would like to continue being able to discuss</p> <p>12 these things as they occur.</p> <p>13 CHAIR SCOTT: Thank you, Ms. Causey. And I</p> <p>14 would just like to say, in regards to the motion, I do</p> <p>15 support this motion that Ms. Pasteur brought forward. Our</p> <p>16 schools are fully open. The motion did not say a number</p> <p>17 of days a week, the motion said our schools to be fully</p> <p>18 open, which they are reopened. So I disagree with some of</p> <p>19 the comments that were made. But also, I would like to</p> <p>20 remind Board members that reopening our schools is not our</p> <p>21 only role as Board members. We are legally required, it</p>	<p style="text-align: right;">Page 72</p> <p>1 CHAIR SCOTT: Please do.</p> <p>2 MS. ROWE: So I understand that one of the</p> <p>3 main purposes of the motion is to not have this as a</p> <p>4 standing agenda so that we can process other items of</p> <p>5 business and that certain items of business have been</p> <p>6 pushed off to other meetings, but I would just like to</p> <p>7 remind the Board that it is within the Board's option to</p> <p>8 take an agenda and process that agenda in multiple</p> <p>9 sessions. So we could have additional meetings that are</p> <p>10 the same agenda but multiple sessions and rather than</p> <p>11 argue about what's more important work than other, why</p> <p>12 don't we do all of the work in multiple sessions utilizing</p> <p>13 the other two Tuesdays, so because that option exists, I</p> <p>14 will not be supporting this motion.</p> <p>15 CHAIR SCOTT: Yes, Ms. Pasteur?</p> <p>16 MS. PASTEUR: Okay, I have a point of order</p> <p>17 here. Ms. Rowe just asserted that my motion was</p> <p>18 predicated on what you said. My motion was predicated on</p> <p>19 what I said and what I said alone and my motion does not</p> <p>20 negate all of the discussion that each of you, Dr. Hager</p> <p>21 and everyone else who agreed in that vein, does not negate</p>
<p style="text-align: right;">Page 71</p> <p>1 is our legal responsibility, to fulfill, and by law to</p> <p>2 approve a budget, to approve policies, to approve</p> <p>3 contracts, and we have had agenda items that have gone now</p> <p>4 from two previous meetings because we are only discussing</p> <p>5 the reopening of schools and I would ask Board members to</p> <p>6 question are you putting reopening of schools above your</p> <p>7 legally obligated duties which many of you were either</p> <p>8 elected or appointed to do, because we are not here to</p> <p>9 only discuss and ruminate over one agenda item which is</p> <p>10 what we are doing and also as our stakeholders have said,</p> <p>11 yes, we are getting into the weeds. The role of Board</p> <p>12 members is governance and I would like to remind Board</p> <p>13 members of that and for the benefit of the school system</p> <p>14 and our children, we cannot only focus on reopening and so</p> <p>15 for that reason and more, I am supporting Ms. Pasteur's</p> <p>16 motion. Do we have additional questions for the motion</p> <p>17 that Ms. Pasteur made?</p> <p>18 MS. ROWE: Ms. Scott, I would like to speak to</p> <p>19 the motion, Lily Rowe.</p> <p>20 CHAIR SCOTT: To Ms. Pasteur's motion?</p> <p>21 MS. ROWE: Yes.</p>	<p style="text-align: right;">Page 73</p> <p>1 that, it clearly says that when the staff that we have</p> <p>2 hired, led by the superintendent has something to report</p> <p>3 they will be bringing it to us, and I can't see how they</p> <p>4 would get around not bringing it to us almost at every</p> <p>5 meeting. It is -- my motion is predicated on a notion</p> <p>6 that I think at this point we need to let the staff if</p> <p>7 that's what undergirds it do their job and that they bring</p> <p>8 the same information that each of you has -- to which each</p> <p>9 of you has just alluded or spoken to, let them do that.</p> <p>10 And then if it doesn't have -- no one has said in this</p> <p>11 motion that you will not be able to ask your questions,</p> <p>12 that you will not be able to ask for points and further</p> <p>13 questions. Thank you. But it's about what I stated.</p> <p>14 Period.</p> <p>15 CHAIR SCOTT: Thank you. Ms. Gover, if we</p> <p>16 could take a rollcall vote on Mrs. Pasteur's motion,</p> <p>17 please.</p> <p>18 MS. CAUSEY: Excuse me, Madame Chair, I had</p> <p>19 put in the chat that I would also like to speak to the</p> <p>20 motion.</p> <p>21 CHAIR SCOTT: I thought you already spoke to</p>

<p style="text-align: right;">Page 74</p> <p>1 the motion.</p> <p>2 MS. CAUSEY: Yes, I did, but</p> <p>3 CHAIR SCOTT: Your intention is to speak again</p> <p>4 to the motion?</p> <p>5 MS. CAUSEY: Our process is that we have the</p> <p>6 opportunity to speak twice.</p> <p>7 CHAIR SCOTT: Yes, please, go ahead.</p> <p>8 MS. CAUSEY: Thank you, Madame Chair. I would</p> <p>9 just like to read policy 8120, just aspects of it briefly,</p> <p>10 internal board policy organization, purpose, role and</p> <p>11 responsibilities of the Board of Education. The Board of</p> <p>12 Education of Baltimore County is a body politic and</p> <p>13 corporate created under the laws of the state of Maryland.</p> <p>14 The Board has full authority and jurisdiction over all</p> <p>15 educational matters affecting Baltimore County and shall</p> <p>16 promote the interests of the schools under its</p> <p>17 jurisdiction. The Board is empowered, directed, and</p> <p>18 required to maintain a reasonably uniform system of public</p> <p>19 schools designed to provide quality education and equal</p> <p>20 educational opportunity for all children in Baltimore</p> <p>21 County. Some of the Board's powers, duties and</p>	<p style="text-align: right;">Page 76</p> <p>1 cannot get past one agenda item, we would just have more</p> <p>2 meetings where we wouldn't get past that one agenda item,</p> <p>3 which is what is happening and we are not fulfilling our</p> <p>4 legal obligations and our duties which are more than just</p> <p>5 discussing reopening. We have our teacher recruitment,</p> <p>6 like I said, we have the budget, we have the calendar</p> <p>7 which has been pushed back, so we need to go ahead and</p> <p>8 vote on this. Ms. Gover, if we could take a rollcall</p> <p>9 vote, please.</p> <p>10 MS. GOVER: Ms. Rowe?</p> <p>11 MS. ROWE: No.</p> <p>12 MS. GOVER: Ms. Causey?</p> <p>13 MS. CAUSEY: No.</p> <p>14 MS. GOVER: Ms. Mack?</p> <p>15 MS. MACK: No.</p> <p>16 MS. GOVER: Mr. McMillion?</p> <p>17 MR. MCMILLION: No.</p> <p>18 MS. GOVER: Ms. Jose?</p> <p>19 MS. JOSE: Yes.</p> <p>20 MS. GOVER: Ms. Henn?</p> <p>21 MS. HENN: No.</p>
<p style="text-align: right;">Page 75</p> <p>1 obligations include reflect the aspirations and desires of</p> <p>2 the citizens for an adequate educational program, carry</p> <p>3 out the applicable provisions of Federal and State laws</p> <p>4 and regulations, and policies of the Maryland State Board</p> <p>5 of Education, determine with the advice of the</p> <p>6 superintendent the educational policies of the school</p> <p>7 system, adopt, codify, and make available to the public</p> <p>8 bylaws, rules and regulations for the conduct and</p> <p>9 management of the school system, select the superintendent</p> <p>10 CHAIR SCOTT: Okay, thank you, Ms. Causey.</p> <p>11 MS. CAUSEY: Employ personnel needed for</p> <p>12 developing and carrying out the educational program. So</p> <p>13 yes our responsibilities are very, very immense as you</p> <p>14 mentioned, Madame Chair, but we have the opportunity to</p> <p>15 have additional meetings to process all of the necessary</p> <p>16 work.</p> <p>17 CHAIR SCOTT: Yes, but also we cannot get</p> <p>18 MS. CAUSEY: Thank you, Madame Chair.</p> <p>19 CHAIR SCOTT: Thank you for that, and I would</p> <p>20 just say that we cannot be an endless debate on one agenda</p> <p>21 item. It doesn't matter how many meetings we have if we</p>	<p style="text-align: right;">Page 77</p> <p>1 MS. GOVER: Mr. Muhumuza?</p> <p>2 MR. MUHUMUZA: Abstain.</p> <p>3 MS. GOVER: Mr. Offerman?</p> <p>4 MR. OFFERMAN: Yes.</p> <p>5 MS. GOVER: Ms. Pasteur?</p> <p>6 MS. PASTEUR: Yes.</p> <p>7 MS. GOVER: Mr. Kuehn?</p> <p>8 MR. KUEHN: No.</p> <p>9 MS. GOVER: Dr. Hager?</p> <p>10 DR. HAGER: No.</p> <p>11 MS. GOVER: Ms. Scott?</p> <p>12 MS. SCOTT: Yes.</p> <p>13 MS. GOVER: Favor is 4.</p> <p>14 CHAIR SCOTT: Okay, so that motion does not</p> <p>15 carry. All right. Were there additional questions for</p> <p>16 the reopening, the presentation from staff? Everybody had</p> <p>17 one question and then one would be emailed and then the</p> <p>18 rest would be emailed in. So who has not already asked</p> <p>19 their one question?</p> <p>20 VICE-CHAIR HENN: I believe I was next, Madame</p> <p>21 Chair, this is Ms. Henn.</p>

<p style="text-align: right;">Page 78</p> <p>1 CHAIR SCOTT: Ms. Henn, okay.</p> <p>2 VICE-CHAIR HENN: Thank you. My question is</p> <p>3 when will families be informed as to their students'</p> <p>4 options for the Fall with regards to virtual and in-person</p> <p>5 options? By what date?</p> <p>6 DR. WILLIAMS: Ms. Henn, did you say for the</p> <p>7 Fall?</p> <p>8 VICE-CHAIR HENN: Yes, for the Fall, when will</p> <p>9 families know what their options are in terms of in-person</p> <p>10 instructional options for the Fall?</p> <p>11 DR. WILLIAMS: Once we are shared some</p> <p>12 information from Maryland State Department of Ed and</p> <p>13 knowing what our health department is saying. I believe I</p> <p>14 can probably come back to the Board late May and June and</p> <p>15 provide an update regarding the plans for the Fall. Right</p> <p>16 now, we are anticipating that we would have our students</p> <p>17 returning, so I don't have a date at this time, but we can</p> <p>18 provide some updates and will be providing those updates</p> <p>19 to the Board and then start communicating with our</p> <p>20 families. I think it's going to be -- as soon as we have</p> <p>21 information we'll be able to share additional information.</p>	<p style="text-align: right;">Page 80</p> <p>1 MS. ROWE: Yes.</p> <p>2 MS. GOVER: Ms. Causey?</p> <p>3 MS. CAUSEY: Yes.</p> <p>4 MS. GOVER: Ms. Mack?</p> <p>5 MS. MACK: Yes.</p> <p>6 MS. GOVER: Mr. McMillion?</p> <p>7 MR. MCMILLION: Yes.</p> <p>8 MS. GOVER: Ms. Jose?</p> <p>9 MS. JOSE: No.</p> <p>10 MS. GOVER: Ms. Henn?</p> <p>11 MS. HENN: Yes.</p> <p>12 MS. GOVER: Mr. Muhumuza?</p> <p>13 MR. MUHUMUZA: No to calling the question.</p> <p>14 MS. GOVER: I'm sorry?</p> <p>15 MR. MUHUMUZA: No.</p> <p>16 MS. GOVER: Mr. Offerman?</p> <p>17 MR. OFFERMAN: No.</p> <p>18 MS. GOVER: Ms. Pasteur?</p> <p>19 MS. PASTEUR: No.</p> <p>20 MS. GOVER: Mr. Kuehn?</p> <p>21 MR. KUEHN: Yes.</p>
<p style="text-align: right;">Page 79</p> <p>1 VICE-CHAIR HENN: Thank you, Dr. Williams for</p> <p>2 that information. I move that the Superintendent bring to</p> <p>3 the Board the Fall reopening plan at the May 18th Board</p> <p>4 meeting?</p> <p>5 CHAIR SCOTT: Is there a second and could you</p> <p>6 put that motion in the chat?</p> <p>7 MR. KUEHN: Second, Kuehn.</p> <p>8 VICE-CHAIR HENN: Yes.</p> <p>9 CHAIR SCOTT: Okay. Okay. So Ms. Henn made a</p> <p>10 motion that the Superintendent bring to the Board the Fall</p> <p>11 reopening plan on May 18th, 2021 and it was seconded by</p> <p>12 Mr. Kuehn.</p> <p>13 VICE-CHAIR HENN: Thank you, Madame Chair. I</p> <p>14 call the question.</p> <p>15 CHAIR SCOTT: Ms. Henn has called the question</p> <p>16 and sorry, Ms. Gover, Ms. Henn has called the question.</p> <p>17 Is there a second?</p> <p>18 MS. ROWE: Second, Rowe.</p> <p>19 CHAIR SCOTT: Okay. Could we take a rollcall</p> <p>20 vote on calling the question, please?</p> <p>21 MS. GOVER: Ms. Rowe?</p>	<p style="text-align: right;">Page 81</p> <p>1 MS. GOVER: Dr. Hager?</p> <p>2 DR. HAGER: Yes.</p> <p>3 MS. GOVER: Ms. Scott?</p> <p>4 MS. SCOTT: No.</p> <p>5 MS. GOVER: Favor is 7.</p> <p>6 CHAIR SCOTT: Okay, so calling the question</p> <p>7 passes. So next we will vote on the motion that Ms. Henn</p> <p>8 made to move that the Superintendent bring to the Board</p> <p>9 the Fall reopening plan on May 18th, 2021.</p> <p>10 MR. BROUSAIDES: Excuse me, Ms. Scott.</p> <p>11 CHAIR SCOTT: Yes?</p> <p>12 MR. BROUSAIDES: The calling the question</p> <p>13 requires a two-thirds vote.</p> <p>14 CHAIR SCOTT: Oh, okay. Thank you. So then</p> <p>15 it did not pass. So debate can continue. Thank you for</p> <p>16 that, Mr. Brousaides and Ms. Howie. And so my question</p> <p>17 would be then for you, Dr. Williams, May 18th, is that</p> <p>18 enough time, will you have feedback from- from the</p> <p>19 appropriate organizations that you would need to actually</p> <p>20 bring to the Board a Fall reopening plan - is May 18th</p> <p>21 enough time, like will you have heard from MSDE and others</p>

<p>Page 82</p> <p>1 by that time?</p> <p>2 DR. WILLIAMS: So I don't know of any</p> <p>3 announcement from any of those organizations, but we can</p> <p>4 provide just a status of where we are, just as folks know</p> <p>5 we are in the Spring, late Spring, we start planning for</p> <p>6 the next school year and so that begins looking at</p> <p>7 staffing. That starts to look at our training plan, so we</p> <p>8 should be able to provide an update by May 18th. I want</p> <p>9 to go back to some comments that were made earlier today.</p> <p>10 Last year at this time we had a plan and the conditions</p> <p>11 changed and we had to pivot. We heard from our teachers.</p> <p>12 We understand and my conversation with Ms. Sexton was</p> <p>13 beneficial. We talked and heard each other. We have had</p> <p>14 our staff, our administrators, all of our staff to pivot,</p> <p>15 and so the concern might be what's the plan? We will</p> <p>16 develop the plan, but keep in mind, we still have to look</p> <p>17 at all of our conditions and think about what the fall may</p> <p>18 bring and if something were to happen between now and the</p> <p>19 Fall we would have to pivot again and that's what we have</p> <p>20 done several times this year. So again, we're happy to</p> <p>21 move forward and to provide a status report of our plan on</p>	<p>Page 84</p> <p>1 instruction in classrooms five days a week but they're</p> <p>2 also developing a separate virtual option and they have</p> <p>3 sign-up forms already on their website for parents to</p> <p>4 apply for their students or opt-in for their students to</p> <p>5 that virtual program, so while I understand that COVID</p> <p>6 impacts are changing, I also understand that there are</p> <p>7 other districts that are making specific plans and as</p> <p>8 school districts have, as everyone has during this</p> <p>9 pandemic, there may be required pivots. We also</p> <p>10 understand we want to minimize pivots but we also know</p> <p>11 that it's important to communicate, we heard that from</p> <p>12 teachers and stakeholders, and so communicating what the</p> <p>13 plan is even if it's not complete, I personally would like</p> <p>14 to see that there will be in-person school five days a</p> <p>15 week. I also would like to see that there is a separate</p> <p>16 virtual program being developed. We already have home and</p> <p>17 hospital and aspects of e-learning and staff I'm sure is</p> <p>18 already working on expanding that and so I'd like to hear</p> <p>19 that. I'd also like to hear that the instructional model</p> <p>20 will not include concurrent teaching because that has been</p> <p>21 a very large challenge for our teachers and they are</p>
<p>Page 83</p> <p>1 the day that was mentioned. I think we will be providing</p> <p>2 some updates throughout the summer as to where we are with</p> <p>3 reopening.</p> <p>4 CHAIR SCOTT: Okay. Thank you for that. My</p> <p>5 only concern is that my concern is that we'll get a plan</p> <p>6 that will not be complete because you won't have all of</p> <p>7 the information necessary because this Board is now</p> <p>8 forcing you to bring forward a plan prematurely, so I</p> <p>9 think that again, I feel like we're going into operations,</p> <p>10 so I just want to make sure I can go in the order of</p> <p>11 people who had questions. It looks like there was a Ms.</p> <p>12 Causey, is your question on this motion?</p> <p>13 MS. CAUSEY: Yes, Madame Chair.</p> <p>14 CHAIR SCOTT: Okay, go ahead.</p> <p>15 MS. CAUSEY: So there was a question about the</p> <p>16 timing of the plan and I'm curious as to the distinction</p> <p>17 with MSDE with our district and other districts because I</p> <p>18 am aware of other districts that have released Fall plans</p> <p>19 including having town halls, explaining the new</p> <p>20 methodologies as a teacher I believe pointed out, Harford</p> <p>21 County has a plan where they're having in person</p>	<p>Page 85</p> <p>1 working very hard and doing the best they can. They're so</p> <p>2 dedicated and creative. But we do know that it is a hard</p> <p>3 model.</p> <p>4 CHAIR SCOTT: Thank you. And I would ask</p> <p>5 Board members to speak, to speak directly to the motion at</p> <p>6 hand and not deviate so that we can process this because</p> <p>7 we do need to move forward. We cannot, once again, as has</p> <p>8 happened previously, get stuck on one agenda item and not</p> <p>9 process the other legal obligations that we have to do as</p> <p>10 a Board. So please speak to the Motion and let's keep it</p> <p>11 direct. Dr. Williams, did you have a response?</p> <p>12 DR. WILLIAMS: Yeah. I just want to remind</p> <p>13 the Board that we have provided to the Board just our</p> <p>14 thinking about next steps and I have been in communication</p> <p>15 with several of the local superintendents so I know</p> <p>16 exactly what the other systems are doing. I know a little</p> <p>17 bit more about what's happening at Hartford, but I will</p> <p>18 just say we have talked about providing some options for</p> <p>19 our students related to virtual learning. I've shared</p> <p>20 that with our union presidents, executive directors, and</p> <p>21 our school site along with Dr. Boswell McComas and team</p>

<p style="text-align: right;">Page 86</p> <p>1 are looking at how do we take what we've learned this year</p> <p>2 with virtual learning and provide options for students and</p> <p>3 so we're working on that, so thank you.</p> <p>4 CHAIR SCOTT: Thank you. And next speaking to</p> <p>5 the motion, I have Ms. Pasteur.</p> <p>6 VICE-CHAIR HENN: I believe I was next, Madame</p> <p>7 Chair.</p> <p>8 MS. PASTEUR: She was.</p> <p>9 CHAIR SCOTT: Oh, Ms. Henn is next. Okay.</p> <p>10 Thank you. Ms. Henn, then Ms. Pasteur.</p> <p>11 VICE-CHAIR HENN: Thank you, Madame Chair and</p> <p>12 thank you Ms. Pasteur. In response to Dr. Williams'</p> <p>13 concerns, I just wanted to state that this Board has</p> <p>14 remained flexible throughout this pandemic. We understand</p> <p>15 plans change. We understand that nothing is set in stone.</p> <p>16 It's helpful to our community, to our stakeholders, to</p> <p>17 have some sense of what the thinking is, by administration</p> <p>18 in terms of what they can expect, and our families have</p> <p>19 been flexible. They've been more than flexible. So I</p> <p>20 understand the concerns about locking down or committing</p> <p>21 to a certain course of action, there are a lot of</p>	<p style="text-align: right;">Page 88</p> <p>1 says to me a plan, possibly a full-blown plan, but now</p> <p>2 what we're talking about and thank you, Ms. Henn for those</p> <p>3 words piggy-backing on Dr. Williams, a sense of what</p> <p>4 they're thinking, ideas, draft, updates, so I guess that's</p> <p>5 my question, does that call for, since she made the</p> <p>6 motion, Ms. Henn, would that call for just the addition of</p> <p>7 a word or two?</p> <p>8 VICE-CHAIR HENN: Thank you, Ms. Pasteur.</p> <p>9 Madame Chair, may I respond to Ms. Pasteur?</p> <p>10 CHAIR SCOTT: Yes, please.</p> <p>11 VICE-CHAIR HENN: Thank you. So, in stating</p> <p>12 the motion and it was rather short and sweet, but I know</p> <p>13 we like specificity, it was my understanding that what</p> <p>14 would be brought to us would be the plan as it stands as</p> <p>15 of May 18th, whether that's a draft, whatever form it's</p> <p>16 ready to be presented to the Board in, that's what I want</p> <p>17 to see and I don't need it to be wrapped up with a bow or</p> <p>18 for, you know, all of the details to be finalized as of</p> <p>19 then, I want to see the plan in its current form as of May</p> <p>20 18th, so I'm comfortable with the wording as is, but if</p> <p>21 Board members would feel more comfortable amending it to</p>
<p style="text-align: right;">Page 87</p> <p>1 unknowns, but I support, I made this motion so that we can</p> <p>2 start to solidify for our families what we are thinking.</p> <p>3 They are weighing their options right now. As Mrs. Causey</p> <p>4 stated, other districts are ahead of us in announcing what</p> <p>5 those plans are, so I would like to see at least a draft</p> <p>6 of the Fall reopening plan at that, the May 18th meeting,</p> <p>7 and I appreciate Dr. Williams sharing earlier that that</p> <p>8 date would reasonable to have an update and I think that a</p> <p>9 draft plan would set a lot of people's minds at ease</p> <p>10 knowing overall what we're thinking, so thank you.</p> <p>11 CHAIR SCOTT: Thank you, Ms. Henn. Next, Ms.</p> <p>12 Pasteur.</p> <p>13 MS. PASTEUR: Yes. Thank you. Okay.</p> <p>14 Actually, I was going to ask Ms. Scott if I could address</p> <p>15 Ms. Henn so I could get some clarification, but she did</p> <p>16 clarify and ask or respond to some of the points, so I'm</p> <p>17 just now wondering about the wording because Ms. Henn used</p> <p>18 the things that Dr. Williams used, the words he used and</p> <p>19 the words that I had in my mind, draft, updates, sense of</p> <p>20 what they are, what we are thinking about so would that</p> <p>21 require some change to the wording because this wording</p>	<p style="text-align: right;">Page 89</p> <p>1 specify the Fall reopening plan in its current state, I</p> <p>2 would also accept that as a friendly amendment. I hope</p> <p>3 that helps, Ms. Pasteur.</p> <p>4 MS. PASTEUR: Thank you, Ms. Henn. I'd feel</p> <p>5 more comfortable just so that all of us are on the same</p> <p>6 page.</p> <p>7 CHAIR SCOTT: Are you going to make an</p> <p>8 amendment?</p> <p>9 MS. PASTEUR: Yes. So would you, may I, make</p> <p>10 an amendment that actually Ms. Henn said it so well and I</p> <p>11 don't want to - an amendment that as of May, I can't see</p> <p>12 her motion</p> <p>13 VICE-CHAIR HENN: Do you want me to restate</p> <p>14 it?</p> <p>15 MS. PASTEUR: Yes, please.</p> <p>16 VICE-CHAIR HENN: Okay, and I'll state it with</p> <p>17 what I believe you're suggesting as the amendment.</p> <p>18 MS. PASTEUR: Okay, great.</p> <p>19 VICE-CHAIR HENN: I move that the</p> <p>20 superintendent bring to the Board the Fall reopening plan</p> <p>21 as of May 18, 2021 or on, I guess that's awkward, the</p>

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<p>1 current</p> <p>2 MS. PASTEUR: Just draft (indiscernible)</p> <p>3 DR. HAGER: Just the word draft - draft Fall</p> <p>4 reopening.</p> <p>5 MS. PASTEUR: Just say the word draft, that</p> <p>6 would take care of it.</p> <p>7 VICE-CHAIR HENN: Thank you, Dr. Hager. The</p> <p>8 original was I move that the superintendent bring to the</p> <p>9 Board the Fall reopening plan on May 18th, 2021 and you'd</p> <p>10 like to insert draft?</p> <p>11 MS. PASTEUR: Yes.</p> <p>12 VICE-CHAIR HENN: Okay. I'll put that in the</p> <p>13 chat, Madame Chair.</p> <p>14 MS. PASTEUR: Thank you, Ms. Henn.</p> <p>15 VICE-CHAIR HENN: Mm-hmm.</p> <p>16 MS. PASTEUR: Second.</p> <p>17 CHAIR SCOTT: Cheryl made the second and who</p> <p>18 made the motion? That was Ms. Henn, for the amendment?</p> <p>19 VICE-CHAIR HENN: Sure.</p> <p>20 CHAIR SCOTT: So Ms. Henn made the motion to</p> <p>21 add the word draft and Ms. Pasteur seconded it, so it</p>	<p>1 MS. HENN: Yes.</p> <p>2 MS. GOVER: Mr. Muhumuza?</p> <p>3 MR. MUHUMUZA: Yes.</p> <p>4 MS. GOVER: Mr. Offerman?</p> <p>5 MR. OFFERMAN: Yes.</p> <p>6 MS. GOVER: Ms. Pasteur?</p> <p>7 MS. PASTEUR: Yes.</p> <p>8 MS. GOVER: Mr. Kuehn?</p> <p>9 MR. KUEHN: Yes.</p> <p>10 MS. GOVER: Dr. Hager?</p> <p>11 DR. HAGER: Yes.</p> <p>12 MS. GOVER: Ms. Scott?</p> <p>13 MS. SCOTT: Yes.</p> <p>14 MS. GOVER: Favor 11.</p> <p>15 CHAIR SCOTT: Okay, so the amendment passes.</p> <p>16 Now, we need to vote on the motion itself as amended. If</p> <p>17 we could take a vote on that, please, Ms. Gover.</p> <p>18 MS. GOVER: Ms. Rowe?</p> <p>19 MS. ROWE: Yes.</p> <p>20 MS. GOVER: Ms. Causey?</p> <p>21 MS. CAUSEY: Yes.</p>
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<p>1 reads I move that the superintendent bring to the Board</p> <p>2 the draft Fall reopening plan on May 18th, 2021. So now</p> <p>3 can we vote on the -- oh, Ms. Causey, you have a comment</p> <p>4 on the amendment?</p> <p>5 MS. CAUSEY: I was just going to say we've had</p> <p>6 a lot of discussion and hopefully we could just take the</p> <p>7 vote with no further discussion.</p> <p>8 CHAIR SCOTT: That's what I was about to do.</p> <p>9 So, Ms. Gover, if we could take a vote on the amendment,</p> <p>10 please.</p> <p>11 MS. GOVER: Ms. Rowe?</p> <p>12 MS. ROWE: Yes.</p> <p>13 MS. GOVER: Ms. Causey?</p> <p>14 MS. CAUSEY: Yes.</p> <p>15 MS. GOVER: Ms. Mack?</p> <p>16 MS. MACK: Yes.</p> <p>17 MS. GOVER: Mr. McMillion?</p> <p>18 MR. MCMILLION: Yes.</p> <p>19 MS. GOVER: Ms. Jose? Ms. Jose?</p> <p>20 MS. JOSE: No.</p> <p>21 MS. GOVER: Ms. Henn?</p>	<p>1 MS. GOVER: Ms. Mack?</p> <p>2 MS. MACK: Yes.</p> <p>3 MS. GOVER: Mr. McMillion?</p> <p>4 MR. MCMILLION: Yes.</p> <p>5 MS. GOVER: Ms. Jose?</p> <p>6 MS. JOSE: No.</p> <p>7 MS. GOVER: Ms. Henn?</p> <p>8 MS. HENN: Yes.</p> <p>9 MS. GOVER: Mr. Muhumuza?</p> <p>10 MR. MUHUMUZA: Yes.</p> <p>11 MS. GOVER: Mr. Offerman?</p> <p>12 MR. OFFERMAN: Yes.</p> <p>13 MS. GOVER: Ms. Pasteur?</p> <p>14 MS. PASTEUR: Yes.</p> <p>15 MS. GOVER: Mr. Kuehn?</p> <p>16 MR. KUEHN: Yes.</p> <p>17 MS. GOVER: Dr. Hager?</p> <p>18 DR. HAGER: Yes.</p> <p>19 MS. GOVER: Ms. Scott?</p> <p>20 MS. SCOTT: Yes.</p> <p>21 MS. GOVER: Thank you. Favor 11.</p>

<p style="text-align: right;">Page 94</p> <p>1 CHAIR SCOTT: Thank you. Mr. Muhumuza, did</p> <p>2 you have a question? I didn't want to skip over you. Was</p> <p>3 it in regard to the motion?</p> <p>4 MR. MUHUMUZA: It was.</p> <p>5 CHAIR SCOTT: Do you still have that question?</p> <p>6 MR. MUHUMUZA: It was the motion.</p> <p>7 CHAIR SCOTT: Okay, thank you. Okay and then</p> <p>8 reopening. That discussion, I believe we still had</p> <p>9 questions from Dr. Hager.</p> <p>10 DR. HAGER: Yeah, I have a few that I'll send</p> <p>11 by email, but the one for tonight actually we heard from a</p> <p>12 number of stakeholders about as well, I've heard from</p> <p>13 multiple parents of students with IEPs and 504 plans in</p> <p>14 middle and high school who are excited for their children</p> <p>15 to have the option to return to 4 days a week; however,</p> <p>16 they are worried that this will lead to identification of</p> <p>17 the students and stigma, so in cases where the number of</p> <p>18 students that are allowed in the school have not been met,</p> <p>19 have you considered or would you consider allowing other</p> <p>20 students to return using some other approach so that we</p> <p>21 maximize the number of students in the school without</p>	<p style="text-align: right;">Page 96</p> <p>1 MR. MCMILLION: Okay, I'll repeat my question</p> <p>2 to Dr. Williams. Do you plan on bringing back all high</p> <p>3 school students four days a week this school year? Thank</p> <p>4 you.</p> <p>5 DR. WILLIAMS: We have identified a subset of</p> <p>6 all students in high school and the -- as outlined in our</p> <p>7 timeframe and so we at this time are not bringing back</p> <p>8 all, we are bringing back a small group of students and we</p> <p>9 will work on, as Dr. Hager mentioned if there is still</p> <p>10 room to see if we can get additional students that really</p> <p>11 need to have that face to face instruction.</p> <p>12 CHAIR SCOTT: Thank you, next is Mr. Muhumuza.</p> <p>13 MR. MUHUMUZA: I would like to know have all</p> <p>14 of the technology issues the past couple of weeks, have</p> <p>15 they all been due to systems being overwhelmed or were</p> <p>16 some, not all, an issue of what something occurring with a</p> <p>17 company that we have a contract with?</p> <p>18 DR. SCRIVEN: Mr. Corn, you can go ahead and</p> <p>19 address that question, sir.</p> <p>20 MR. CORNS: I'm sorry, Dr. Scriven, I need</p> <p>21 that question repeated.</p>
<p style="text-align: right;">Page 95</p> <p>1 stigmatizing the students with 504s and IEPs?</p> <p>2 DR. WILLIAMS: Yes, I think we can go back and</p> <p>3 look at some other ways. If you are looking at our</p> <p>4 numbers, the percentages at high school don't reflect the</p> <p>5 percentages at middle and elementary schools so we will go</p> <p>6 back to make sure we are not classifying students or</p> <p>7 identifying students and come up with some creative way of</p> <p>8 doing that. Thank you.</p> <p>9 CHAIR SCOTT: Thank you. Next is Mr.</p> <p>10 McMillion.</p> <p>11 MR. MCMILLION: This is a question for Dr.</p> <p>12 Williams. Do you plan on bringing back all high school</p> <p>13 students four days a week this school year?</p> <p>14 MS. MACK: Ms. Scott, we can't hear Mr.</p> <p>15 McMillion.</p> <p>16 CHAIR SCOTT: We can't hear you, is your</p> <p>17 microphone on?</p> <p>18 MR. MCMILLION: Yes, it was on, can you hear</p> <p>19 me now?</p> <p>20 MS. MACK: Better, yes.</p> <p>21 CHAIR SCOTT: Thank you, Ms. Mack.</p>	<p style="text-align: right;">Page 97</p> <p>1 MR. MUHUMUZA: Yeah, sorry. I asked that with</p> <p>2 all of the technology issues with the networks, were all</p> <p>3 of the issues due to the systems being overwhelmed or were</p> <p>4 some due to some type of malfunction at the company - at</p> <p>5 one of the companies we were employing to provide those</p> <p>6 services?</p> <p>7 MR. CORNS: Thanks for that, Josh, I'm sorry I</p> <p>8 needed that repeated. So, Mr. Muhumuza, we had been</p> <p>9 working towards getting our instructional model to be</p> <p>10 supported so the internet outages we've had over the past</p> <p>11 week, we're working to resolve by increasing the capacity</p> <p>12 of some of our hardware. Today's Schoology outage was a</p> <p>13 national outage by the vendor and it actually also</p> <p>14 impacted another product we use, Noviance, where both of</p> <p>15 those systems were inaccessible for a portion of today,</p> <p>16 but those were outside of our control.</p> <p>17 CHAIR SCOTT: Thank you. Okay. And Ms.</p> <p>18 Causey, you said you didn't ask your original question.</p> <p>19 Please go ahead.</p> <p>20 MS. CAUSEY: Thank you, Madame Chair. I also</p> <p>21 have received a lot of comment around the announcement for</p>

<p style="text-align: right;">Page 98</p> <p>1 the only additional students invited back to sixth grade</p> <p>2 to twelfth grade were those with IEPs and 504s and I'd</p> <p>3 like, I understand Dr. Williams' response, but there is a</p> <p>4 couple of issues, one I would like to have legal speak to</p> <p>5 this announcement that was made and also to the logistics</p> <p>6 of when will communications be sent out to parents and</p> <p>7 students to invite additional students back. For</p> <p>8 instance, cohort A and B, which are already parents that</p> <p>9 have applied to be in schools that could be the original</p> <p>10 criteria, all those that are already scheduled, cohorts A</p> <p>11 and B and then the IEPs and 504s and then the additional</p> <p>12 students as the capacity allows designated by the</p> <p>13 principals as we -- but there should be some specific</p> <p>14 communicated, in my opinion, and I do want to hear from</p> <p>15 legal on this, that there are more students invited back</p> <p>16 than what would breach the confidentiality of our IEP and</p> <p>17 504 students.</p> <p>18 CHAIR SCOTT: Okay, that sounded like two</p> <p>19 questions. Can we wrap it up in one answer?</p> <p>20 MS. CAUSEY: It's one very important issue.</p> <p>21 CHAIR SCOTT: Okay, can we wrap it up in one</p>	<p style="text-align: right;">Page 100</p> <p>1 Saturday school, we brought forth that idea several weeks</p> <p>2 ago, so at this point, it's really up to our principals</p> <p>3 and the work that they're doing to aggressively go after</p> <p>4 students and families that they know their data and they</p> <p>5 know what students need and they'll be having those</p> <p>6 conversations and as I shared from Dr. Hager's point we</p> <p>7 will look at numbers to try to increase the numbers so</p> <p>8 kids are not categorized or stereotyped based on whatever</p> <p>9 additional supports they need whether it's a 504 or an</p> <p>10 IEP. So at this point, our plan is to work with our</p> <p>11 schools and have that communication with families and to</p> <p>12 really get more students to come in.</p> <p>13 CHAIR SCOTT: Thank you for that Dr. Williams.</p> <p>14 MS. CAUSEY: It sure sounds like it's --</p> <p>15 CHAIR SCOTT: No, no. Ms. Causey, excuse me,</p> <p>16 point of order, Ms. Causey. The motion said that we ask a</p> <p>17 question and we have one question which everyone adhered</p> <p>18 to and the rest is followed up or sent in e-mail, so</p> <p>19 unless anyone else has any questions, we must process the</p> <p>20 business of the evening and adhere to the motion and make</p> <p>21 sure that we're moving forward. So did anyone else who</p>
<p style="text-align: right;">Page 99</p> <p>1 answer. Thank you.</p> <p>2 DR. WILLIAMS: Well, I'll respond. I'm not</p> <p>3 legal, but I'll just respond based on some comments and</p> <p>4 based on the work from our principals, they have a desire</p> <p>5 to bring back as many students as possible and as Ms.</p> <p>6 Byers mentioned with the timeline that the work now is for</p> <p>7 that outreach to be aggressive with that outreach, to know</p> <p>8 their students, who and know those families to be working</p> <p>9 with, those communities to really have conversations to</p> <p>10 say here's some options, we have the space, now keep in</p> <p>11 mind, high school, based on the CDC guidelines, there, the</p> <p>12 distance is much greater than at elementary, or at</p> <p>13 secondary is much greater than elementary, but at this</p> <p>14 point, once we have had our conversations with our</p> <p>15 principals and their staff, they will aggressively be</p> <p>16 going after students whether they fit in a particular</p> <p>17 category or they have not been successful all year to</p> <p>18 provide those opportunities for the students to have some</p> <p>19 face-to-face. In addition, the principals have been</p> <p>20 working on, and their teams, have been working on</p> <p>21 additional support whether it's after school Wednesday or</p>	<p style="text-align: right;">Page 101</p> <p>1 didn't have a chance to speak, I believe everybody spoke,</p> <p>2 so then if not, then we can move on to the next item on</p> <p>3 the agenda.</p> <p>4 MS. CAUSEY: Excuse me, Madame Chair, I had</p> <p>5 asked a question about receiving legal advice and I would,</p> <p>6 I think that this is --</p> <p>7 CHAIR SCOTT: Well, we said there was one</p> <p>8 question and then the rest, so if you could get legal</p> <p>9 advice</p> <p>10 MS. CAUSEY: Madame Chair, I'm going to make a</p> <p>11 motion that --</p> <p>12 CHAIR SCOTT: Ms. Causey, point of order, Ms.</p> <p>13 Causey. Is it your purpose to delay the business of this</p> <p>14 evening, because we have business to attend to? One</p> <p>15 agenda item does not supersede everything else that we</p> <p>16 need to get done, so I would ask you is it your purpose to</p> <p>17 delay the business of the agenda of this evening?</p> <p>18 MS. CAUSEY: Madame Chair, no it is not. It</p> <p>19 is my intention to</p> <p>20 CHAIR SCOTT: So do you understand that we</p> <p>21 have more than one agenda item that we need to move</p>

<p style="text-align: right;">Page 102</p> <p>1 through and this is why we are not able to process a 2 complete agenda at our meetings? We are attempting to 3 move on to have an orderly process so that we can do the 4 job that many of us were elected and some of us were 5 appointed to do. Can we please move on and process the 6 agenda for this evening? Thank you. The next item on the 7 agenda is unfinished business, board policies. Members of 8 the Board the policy review committee asks that the Board 9 accept the committee's recommendation to amend the 10 following policies: Policy 6002, Selection of 11 Instructional Materials; Policy 8360, Ethics Code 12 Applicable and Definitions; Policy 8361, Ethics Code 13 Statement of Purpose and Policy; Policy 8362, Ethics Code 14 Gifts; Policy 8363, Ethics Code Conflict of Interest, 15 Prohibited Conduct; Policy 8364, Ethics Code Financial 16 Disclosure Statements; Policy 8365, Ethics Code Lobbying; 17 Policy 8366, Ethics Code Review Panel. These 18 recommendations are presented to you on tonight's agenda 19 as Exhibit H. Do I have a motion to accept the 20 recommendation of the Board's policy review committee? 21 MS. ROWE: Madame Chair, I'd like to pull out</p>	<p style="text-align: right;">Page 104</p> <p>1 MS. CAUSEY: Madame Chair, I'm sorry, I was 2 typing in the chat that I would like to speak to the 3 motion to pass the policies. 4 CHAIR SCOTT: Oh, but we've already started 5 the voting, so I think once we start the voting we have to 6 continue. 7 MS. CAUSEY: I thought that I needed to put it 8 in the chat first, so. 9 CHAIR SCOTT: Okay. But we've already started 10 voting, so we have Ms. Rowe, and next, Ms. Causey. 11 MS. CAUSEY: No. 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 MS. HENN: Yes. 20 MS. GOVER: Mr. Muhumuza? 21 MR. MUHUMUZA: Yes.</p>
<p style="text-align: right;">Page 103</p> <p>1 62 and vote separately on that. 2 CHAIR SCOTT: Okay, so you'd like to separate 3 8362? 4 MS. ROWE: Yes. 5 MS. MACK: And Ms. Scott, I'd like to separate 6 6002 please. 7 CHAIR SCOTT: Like to separate 6002, okay. 8 Are there any others that members would like separated 9 out? 10 VICE-CHAIR HENN: Yes, Madame Chair, 8364. 11 CHAIR SCOTT: Okay. Okay, then, so do I have 12 a motion to approve policy 8360, yes, 8360, 8361, 8363, 13 8365, and 8366? 14 MR. OFFERMAN: So moved, Offerman. 15 MS. MACK: Second, Mack. 16 CHAIR SCOTT: Thank you. 17 MS. MACK: Oh, no second. 18 CHAIR SCOTT: But, thank you. May I have a 19 rollcall vote, please? 20 MS. GOVER: Ms. Rowe? 21 MS. ROWE: Yes.</p>	<p style="text-align: right;">Page 105</p> <p>1 MS. GOVER: Mr. Offerman? 2 MR. OFFERMAN: Yes. 3 MS. GOVER: Ms. Pasteur? 4 MS. PASTEUR: Yes. 5 MS. GOVER: Mr. Kuehn? 6 MR. KUEHN: Yes. 7 MS. GOVER: Dr. Hager? 8 DR. HAGER: Yes. 9 MS. GOVER: Ms. Scott? 10 MS. SCOTT: Yes. 11 MS. GOVER: Favor 11. 12 CHAIR SCOTT: Okay, and so now we can start, 13 it looks like you had a question, Ms. Causey? 14 MS. CAUSEY: I had a question - I had a 15 comment about the policies that were just voted on that I 16 wanted stated before the policies were voted on. I do not 17 believe that they are sufficiently updated given the 18 number of concerns that had been raised by a number of 19 stakeholders and organizations around the ethics and I 20 believe they needed to be strengthened but there was not 21 an opportunity to do so.</p>

<p style="text-align: right;">Page 106</p> <p>1 CHAIR SCOTT: Okay. And now, discussion on</p> <p>2 the separated policies. I'll just go in order, the first</p> <p>3 one is Policy 6002.</p> <p>4 MS. MACK: Thank you, Ms. Scott. I have a</p> <p>5 concern than in the O, excuse me, in the OLA, the last OLA</p> <p>6 audit there was a finding that BCPS's procurement policies</p> <p>7 did not require competitive procurements for certain</p> <p>8 contractual services and I think that should be included</p> <p>9 in this policy that we should follow proactive, I mean</p> <p>10 competitive procurement processes for curriculum and</p> <p>11 instructive material, so I would like to have this sent</p> <p>12 back to the policy review committee for consideration.</p> <p>13 MS. HENN: Second. Henn.</p> <p>14 CHAIR SCOTT: Okay, I was going to ask who the</p> <p>15 second was. Does that need - I would ask Mr. Brousaides,</p> <p>16 does that need to be a second or can it just be directed</p> <p>17 back to the committee? I'm sorry, does it require a</p> <p>18 motion or can it just be directed back to the committee?</p> <p>19 MR. BROUSAIDES: If there's unanimous consent</p> <p>20 it can be directed back to the committee, otherwise it</p> <p>21 should be done through the motion.</p>	<p style="text-align: right;">Page 108</p> <p>1 curriculum material if it's sold by multiple vendors, so</p> <p>2 I'll use the example of a novel, you've been a part of</p> <p>3 curriculum committee and you know that we identify</p> <p>4 specific novels that we select as outlined in policy and</p> <p>5 rule 6002, that novel could be sold by multiple sellers,</p> <p>6 then the competitive pricing is a factor. But I will tell</p> <p>7 you that when we're selecting like an Algebra I textbook,</p> <p>8 it is not a competitive bid, but rather a high quality</p> <p>9 review to make sure it aligns to standards and meets all</p> <p>10 those other expectations outlined.</p> <p>11 MS. MACK: Madame Chair, may I speak to Ms.</p> <p>12 Shay? She asked me if there was something else?</p> <p>13 CHAIR SCOTT: Yes.</p> <p>14 MS. MACK: The analysis that was done was that</p> <p>15 we the Board adopted a procurement policy that requires</p> <p>16 the purchase of goods to be conducted in compliance with</p> <p>17 the annotative code of Maryland which requires that</p> <p>18 procurements of school buildings, improvements, supplies,</p> <p>19 and equipment exceeding \$25,000 be competitively bid and</p> <p>20 awarded to the lowest responsible bidder to the extent</p> <p>21 that that is possible within the world of C and I, I would</p>
<p style="text-align: right;">Page 107</p> <p>1 CHAIR SCOTT: Okay, so Ms. Gover could we then</p> <p>2 do a rollcall vote on the motion to send Policy 6002 back</p> <p>3 to the committee and it was seconded by Ms. Henn and it</p> <p>4 looks like Ms. Mc - Dr. McComas would like to speak to</p> <p>5 this.</p> <p>6 DR. MCCOMAS: Yes, thank you, I appreciate the</p> <p>7 opportunity. I just want to share and I'm not sure if</p> <p>8 George Sarris is with us this evening or not, for</p> <p>9 curriculum materials it is looking for the best fit, Ms.</p> <p>10 Mack, so I understand your point around competitive bid,</p> <p>11 but there is language that allows us to look for the</p> <p>12 materials that meet the best fit and need of our students</p> <p>13 and Ms. Shay you may have the proper terminology for that</p> <p>14 that's escaping me in this moment.</p> <p>15 MS. SHAY: Yes, thank you Dr. McComas. This</p> <p>16 particular, and Ms. Mack, it might help if you clarify the</p> <p>17 concern, but I just wanted to add this particular rule is</p> <p>18 about selecting the instructional materials that align to</p> <p>19 standards, are free of bias, reflect the cultural</p> <p>20 diversity of our student population. Where we get into a</p> <p>21 competitive bid process is once we have identified a</p>	<p style="text-align: right;">Page 109</p> <p>1 like to see that language included.</p> <p>2 MS. SHAY: Right, so if I may add, we do, when</p> <p>3 it comes to like instructional materials, so things like</p> <p>4 pencils, pens, papers or rulers, math manipulatives, etc.,</p> <p>5 and I know Mr. Sarris can speak to that even more. This</p> <p>6 particular policy and rule is about the selection of</p> <p>7 instructional materials aligned to those other indicators</p> <p>8 that I just described. So in the rule it does speak to,</p> <p>9 but even in the 6002 process, we do have to work in</p> <p>10 conjunction with the staff in Mr. Sarris' department in</p> <p>11 procurement to make sure that as we go through that review</p> <p>12 process we are following all of the procurement process</p> <p>13 and where appropriate using that competitive bid process</p> <p>14 for instructional materials that are sold by multiple</p> <p>15 vendors. The other thing that I wanted to add that was</p> <p>16 part of that finding that we discussed in policy and</p> <p>17 review committee was about the documentation of that 6002</p> <p>18 process. So we have completely revised our process for</p> <p>19 how we document the process outlined in 6002 in response</p> <p>20 to that, which requires that we're doing so in conjunction</p> <p>21 with the staff in Mr. Sarris' department. My concern, and</p>

<p style="text-align: right;">Page 110</p> <p>1 the reason that I'm just speaking to this is because of</p> <p>2 course we want to pick Algebra materials that are the</p> <p>3 highest rated, highest quality instructional materials.</p> <p>4 Of course once we do that, then there's an opportunity for</p> <p>5 us to think about pricing that purchasing sort of takes</p> <p>6 over, we hand the baton back to the staff in purchasing to</p> <p>7 work through those pieces in alignment with those COMAR</p> <p>8 rules that you just described.</p> <p>9 MS. MACK: Okay.</p> <p>10 MS. SHAY: I hope that's clarifying some of</p> <p>11 what you raised.</p> <p>12 CHAIR SCOTT: All right. Thank you. So then</p> <p>13 we need to vote on this. Yes, thank you. We need to vote</p> <p>14 on this.</p> <p>15 MS. CAUSEY: Madame Chair, I have a comment to</p> <p>16 Ms. Mack's motion.</p> <p>17 CHAIR SCOTT: You have a comment to her</p> <p>18 motion? Okay, yes, please go ahead.</p> <p>19 MS. CAUSEY: Thank you. I'm just going to be</p> <p>20 reading from the Office of Legislative Audits November</p> <p>21 2020 report to Baltimore County Public Schools, Finding 1,</p>	<p style="text-align: right;">Page 112</p> <p>1 CHAIR SCOTT: Thank you.</p> <p>2 MS. MACK: I move that policy 6002 be returned</p> <p>3 to the policy review committee for consideration of</p> <p>4 language regarding procurement practices.</p> <p>5 CHAIR SCOTT: And it was seconded by who?</p> <p>6 VICE-CHAIR HENN: Ms. Henn.</p> <p>7 CHAIR SCOTT: Ms. Henn. Okay. All right, if</p> <p>8 we could take a vote, please.</p> <p>9 MS. GOVER: Ms. Rowe?</p> <p>10 MS. ROWE: Yes.</p> <p>11 MS. GOVER: Ms. Causey?</p> <p>12 MS. CAUSEY: Yes.</p> <p>13 MS. GOVER: Ms. Mack?</p> <p>14 MS. MACK: Yes.</p> <p>15 MS. GOVER: Mr. McMillion?</p> <p>16 MR. MCMILLION: Yes.</p> <p>17 MS. GOVER: Ms. Jose?</p> <p>18 MS. JOSE: No.</p> <p>19 MS. GOVER: Ms. Henn?</p> <p>20 MS. HENN: Yes.</p> <p>21 MS. GOVER: Mr. Muhumuza?</p>
<p style="text-align: right;">Page 111</p> <p>1 Procurements were not always made in accordance with</p> <p>2 established policies or applicable state law. We</p> <p>3 recommend that BCPS comply with its established policies</p> <p>4 and state law when procuring goods and services.</p> <p>5 Specifically we recommend that BCPS discontinue the</p> <p>6 practice of procurement from contracts that do not have</p> <p>7 provisions for use by other entities or were not</p> <p>8 competitively procured, document the evaluations of</p> <p>9 potential vendors for procurements of instructional</p> <p>10 materials, publish ICPA contract awards greater than</p> <p>11 \$50,000 including those noted above in EMMA. BCPS, the</p> <p>12 additional finding relates specifically to policy and rule</p> <p>13 6002 and I'm afraid I'm going to run out of time, but they</p> <p>14 said that 1A and 1B. Yes and so they suggested amendments</p> <p>15 to policy and procedure 6002.</p> <p>16 CHAIR SCOTT: Okay. Thank you. Ms. Gover,</p> <p>17 could we do a rollcall vote, please?</p> <p>18 MS. CAUSEY: I think that it requires</p> <p>19 additional language, so I would support Ms. Mack's.</p> <p>20 MS. ROWE: Could we restate the motion,</p> <p>21 please?</p>	<p style="text-align: right;">Page 113</p> <p>1 MR. MUHUMUZA: Yes.</p> <p>2 MS. GOVER: Mr. Offerman?</p> <p>3 MR. OFFERMAN: No.</p> <p>4 MS. GOVER: Ms. Pasteur?</p> <p>5 MS. PASTEUR: Yes.</p> <p>6 MS. GOVER: Mr. Kuehn?</p> <p>7 MR. KUEHN: Yes.</p> <p>8 MS. GOVER: Dr. Hager?</p> <p>9 DR. HAGER: Yes.</p> <p>10 MS. GOVER: Ms. Scott?</p> <p>11 MS. SCOTT: No.</p> <p>12 MS. GOVER: Favor is 9.</p> <p>13 CHAIR SCOTT: Okay, so that will go back to</p> <p>14 the committee for review and inclusive language. The next</p> <p>15 that was separated out and I'm going in order was policy</p> <p>16 8362, Ethics Code Gifts. I believe Ms. Rowe.</p> <p>17 MS. ROWE: Yes. So, I would like to make a</p> <p>18 motion to amend that, I'm putting it in chat now. I move</p> <p>19 in Section 3D which states D a Board member may not accept</p> <p>20 complimentary tickets to attend events that the Board</p> <p>21 member may know or have reason to know are from or on</p>

<p style="text-align: right;">Page 114</p> <p>1 behalf of political candidates or elected officials, I</p> <p>2 move to add the words except when tickets constitute legal</p> <p>3 contributions or transfers between campaign entities under</p> <p>4 Maryland campaign finance laws. And if I may speak to my</p> <p>5 motion, Madame Chair?</p> <p>6 CHAIR SCOTT: Is there a second?</p> <p>7 VICE-CHAIR HENN: Second, Henn.</p> <p>8 FEMALE SPEAKER: And excuse me, Madame Chair,</p> <p>9 Ms. Rowe, if you could please state which section you're</p> <p>10 asking be amended.</p> <p>11 MS. ROWE: Section 3D.</p> <p>12 FEMALE SPEAKER: D as in David?</p> <p>13 MS. ROWE: Yes.</p> <p>14 FEMALE SPEAKER: So that is on page 2?</p> <p>15 MS. ROWE: Let me look.</p> <p>16 FEMALE SPEAKER: Yes.</p> <p>17 FEMALE SPEAKER: I'm afraid I don't see the</p> <p>18 language that you wish to be added.</p> <p>19 MS. ROWE: It's page 6, line 16.</p> <p>20 FEMALE SPEAKER: So page 6, line 16, language</p> <p>21 is being removed.</p>	<p style="text-align: right;">Page 116</p> <p>1 MS. GOVER: Ms. Causey?</p> <p>2 MS. CAUSEY: No.</p> <p>3 MS. GOVER: Ms. Mack?</p> <p>4 MS. MACK: Yes.</p> <p>5 MS. GOVER: Mr. McMillion?</p> <p>6 MR. MCMILLION: Yes.</p> <p>7 MS. GOVER: Ms. Jose?</p> <p>8 MS. JOSE: Yes.</p> <p>9 MS. GOVER: Ms. Henn?</p> <p>10 MS. HENN: Yes.</p> <p>11 MS. GOVER: Mr. Muhumuza?</p> <p>12 MR. MUHUMUZA: Yes.</p> <p>13 MS. GOVER: Mr. Offerman?</p> <p>14 MR. OFFERMAN: Yes.</p> <p>15 MS. GOVER: Ms. Pasteur?</p> <p>16 MS. PASTEUR: Yes.</p> <p>17 MS. GOVER: Mr. Kuehn?</p> <p>18 MR. KUEHN: Yes.</p> <p>19 MS. GOVER: Dr. Hager?</p> <p>20 DR. HAGER: Yes.</p> <p>21 MS. GOVER: Ms. Scott?</p>
<p style="text-align: right;">Page 115</p> <p>1 MS. ROWE: Oh, that's all being removed?</p> <p>2 FEMALE SPEAKER: Yes, ma'am.</p> <p>3 MS. ROWE: I'm sorry. I see the brackets up</p> <p>4 there on line 40. So all of this language, this is all</p> <p>5 gone? Okay, I withdraw my motion, then, thank you. Thank</p> <p>6 you for the clarification, Ms. Howie.</p> <p>7 MS. HENN: And I withdraw my second.</p> <p>8 CHAIR SCOTT: Thank you, Ms. Howie, Ms. Rowe,</p> <p>9 and Ms. Henn. So we still have to approve the policy</p> <p>10 8362, so if we could do a rollcall vote then to approve</p> <p>11 Policy 8362, Ethics Code Gifts going forward? I'm sorry,</p> <p>12 do I have a motion to move Policy 8362, Ethics Code Gift</p> <p>13 forward.</p> <p>14 MR. OFFERMAN: So moved, Offerman.</p> <p>15 CHAIR SCOTT: Do I have a second?</p> <p>16 MS. HENN: Henn.</p> <p>17 CHAIR SCOTT: Okay, so I heard it was moved</p> <p>18 forward Offerman and then second Henn, I believe. Okay.</p> <p>19 Ms. Gover, if we could do a rollcall vote, please.</p> <p>20 MS. GOVER: Ms. Rowe?</p> <p>21 MS. ROWE: Yes.</p>	<p style="text-align: right;">Page 117</p> <p>1 MS. SCOTT: Yes.</p> <p>2 MS. GOVER: Thank you.</p> <p>3 CHAIR SCOTT: Thank you. And then we have</p> <p>4 lastly Policy 8364, Ethics Code Financial Disclosure</p> <p>5 Statements and I'm not sure who asked to pull that out.</p> <p>6 MS. HENN: That was Ms. Henn. Thank you,</p> <p>7 Madame Chair.</p> <p>8 CHAIR SCOTT: Oh, Ms. Henn.</p> <p>9 VICE-CHAIR HENN: I believe there was</p> <p>10 discussion amongst Board members about strengthening this</p> <p>11 policy to include the schedule for retention of financial</p> <p>12 disclosure statements so my question is before the</p> <p>13 committee and perhaps to Ms. Howie if language had been</p> <p>14 considered to strengthen that and I believe this was a</p> <p>15 recommendation following the independent external audit,</p> <p>16 if I'm not mistaken.</p> <p>17 MS. HOWIE: Yes, good evening, Ms. Henn. I</p> <p>18 don't recall that there was a recommendation in the Emerge</p> <p>19 record, in the Emerge report as to whether or not you wish</p> <p>20 to retain the financial disclosures for more than four</p> <p>21 years.</p>

<p style="text-align: right;">Page 118</p> <p>1 VICE-CHAIR HENN: Thank you, Ms. Howie. I</p> <p>2 believe it was a recommendation by UHY, and if other Board</p> <p>3 members want to jump in if you have more specific</p> <p>4 information to share.</p> <p>5 CHAIR SCOTT: No, okay. Ms. Henn are you</p> <p>6 asking for language to be added or are you just asking for</p> <p>7 clarification?</p> <p>8 VICE-CHAIR HENN: Both. Thank you, Madame</p> <p>9 Chair. So I would move that Policy 8364 be moved back to</p> <p>10 PRC to add language regarding the retention of financial</p> <p>11 disclosure statements.</p> <p>12 MS. HOWIE: So, just for your information, Ms.</p> <p>13 Henn, the retention period is stated as four years on page</p> <p>14 5. Was there a different period that the Board desires?</p> <p>15 VICE-CHAIR HENN: I would like that considered</p> <p>16 by the PRC, Ms. Howie?</p> <p>17 CHAIR SCOTT: So if I understand your motion,</p> <p>18 Ms. Henn, it's to move back Policy 8364 for PRC to discuss</p> <p>19 the time length that financial disclosure statements stay</p> <p>20 on file. Are you requesting, I guess, to give the</p> <p>21 committee some direction, increasing the time or</p>	<p style="text-align: right;">Page 120</p> <p>1 forward and the minutes can be found on Board docs, I mean</p> <p>2 I did support the recommendation but I did respect the</p> <p>3 vote of the committee, so I just don't think we should go</p> <p>4 back on a vote that already took place again.</p> <p>5 MS. ROWE: Ms. Scott, I have a question.</p> <p>6 CHAIR SCOTT: Ms. Rowe?</p> <p>7 MS. ROWE: I'm sorry, I had a question, too,</p> <p>8 in chat. Who are you calling on, Ms. Scott?</p> <p>9 CHAIR SCOTT: Yes, I was calling on you, Ms.</p> <p>10 Rowe. I thought I heard someone else speaking, I was</p> <p>11 trying to confirm.</p> <p>12 MS. ROWE: Ms. Jose was speaking as well.</p> <p>13 MS. JOSE: That was me. Right, sorry, I'm on</p> <p>14 the phone. I can speak after.</p> <p>15 CHAIR SCOTT: Okay, so I'll put in Ms. Rowe</p> <p>16 and then Ms. Jose.</p> <p>17 MS. ROWE: So I have a question. In audit</p> <p>18 committee it was recommended by the Office of Internal</p> <p>19 Audit that the financial disclosure policies include</p> <p>20 training for everyone in the school system and training</p> <p>21 for the Board on both the ethics policies and the</p>
<p style="text-align: right;">Page 119</p> <p>1 shortening the time? I guess, or do you just want us to</p> <p>2 discuss it further?</p> <p>3 VICE-CHAIR HENN: I would like them to discuss</p> <p>4 it further in light of the recommendation by UHY that the</p> <p>5 retention schedule be evaluated.</p> <p>6 CHAIR SCOTT: And could we confirm, was there</p> <p>7 something from UHY? I don't recall, I don't know if Ms.</p> <p>8 Howie recalls. I didn't recall that. Yes, Mr. Muhumuza?</p> <p>9 MR. MUHUMUZA: I'm not sure if it was last</p> <p>10 PRC, but in the last two months I remember Ms. Causey did</p> <p>11 bring up this issue and the PRC did vote on it, I don't</p> <p>12 know if it's to look at it again, but it was voted down.</p> <p>13 CHAIR SCOTT: Yeah, it was voted down.</p> <p>14 VICE-CHAIR HENN: Thank you. May I ask a</p> <p>15 question of Mr. Muhumuza, Madame Chair?</p> <p>16 CHAIR SCOTT: Yes.</p> <p>17 VICE-CHAIR HENN: Thank you, Mr. Muhumuza. So</p> <p>18 you're saying that the PRC voted down a recommendation to</p> <p>19 look at the timeframe for retention, is that-- am I</p> <p>20 understanding you correctly?</p> <p>21 MR. MUHUMUZA: Ms. Causey had brought a motion</p>	<p style="text-align: right;">Page 121</p> <p>1 financial disclosure policies and I support moving this</p> <p>2 back to the PRC in order to include language on that</p> <p>3 because I don't see any language on that in this policy.</p> <p>4 MS. HOWIE: Excuse me, Ms. Rowe, you are</p> <p>5 correct, there is nothing about training in Policy 8364.</p> <p>6 Training is included in Policy 8366.</p> <p>7 CHAIR SCOTT: Okay. Thank you and it looks</p> <p>8 like Ms. Jose you had a question or a comment.</p> <p>9 MS. JOSE: Yes, I had a question for Ms.</p> <p>10 Howie, thank you Ms. Scott. This is for the submission of</p> <p>11 the policy and my question is we have until April 30 or if</p> <p>12 the Board extends the deadline and I've seen in the UHY</p> <p>13 report as well as the most recent findings that came out</p> <p>14 that Board members have filed it late past and current,</p> <p>15 what are the actions that the Board could take for filing</p> <p>16 late or is there none? And second, I look at Part 5B</p> <p>17 which shows individual's home address should not be</p> <p>18 identified, could that be changed to identifiable</p> <p>19 information of the person whose financial disclosures are</p> <p>20 being called for. Safety concerns.</p> <p>21 VICE-CHAIR HENN: Madame Chair, point of</p>

<p style="text-align: right;">Page 122</p> <p>1 order. Is this on topic to the motion on the floor?</p> <p>2 MS. JOSE: Yes, you're talking about moving</p> <p>3 the policy forward and I have questions about the policy</p> <p>4 so it does concern it. Just because you don't like the</p> <p>5 question doesn't mean it's not concern. So my question is</p> <p>6 for Ms. Howie. Not for you.</p> <p>7 CHAIR SCOTT: Okay, so it looks like the</p> <p>8 motion on the floor is in regards to the financial</p> <p>9 disclosure statements and Policy 8364 and it sounded like</p> <p>10 Ms. Jose read from the policy itself as far as home</p> <p>11 addresses or personally identifiable information. Ms.</p> <p>12 Howie, would you be able to speak to that?</p> <p>13 MS. HOWIE: So if I understand the question,</p> <p>14 what in terms of whether or not home addresses can be</p> <p>15 excised, the home address of a public employee is not</p> <p>16 public information, so that is not provided when an</p> <p>17 individual requests review of a financial disclosure</p> <p>18 statement and that is embodied in this particular policy.</p> <p>19 CHAIR SCOTT: Okay, thank you. And it looks</p> <p>20 like we have a comment from Ms. Causey to the motion on</p> <p>21 the floor. Ms. Causey?</p>	<p style="text-align: right;">Page 124</p> <p>1 Can we do that? Is that appropriate?</p> <p>2 MR. BROUSAIDES: I don't believe that's a</p> <p>3 proper amendment. It's changing the character of the</p> <p>4 motion.</p> <p>5 MS. CAUSEY: Thank you, Madame Chair. Thank</p> <p>6 you, Mr. Brousaides. Then I would make a motion to amend</p> <p>7 Ms. Henn's motion to extend the timeframe to ten years.</p> <p>8 CHAIR SCOTT: That seems like the same thing.</p> <p>9 Mr. Brousaides, if you could weigh in. I want to -- is</p> <p>10 that an -- I'm sorry, go ahead.</p> <p>11 MR. BROUSAIDES: We have the same problem with</p> <p>12 it.</p> <p>13 CHAIR SCOTT: Okay, so that's the same thing.</p> <p>14 So it looks like --</p> <p>15 MS. CAUSEY: Madame Chair, I'll withdraw my</p> <p>16 motion if Ms. Henn's motion fails then I will be making an</p> <p>17 independent motion.</p> <p>18 CHAIR SCOTT: Okay, so can we then take a vote</p> <p>19 on Ms. Henn's motion and I'll read it again because</p> <p>20 there's been quite a bit of conversation, oh, sorry,</p> <p>21 there's another thing that came in there. Okay, Ms. Henn</p>
<p style="text-align: right;">Page 123</p> <p>1 MS. CAUSEY: Could you, Madame Chair, thank</p> <p>2 you, could you restate the motion on the floor?</p> <p>3 CHAIR SCOTT: Yes, I'm looking for it in the</p> <p>4 chat.</p> <p>5 VICE-CHAIR HENN: I'm putting it in the chat</p> <p>6 now.</p> <p>7 CHAIR SCOTT: Thank you. Okay. Thank you,</p> <p>8 Ms. Henn. So the motion was moved by Ms. Henn to send</p> <p>9 Policy 8364 to the PRC for consideration of the record</p> <p>10 retention timeframe and who was the second? Was there a</p> <p>11 second for this motion? Okay, so hearing no second</p> <p>12 MR. KUEHN: Second, Kuehn.</p> <p>13 CHAIR SCOTT: There was a second from Mr.</p> <p>14 Kuehn. Okay. Go ahead, Ms. Causey.</p> <p>15 MS. CAUSEY: Thank you, Madame Chair. I'm</p> <p>16 going to ask Ms. -- I'm going to move that we replace Ms.</p> <p>17 Rowe's motion with</p> <p>18 CHAIR SCOTT: No, we're on Ms. Henn's motion.</p> <p>19 MS. CAUSEY: I'm sorry with a motion to amend</p> <p>20 Policy 8364 to replace 4 years with 10 years.</p> <p>21 CHAIR SCOTT: Mr. Brousaides is that legal?</p>	<p style="text-align: right;">Page 125</p> <p>1 moved to send Policy 8364 to the PRC for consideration of</p> <p>2 the record retention timeframe and it was seconded by Mr.</p> <p>3 Kuehn. Okay, Ms. Gover, could we take a rollcall vote,</p> <p>4 please?</p> <p>5 MS. GOVER: Ms. Rowe?</p> <p>6 MS. ROWE: Yes.</p> <p>7 MS. GOVER: Ms. Causey?</p> <p>8 MS. CAUSEY: Yes.</p> <p>9 MS. GOVER: Ms. Mack?</p> <p>10 MS. MACK: Yes.</p> <p>11 MS. GOVER: Mr. McMillion?</p> <p>12 MR. MCMILLION: Yes.</p> <p>13 MS. GOVER: Ms. Jose?</p> <p>14 MS. JOSE: No.</p> <p>15 MS. GOVER: Ms. Henn?</p> <p>16 MS. HENN: Yes.</p> <p>17 MS. GOVER: Mr. Muhumuza?</p> <p>18 MR. MUHUMUZA: No.</p> <p>19 MS. GOVER: Mr. Offerman?</p> <p>20 MR. OFFERMAN: No.</p> <p>21 MS. GOVER: Ms. Pasteur?</p>

<p style="text-align: right;">Page 126</p> <p>1 MS. PASTEUR: I'm gonna abstain.</p> <p>2 MS. GOVER: Mr. Kuehn?</p> <p>3 MR. KUEHN: Yes.</p> <p>4 MS. GOVER: Dr. Hager?</p> <p>5 DR. HAGER: Yes.</p> <p>6 MS. GOVER: Ms. Scott?</p> <p>7 MS. SCOTT: No.</p> <p>8 MS. GOVER: Favor is 7.</p> <p>9 CHAIR SCOTT: Okay, so that one will be going</p> <p>10 back to the committee. Yes, Mr. Muhumuza?</p> <p>11 MR. MUHUMUZA: I just have a question. Since,</p> <p>12 like I did mention we discussed this and Ms. Causey did</p> <p>13 make the motion, I'm trying to understand what the Board</p> <p>14 wants us to do. Do they want us to talk about it further,</p> <p>15 like, I don't understand, should we just have a vote</p> <p>16 again, is that what we want to do?</p> <p>17 CHAIR SCOTT: According to this motion and</p> <p>18 what Ms. Henn said was they want it to go back to PRC for</p> <p>19 further review and for us just to discuss it more.</p> <p>20 MR. MUHUMUZA: Okay. The only thing is like</p> <p>21 it's not a presentation we're getting from, I don't think</p>	<p style="text-align: right;">Page 128</p> <p>1 from legal counsel if the Board approves this schedule</p> <p>2 does it require a Board action to change anything about</p> <p>3 this schedule including the meeting times?</p> <p>4 CHAIR SCOTT: You asked Ms. Howie or Mr.</p> <p>5 Brousaides?</p> <p>6 MS. ROWE: Mr. Brousaides.</p> <p>7 MR. BROUSAIDES: Yes, if the Board is</p> <p>8 approving this schedule with these particular dates and</p> <p>9 meeting times, I believe it would require a Board majority</p> <p>10 vote to change either the dates or the meeting times.</p> <p>11 MS. ROWE: Thank you, Mr. Brousaides.</p> <p>12 CHAIR SCOTT: Okay and then it looks like we</p> <p>13 have another question. Let's see, Ms. Henn.</p> <p>14 VICE-CHAIR HENN: Thank you. So Ms. Rowe</p> <p>15 asked my question. I just wanted to follow up with a</p> <p>16 comment that the meeting times -- the meeting start time</p> <p>17 of 6:30 p.m. is defined on the document that we are</p> <p>18 approving, so thank you Mr. Brousaides for that</p> <p>19 clarification to Ms. Rowe. I had the same question.</p> <p>20 Thank you.</p> <p>21 CHAIR SCOTT: And it looks like next is Ms.</p>
<p style="text-align: right;">Page 127</p> <p>1 it's a presentation we're getting from Ms. Howie, this was</p> <p>2 something that was brought up by Ms. Causey and it was</p> <p>3 voted down. I mean, I supported it, like I said, but it</p> <p>4 was voted down, so are we supposed to vote again, is that</p> <p>5 what we're saying?</p> <p>6 CHAIR SCOTT: Yeah. To go back and discuss it</p> <p>7 further. Okay, so if we could move on. So we've done</p> <p>8 policy. The next item on the agenda is the proposed Board</p> <p>9 Meeting Schedule for 2021 and 2022 which was provided in</p> <p>10 Board Docs. May I have a motion to accept the proposed</p> <p>11 Board Meeting Schedule for 2021-2022 as presented in</p> <p>12 Exhibit I?</p> <p>13 MR. OFFERMAN: So moved, Offerman.</p> <p>14 CHAIR SCOTT: Do I have a second?</p> <p>15 MS. PASTEUR: Second, Pasteur.</p> <p>16 CHAIR SCOTT: Is there any discussion?</p> <p>17 MS. ROWE: I have a question to the motion.</p> <p>18 CHAIR SCOTT: Okay. Was that Ms. Rowe?</p> <p>19 MS. ROWE: Ms. Rowe, yes, sorry.</p> <p>20 CHAIR SCOTT: Okay.</p> <p>21 MS. ROWE: I would like to have clarification</p>	<p style="text-align: right;">Page 129</p> <p>1 Causey.</p> <p>2 MS. CAUSEY: Thank you, Madame Chair. I had a</p> <p>3 question for Dr. Williams or staff related to the timing</p> <p>4 of the capital budget public hearing that is typically in</p> <p>5 May. The county capital -- the state capital budget comes</p> <p>6 to the Board typically in September timeframe and then the</p> <p>7 county capital budget comes to the Board in the December</p> <p>8 timeframe, so I'm just curious as to the reason for the</p> <p>9 timing of May 18th.</p> <p>10 MALE SPEAKER: Mr. Dixit, are you available to</p> <p>11 respond to that question, sir?</p> <p>12 MR. DIXIT: Yes, sir, I'm here, I just wanted</p> <p>13 to make sure that I got the question right. The question</p> <p>14 as I understand it - why is the May 18 date for my IPASS</p> <p>15 (phonetic) presentation? I want to make sure I have the</p> <p>16 right question.</p> <p>17 CHAIR SCOTT: I don't think that was the</p> <p>18 question -- go ahead, Ms. Causey.</p> <p>19 MS. CAUSEY: Thank you, Mr. Dixit. It relates</p> <p>20 to on the document attached to the Agenda Item I for the</p> <p>21 meeting schedule for the Board, what is the rationale for</p>

<p style="text-align: right;">Page 130</p> <p>1 having the timeframe of having the capital budget public 2 hearing on May 18th.</p> <p>3 MR. DIXIT: I'm not aware what meeting you are 4 talking about, May 18th is the date for presentation of my 5 IPASS update. I see George Sarris coming on the screen. 6 Does it have anything to do with the public hearing on the 7 capital improvement program? Is that what it is?</p> <p>8 MR. SARRIS: Yes, the question is why is the 9 public hearing in May.</p> <p>10 MR. DIXIT: Because the state submission is 11 submitted sometimes in August September time period.</p> <p>12 MS. CAUSEY: Okay, thank you.</p> <p>13 CHAIR SCOTT: Okay, thank you.</p> <p>14 MR. DIXIT: Thank you.</p> <p>15 CHAIR SCOTT: Yes, did someone -- I thought I 16 heard a voice, I didn't want to cut anyone off. Because I 17 also had a question in regards to the calendar, Ms. Howie 18 or Mr. Brousaides, as I understand it, has it been the 19 past practice of previous Board chairs to change the time 20 for Board meetings?</p> <p>21 MS. HOWIE: Good evening members of the Board.</p>	<p style="text-align: right;">Page 132</p> <p>1 MS. CAUSEY: Thank you, Madame Chair. In a 2 previous meeting, I had asked related to policy about 3 calling meetings and there is a statement in our policy 4 regarding meetings that a meeting can be called by a 5 majority of the Board and that information I don't believe 6 had been forwarded to the full Board. So, I was wondering 7 if Mr. Brousaides could speak to what is the process for 8 the full Board to call a meeting.</p> <p>9 MR. BROUSAIDES: Good evening. I'm looking at 10 policy 8311 and in section 3B it talks about special 11 meetings of the Board may be called by the chair or by a 12 majority of the Board.</p> <p>13 CHAIR SCOTT: Thank you for that Mr. 14 Brousaides.</p> <p>15 MS. CAUSEY: Yes, but what is the process 16 given agenda setting is an Open Meetings Act issue and so 17 a majority of the Board shouldn't meet to discuss an 18 agenda but how do they call a meeting and the other point 19 I would make to Ms. Mack's point is I don't -- I do know 20 that special meetings of the Board can be called by the 21 Board chair and they may have completely different start</p>
<p style="text-align: right;">Page 131</p> <p>1 In my recollection, yes, past chairs have changed the 2 time when Board -- when the Board met.</p> <p>3 CHAIR SCOTT: Okay, so that has been the 4 accepted practice of previous Board chairs. So this is 5 the first time I'm hearing of it being raised as an issue 6 once my chairwomanship came in so I just wanted to make 7 sure that it has been the past practice of previous chairs 8 to add meetings and also to change times when necessary. 9 Thank you. It looks like we have another question from, 10 well, we'll go to Ms. Mack because she's not spoken and 11 then we'll go to you, Ms. Causey.</p> <p>12 MS. MACK: Thank you very much, Ms. Scott. 13 I'd just like to say, I don't really recall a meeting 14 being changed, but I have a job and if I'm given enough 15 notice I can change my schedule but to schedule my work 16 which is ad hoc, as needed work, I need to know what my 17 schedule is, so again with enough notice I could possibly 18 change my schedule, but I use the 6:30 start time when I 19 schedule work with my job.</p> <p>20 CHAIR SCOTT: Thank you for that, Ms. Mack. 21 Next we have Ms. Causey.</p>	<p style="text-align: right;">Page 133</p> <p>1 times and end times and days of the week based on as Ms. 2 Scott said there's sometimes emergency work that needs to 3 get done so that is in policy for the Board chair to do 4 that. Thank you.</p> <p>5 CHAIR SCOTT: Thank you, Ms. Causey. And Ms. 6 Rowe.</p> <p>7 MS. CAUSEY: Still open is the process to 8 call, for the majority of the Board to call a meeting.</p> <p>9 CHAIR SCOTT: I'm sorry, I thought Mr. 10 Brousaides just said that when he cited the policy. He 11 said it has to be a majority. Either the chair can call a 12 special meeting or the majority of the Board can call a 13 special meeting. But I would also say that we are kind of 14 getting away from the agenda item which is the meeting 15 schedule and I would also say as far as just in response 16 to what was said as far as people having work and moving 17 their schedules around of course we take that into 18 consideration but we also need to take into consideration 19 that our meetings consistently for the past year and a 20 half, almost two years have gone until 11 p.m. at night, 21 midnight, 2 a.m., 1 a.m. in the morning and that also does</p>

<p style="text-align: right;">Page 134</p> <p>1 not bode well for people who work so starting a meeting</p> <p>2 perhaps earlier so that we can process our agenda which is</p> <p>3 our legal obligation I think is a lot more feasible than</p> <p>4 carrying on until 1 and 2 a.m. in the morning. Next, Ms.</p> <p>5 Rowe, you have a comment, please go ahead.</p> <p>6 MS. ROWE: Yes, I move that this calendar be</p> <p>7 amended to include the following language: Changes to</p> <p>8 meeting dates and times need to be approved by a majority</p> <p>9 of the Board.</p> <p>10 MS. MACK: Second, Mack.</p> <p>11 CHAIR SCOTT: Okay, so Ms. Rowe made a motion</p> <p>12 that this calendar be amended to include following</p> <p>13 language, excuse me, Ms. Rowe made a motion that this</p> <p>14 calendar be amended to include the following language:</p> <p>15 Changes to meeting dates and times need to be approved by</p> <p>16 a majority of the Board. And it was seconded by Ms. Henn,</p> <p>17 I believe.</p> <p>18 MS. MACK: Ms. Mack.</p> <p>19 CHAIR SCOTT: Oh, it was seconded by Ms. Mack.</p> <p>20 Okay.</p> <p>21 MS. HENN: Thank you, Madame Chair. And I</p>	<p style="text-align: right;">Page 136</p> <p>1 MS. GOVER: Mr. Muhumuza?</p> <p>2 MR. MUHUMUZA: Yes.</p> <p>3 MS. GOVER: Mr. Offerman?</p> <p>4 MR. OFFERMAN: Yes.</p> <p>5 MS. GOVER: Ms. Pasteur?</p> <p>6 MS. PASTEUR: Yes.</p> <p>7 MS. GOVER: Mr. Kuehn?</p> <p>8 MR. KUEHN: Yes.</p> <p>9 MS. GOVER: Dr. Hager?</p> <p>10 DR. HAGER: Yes.</p> <p>11 MS. GOVER: Ms. Scott?</p> <p>12 MS. SCOTT: No.</p> <p>13 MS. GOVER: Thank you.</p> <p>14 CHAIR SCOTT: Okay, so that motion passes so</p> <p>15 that was calling the question. Now -- to end debate --</p> <p>16 now we will vote on the actual amendment. So, the</p> <p>17 amendment is I move that this calendar be amended to</p> <p>18 include the following language: Changes to meeting dates</p> <p>19 and times need to be approved by a majority of the Board</p> <p>20 and it was seconded by Ms. Henn.</p> <p>21 MS. MACK: Ms. Mack.</p>
<p style="text-align: right;">Page 135</p> <p>1 called the question.</p> <p>2 CHAIR SCOTT: And Ms. Henn has called the</p> <p>3 question.</p> <p>4 MS. CAUSEY: Second.</p> <p>5 CHAIR SCOTT: And it was seconded by?</p> <p>6 MS. CAUSEY: Ms. Causey.</p> <p>7 CHAIR SCOTT: Okay, it was seconded by Ms.</p> <p>8 Causey. All right, Ms. Gover, if we could take a vote on</p> <p>9 calling the question, ending debate.</p> <p>10 MS. GOVER: Ms. Rowe?</p> <p>11 MS. ROWE: Yes.</p> <p>12 MS. GOVER: Ms. Causey?</p> <p>13 MS. CAUSEY: Yes.</p> <p>14 MS. GOVER: Ms. Mack?</p> <p>15 MS. MACK: Yes.</p> <p>16 MS. GOVER: Mr. McMillion?</p> <p>17 MR. MCMILLION: Yes.</p> <p>18 MS. GOVER: Ms. Jose?</p> <p>19 MS. JOSE: Yes.</p> <p>20 MS. GOVER: Ms. Henn?</p> <p>21 MS. HENN: Yes.</p>	<p style="text-align: right;">Page 137</p> <p>1 CHAIR SCOTT: I apologize, seconded by Ms.</p> <p>2 Mack.</p> <p>3 MS. GOVER: Ms. Rowe?</p> <p>4 MS. ROWE: Yes.</p> <p>5 MS. GOVER: Ms. Causey?</p> <p>6 MS. CAUSEY: Yes.</p> <p>7 MS. GOVER: Ms. Mack?</p> <p>8 MS. MACK: Yes.</p> <p>9 MS. GOVER: Mr. McMillion?</p> <p>10 MR. MCMILLION: Yes.</p> <p>11 MS. GOVER: Ms. Jose?</p> <p>12 MS. JOSE: No.</p> <p>13 MS. GOVER: Ms. Henn?</p> <p>14 MS. HENN: Yes.</p> <p>15 MS. GOVER: Mr. Muhumuza?</p> <p>16 MR. MUHUMUZA: No.</p> <p>17 MS. GOVER: Mr. Offerman?</p> <p>18 MR. OFFERMAN: No.</p> <p>19 MS. GOVER: Ms. Pasteur?</p> <p>20 MS. PASTEUR: No.</p> <p>21 MS. GOVER: Mr. Kuehn?</p>

<p style="text-align: right;">Page 138</p> <p>1 MR. KUEHN: Yes.</p> <p>2 MS. GOVER: Dr. Hager?</p> <p>3 DR. HAGER: Yes.</p> <p>4 MS. GOVER: Ms. Scott?</p> <p>5 MS. SCOTT: No.</p> <p>6 MS. GOVER: Favor is 7.</p> <p>7 CHAIR SCOTT: And did that require two-thirds</p> <p>8 or just majority? Mr. Brousaides?</p> <p>9 MR. BROUSAIDES: A majority.</p> <p>10 CHAIR SCOTT: Okay, so that passes. Okay, and</p> <p>11 it looks like we had a question from Ms. Jose.</p> <p>12 MS. JOSE: Actually we moved the question, Ms.</p> <p>13 Scott, so it's a moot point now, my question was on the</p> <p>14 calendar.</p> <p>15 CHAIR SCOTT: Okay. All right. And then I</p> <p>16 just want to make sure we get to everyone. Mr. Muhumuza,</p> <p>17 did you have a question or comment?</p> <p>18 MR. MUHUMUZA: No, I was going to comment on</p> <p>19 the previous.</p> <p>20 CHAIR SCOTT: Okay, so now we need to process</p> <p>21 the motion as amended.</p>	<p style="text-align: right;">Page 140</p> <p>1 on this Board for two and a half years, I know that we</p> <p>2 don't get things done effectively, efficiently, and that</p> <p>3 is a fact. It is we drag things out through debate, we</p> <p>4 are already behind schedule. It is 8:00 now and a</p> <p>5 strategic approach to these meetings should recognize that</p> <p>6 we have limited time and availability. I cannot keep</p> <p>7 adding meetings to my schedule, I have a full-time job and</p> <p>8 kids and I have accommodated this to the best of my</p> <p>9 abilities but to expect that what you couldn't do in four</p> <p>10 hours you're going to do in 16 is not reasonable, that</p> <p>11 means we have to -- you can't keep doing the same thing</p> <p>12 over and over again and expect a different result because</p> <p>13 clearly if you can't do it in 6 hours you're not going to</p> <p>14 be able to do it in 12. We have to change the practices,</p> <p>15 that's common sense, so I don't agree with adding more</p> <p>16 meetings, but doing what we have more efficiently,</p> <p>17 effectively with aptitude and limiting debate because a</p> <p>18 lot of these questions can be asked through our weekly</p> <p>19 debates or questions and they are answered and staff is</p> <p>20 available 24 hours 7 days a week if you want to ask</p> <p>21 questions in email and to not take part in that and</p>
<p style="text-align: right;">Page 139</p> <p>1 MS. ROWE: Madame Chair, can I speak to the</p> <p>2 calendar motion?</p> <p>3 CHAIR SCOTT: Yes, you may speak to your</p> <p>4 motion.</p> <p>5 MS. ROWE: Well, to the approval of the</p> <p>6 calendar as amended. I would just like to point out that</p> <p>7 it is entirely possible for us to have an agenda and for</p> <p>8 the remainder of that agenda to be processed in a second</p> <p>9 session. So if our meetings are running too late, it is</p> <p>10 entirely possible to recess the meeting and finish that</p> <p>11 agenda on another day and so I would just like to throw</p> <p>12 that out there that that is something that we are allowed</p> <p>13 to do.</p> <p>14 CHAIR SCOTT: Thank you, Ms. Rowe and yes, we</p> <p>15 are allowed to do that; however, if we are being just</p> <p>16 caught up in a vortex of endless debate and that is why we</p> <p>17 are not processing our agenda and that is why this Board</p> <p>18 is not able to move through an agenda item and do what we</p> <p>19 were sent here to do, then that is a bit of an issue. It</p> <p>20 looks like we have another comment from Ms. Jose.</p> <p>21 MS. JOSE: Thank you, Ms. Scott. Having been</p>	<p style="text-align: right;">Page 141</p> <p>1 complain that we're not getting our questions answered is</p> <p>2 not fair to staff because that is not true, so I certainly</p> <p>3 don't support adding more meetings to an already</p> <p>4 ineffective Board.</p> <p>5 CHAIR SCOTT: Thank you, Ms. Jose. Next, Mr.</p> <p>6 Offerman.</p> <p>7 MR. OFFERMAN: Yes, I would like someone to</p> <p>8 speak to the issue of the need to time needs to, excuse</p> <p>9 me, time needs to notify the public about a meeting. Is</p> <p>10 there a minimum time that we have to give the public or is</p> <p>11 it possible just to add a meeting like the next day?</p> <p>12 CHAIR SCOTT: So your question Mr. Offerman,</p> <p>13 is it possible to add a meeting the next day or add an</p> <p>14 additional meeting, I guess could you clarify that a</p> <p>15 little bit more?</p> <p>16 MR. OFFERMAN: Yes. Just one second. Here's</p> <p>17 what I want to ask. Can the Board - can the Board</p> <p>18 schedule a new meeting with -- how much time is needed to</p> <p>19 give the public if we are to schedule a second meeting?</p> <p>20 CHAIR SCOTT: Okay, so if I understand it, how</p> <p>21 much time is needed - I guess advance notice do we have to</p>

<p style="text-align: right;">Page 142</p> <p>1 give to the public like before we schedule a meeting.</p> <p>2 MR. OFFERMAN: Exactly.</p> <p>3 CHAIR SCOTT: Okay. Do we know the answer off</p> <p>4 hand, Ms. Gover?</p> <p>5 MS. HOWIE: Ms. Scott, Mr. Offerman, this is</p> <p>6 Margaret Ann Howie.</p> <p>7 CHAIR SCOTT: Ms. Howie, yes.</p> <p>8 MS. HOWIE: The issue is governed by the Open</p> <p>9 Meetings Act, members of the Board and yes you are</p> <p>10 required to give advanced notice as soon as reasonably</p> <p>11 practicable so obviously if there's an emergency and you</p> <p>12 have to schedule a meeting right away, the act permits</p> <p>13 that and the open meetings compliance board does</p> <p>14 understand emergencies. There has been at least one</p> <p>15 occasion that I recall that we had to call a meeting the</p> <p>16 same day because of emergent situation - an emergent</p> <p>17 situation. So there's not a specified time period in the</p> <p>18 statute, Mr. Offerman.</p> <p>19 MR. OFFERMAN: Thank you.</p> <p>20 CHAIR SCOTT: Thank you, Mr. Offerman. Next we</p> <p>21 have Ms. Pasteur.</p>	<p style="text-align: right;">Page 144</p> <p>1 agreements that that would provide for a more effective</p> <p>2 meeting so I would hope that the Board and Dr. Williams</p> <p>3 can revisit that and continue to work on improving</p> <p>4 efficiencies absolutely but also acknowledging this is</p> <p>5 completely complex and different and even in terms of</p> <p>6 governance the decisions that are being made and the</p> <p>7 timing required and additional work and I look forward to</p> <p>8 doing that work on behalf of students and staff and</p> <p>9 families.</p> <p>10 CHAIR SCOTT: Thank you. Okay. Ms. Gover,</p> <p>11 can we please take a vote on the approval of the calendar</p> <p>12 as amended?</p> <p>13 MS. GOVER: Ms. Rowe?</p> <p>14 MS. ROWE: Yes.</p> <p>15 MS. GOVER: Ms. Causey?</p> <p>16 MS. CAUSEY: Yes.</p> <p>17 MS. GOVER: Ms. Mack?</p> <p>18 MS. MACK: Yes.</p> <p>19 MS. GOVER: Mr. McMillion?</p> <p>20 MR. MCMILLION: Yes.</p> <p>21 MS. GOVER: Ms. Jose?</p>
<p style="text-align: right;">Page 143</p> <p>1 MS. PASTEUR: Just briefly piggybacking on</p> <p>2 what Ms. Howie just said, the word she used emergent,</p> <p>3 emergency, to have supplemental meetings because we did</p> <p>4 not get through unless we were doing it judiciously, I</p> <p>5 agree it's about us being more efficient and more</p> <p>6 cognizant of time. Thank you.</p> <p>7 CHAIR SCOTT: Yes, okay. It looks like, thank</p> <p>8 you, Ms. Pasteur, and Ms. Causey, you have a comment.</p> <p>9 MS. CAUSEY: Thank you, Madame Chair. I would</p> <p>10 just like to point out that the last year, over the last</p> <p>11 year, this Board like all other Boards has had to deal</p> <p>12 with completely unusual and completely changing events</p> <p>13 with the COVID pandemic. Additionally, for our district</p> <p>14 the ransomware attack has added an incredible amount of</p> <p>15 complexity to the school system as well as to the work of</p> <p>16 the Board and it requires additional work. It requires</p> <p>17 additional consideration. I will point out that I did</p> <p>18 have a meeting in October which unfortunately a couple of</p> <p>19 Board members missed where we did come to agreement with</p> <p>20 Dr. Williams on improvements, efficiencies and so forth</p> <p>21 and I think that if there's fuller implementation of those</p>	<p style="text-align: right;">Page 145</p> <p>1 MS. JOSE: No.</p> <p>2 MS. GOVER: Ms. Henn?</p> <p>3 MS. HENN: Yes.</p> <p>4 MS. GOVER: Mr. Muhumuza?</p> <p>5 MR. MUHUMUZA: Abstain.</p> <p>6 MS. GOVER: Mr. Offerman?</p> <p>7 MR. OFFERMAN: No.</p> <p>8 MS. GOVER: Ms. Pasteur?</p> <p>9 MS. PASTEUR: No.</p> <p>10 MS. GOVER: Mr. Kuehn?</p> <p>11 MR. KUEHN: Yes.</p> <p>12 MS. GOVER: Dr. Hager?</p> <p>13 DR. HAGER: Yes.</p> <p>14 MS. GOVER: Ms. Scott?</p> <p>15 MS. SCOTT: No.</p> <p>16 MS. GOVER: Favor is 7.</p> <p>17 CHAIR SCOTT: So that motion - that passes and</p> <p>18 the calendar is approved. The next item is new business,</p> <p>19 fiscal year 2021 budget appropriation transfer and for</p> <p>20 that I call on Dr. Scriven, Mr. Sarris and Mr. Tantleff.</p> <p>21 DR. SCRIVEN: Yes, good evening, Madame Chair,</p>

<p style="text-align: right;">Page 146</p> <p>1 Superintendent Dr. Williams, Vice-Chair and members of the</p> <p>2 Board. Tonight we are here seeking approval from this</p> <p>3 Board for our FY 2021 Budget Appropriation Transfer and I</p> <p>4 am joined as you can see by Mr. Sarris and Mr. Tantleff</p> <p>5 who will walk us through the amended approvals that we are</p> <p>6 seeking, so Mr. Sarris, we will start with you, sir.</p> <p>7 MR. SARRIS: Yes, Mr. Tantleff will give an</p> <p>8 overview and then we'll both be happy to answer questions.</p> <p>9 Thanks.</p> <p>10 MR. TANTLEFF: Thank you. Good evening. In</p> <p>11 front of you, you'll find a budget appropriation transfer,</p> <p>12 what we commonly call a BAT request. The BCPS budget</p> <p>13 consists of 13 separate appropriations by activities</p> <p>14 prescribed by the Maryland Department of Education or</p> <p>15 MSDE. Transfers of funds between activities requires</p> <p>16 approval from the Board of Ed and County Council. Based</p> <p>17 on close monitoring of expenditures through the first</p> <p>18 three quarters of FY 2021, our current full year expense</p> <p>19 projections show an overall surplus but with shortfalls in</p> <p>20 some activities and surpluses in others. Because BCPS</p> <p>21 carries no contingency budget, the only way to manage</p>	<p style="text-align: right;">Page 148</p> <p>1 self-funded from other C&I activities and will provide</p> <p>2 funds required for the purchase of FY22 textbooks for</p> <p>3 Mathematics bridges \$3 million, Calculus, Geometry,</p> <p>4 Statistics, Algebra I, Advanced 5, \$1.4 million and</p> <p>5 instructional supplies and materials \$292,000. A transfer</p> <p>6 of \$1 million into activity 5, other instructional costs</p> <p>7 will provide funds required for school photocopier leases,</p> <p>8 \$515,000 in out of county living arrangements \$524,000.</p> <p>9 Funds of \$3.8 million are requested to transfer into</p> <p>10 activity 6, special education, to provide funds required</p> <p>11 for non-public placements of \$1.6 million and parent</p> <p>12 reimbursements of \$2.2 million. And finally, funds of</p> <p>13 \$2.7 million are requested for transfer into activity 11,</p> <p>14 maintenance of plant to provide funds required for</p> <p>15 plumbing, ventilation, and other service contracts. We</p> <p>16 will now take any questions you may have.</p> <p>17 CHAIR SCOTT: Thank you for that. If Board</p> <p>18 members could please put their names in chat for</p> <p>19 questions. Quite a few. I want to make sure I go in</p> <p>20 order. It looks like we have first Ms. Rowe.</p> <p>21 MS. ROWE: Yes, I would like to know what</p>
<p style="text-align: right;">Page 147</p> <p>1 unanticipated expenses during the year is via amendments</p> <p>2 to the budget. We are projecting overall we will finish</p> <p>3 the year under budget. Available funds of \$565,000 are</p> <p>4 coming from activity 2 mid level administration due to</p> <p>5 vacancy related salary savings. \$7.4 million can be</p> <p>6 transferred from activity 3, instructional salaries due to</p> <p>7 position vacancies. \$2.8 million is coming from activity</p> <p>8 9, student transportation which will allocate savings from</p> <p>9 vacancies, \$2.3 million is coming from activity 10,</p> <p>10 operation of plant due to vacancy related salary savings</p> <p>11 and \$2.9 million is available to be transferred from</p> <p>12 activity 12 fixed charges due to fringe benefits</p> <p>13 associated with vacancies. A transfer of \$3.6 million</p> <p>14 into activity 1 administration will provide funds for a</p> <p>15 new firewall at the Towson data center of \$2 million,</p> <p>16 backup systems for the new cloud based system, \$1.15</p> <p>17 million, cloud transition of our ERP system, \$2.025</p> <p>18 million offset by the superintendent's mandated reductions</p> <p>19 of \$1.1 million and other contracted service savings of</p> <p>20 \$432,000. A requested transfer of \$4.7 million in</p> <p>21 activity 4, instructional textbooks and supplies is</p>	<p style="text-align: right;">Page 149</p> <p>1 happens if the Board does not approve a BAT transfer.</p> <p>2 Does that mean it has to be rectified through a county</p> <p>3 budget process with the county executives? In other words</p> <p>4 do the surpluses go back to the county and then have to be</p> <p>5 reallocated back?</p> <p>6 MR. TANTLEFF: I don't know the answer to that</p> <p>7 question. We would not be in compliance with the budget</p> <p>8 at the end of the year because we've gone over in certain</p> <p>9 activities. The overall budget is under budget but</p> <p>10 because of the size of our budget, every year it's</p> <p>11 impossible to budget exactly correctly, things change,</p> <p>12 priorities may change, we may find that materials or</p> <p>13 textbooks for the following year don't get funded and we</p> <p>14 have money that we can use this year - textbooks are a</p> <p>15 good example and fund them this year, keeping in line with</p> <p>16 the superintendent's priorities and with the Board</p> <p>17 priorities, so it has never come up that the Board didn't</p> <p>18 approve this. It's just approving the standard</p> <p>19 operational activities that always occur in an</p> <p>20 organization of our size.</p> <p>21 MS. ROWE: And my other question is if we</p>

<p style="text-align: right;">Page 150</p> <p>1 transfer for a BAT transfer from say category 1 to</p> <p>2 category 4, isn't it true that that money could then be</p> <p>3 used for anything in category 4, not simply instructional</p> <p>4 textbooks and supplies?</p> <p>5 MR. TANTLEFF: That is true technically, but</p> <p>6 we're asking for the BAT because C&I would like to</p> <p>7 purchase those textbooks, they're critically needed for</p> <p>8 FY22. If they did not need those textbooks we would not</p> <p>9 be requesting the BAT.</p> <p>10 CHAIR SCOTT: Okay, next.</p> <p>11 MR. TANTLEFF: And I'll mention that is all</p> <p>12 self-funded within C&I if they had to move money between</p> <p>13 activities.</p> <p>14 CHAIR SCOTT: Thank you. Next, we have Ms.</p> <p>15 Lisa Mack.</p> <p>16 MS. MACK: Yes, I have three questions. Mr.</p> <p>17 Tantleff, you talked about what's in the explanation as it</p> <p>18 pertains to the ERP system and the network security, but I</p> <p>19 don't see any categories in the increase column that align</p> <p>20 with the ERP system and network security.</p> <p>21 MR. TANTLEFF: It's the increase in activity</p>	<p style="text-align: right;">Page 152</p> <p>1 MS. MACK: Okay, I didn't make myself clear.</p> <p>2 So the administration, the word administration and</p> <p>3 decrease references reallocation of salary savings, but I</p> <p>4 take it that administration, the word administration in</p> <p>5 increase does not relate to salaries - it doesn't relate</p> <p>6 to people?</p> <p>7 MR. TANTLEFF: Activity 1 administration is a</p> <p>8 MSDE category.</p> <p>9 MS. MACK: Okay. Okay.</p> <p>10 MR. TANTLEFF: Activity 2 mid-level is almost</p> <p>11 primarily principals, assistant principals and related</p> <p>12 activities and C&I.</p> <p>13 MS. MACK: Okay. Thank you for that</p> <p>14 clarification.</p> <p>15 MR. TANTLEFF: Sure.</p> <p>16 MS. MACK: Can you tell me how many</p> <p>17 instructional staff does \$7.4 million equate to?</p> <p>18 MR. TANTLEFF: How many instructional staff?</p> <p>19 MR. SARRIS: I would say approximately 100</p> <p>20 including benefits.</p> <p>21 MR. TANTLEFF: Yeah, that's about right.</p>
<p style="text-align: right;">Page 151</p> <p>1 1, administration.</p> <p>2 MS. MACK: So that administration is different</p> <p>3 than the category 2 in decrease meaning that's people in</p> <p>4 category 2 in the decrease, is that correct?</p> <p>5 MR. TANTLEFF: I'm sorry, I didn't understand</p> <p>6 how you</p> <p>7 MS. MACK: The \$564,811, the amount to</p> <p>8 transfer under mid-level administration, does that</p> <p>9 represent a system or people?</p> <p>10 MR. TANTLEFF: Let me take a step back.</p> <p>11 Activity 1, administration which is, if you look on page 2</p> <p>12 of the BAT it's the very top line item, so we're</p> <p>13 transferring \$3.6 million into activity 1, administration</p> <p>14 to primarily to support those systems that we've just</p> <p>15 talked about. It's not directly related to activity 2.</p> <p>16 The activities on top, 1, 4, 5, 6, and 11, all needed</p> <p>17 funds transferred into them. And the activities on the</p> <p>18 bottom, 2, 3, 9, 10, and 12, had available funds that we</p> <p>19 could transfer out, so the aggregate of the funds</p> <p>20 available in the bottom support the budget appropriations</p> <p>21 needed on the top group.</p>	<p style="text-align: right;">Page 153</p> <p>1 MS. MACK: Okay and then my last question has</p> <p>2 to do with ERP and network security. It looks like one of</p> <p>3 the contracts that we will be discussing is CWA-116-21</p> <p>4 which is talks about ERP and internal business, IBM, is</p> <p>5 this the same system that we're talking about in</p> <p>6 administration as we're going to be talking about on the</p> <p>7 CWA-116-21?</p> <p>8 MR. SARRIS: It's in the same activity but</p> <p>9 it's not either of the two major projects that we've</p> <p>10 listed here in administration. The major project in this</p> <p>11 that we've referenced here is the response to the service</p> <p>12 interruptions that our schools and website has experienced</p> <p>13 in the last 10 days and so this is an example of something</p> <p>14 that was certainly unanticipated when this budget was</p> <p>15 originally adopted and of course this is a year of many</p> <p>16 unanticipated expenditures.</p> <p>17 MS. MACK: Thank you. I'm finished, Ms.</p> <p>18 Scott.</p> <p>19 CHAIR SCOTT: Thank you. Next, Mr. Kuehn.</p> <p>20 MR. KUEHN: Thank you, Ms. Scott. Just</p> <p>21 following on, I really would like to focus on the last</p>

<p style="text-align: right;">Page 154</p> <p>1 comment, Mr. Sarris that you made, so we're talking about 2 a new firewall at the Towson data center for \$2 million 3 and it sounds like we're building capacity because we ran 4 into, no pun intended, a wall, when people are trying to 5 actually work from inside of our schools. I guess one of 6 my questions is, Mr. Corns stated that they're planning to 7 do that in July, is there a reason that it will be 8 delayed? Is the timing of this money somehow associated 9 with the delay? I just don't understand why it's not 10 being done right now and this money would make it 11 available at this point in time.</p> <p>12 DR. SCRIVEN: Mr. Kuehn that's a great 13 question and I'd like Mr. Corns to clarify that comment 14 for you, so Mr. Corns if you could respond, please.</p> <p>15 MR. CORNS: Absolutely, Dr. Scriven. So Mr. 16 Kuehn, the firewall upgrade would be as soon as we are 17 possible or able and possible to put into place, not in 18 July. The July statement revolved around an e-rate line 19 that we put in to increase our total internet bandwidth 20 availability from Comcast. The firewall replacement is to 21 utilize the bandwidth that we currently have and then in</p>	<p style="text-align: right;">Page 156</p> <p>1 includes fixed charges. We budget, when we budget the 2 addition of teachers, we budget about \$55,000 in salaries 3 and I added \$20,000 in benefits and I multiple that 4 \$75,000 figure by 100 to come up with the approximately 5 \$7.5 million that Ms. Mack asked about.</p> <p>6 MR. KUEHN: Fair enough.</p> <p>7 MR. TANTLEFF: Mr. Kuehn, one thing to clarify 8 for you, that was in a -- like if you look at the fixed 9 charges, the \$2.8 million that was how much we had 10 available, it doesn't directly tie to the instructional 11 salaries that are available to transfer.</p> <p>12 MR. KUEHN: All right, thanks for that. I 13 appreciate it. One last question, the operation of plant 14 and maintenance of plant activities, those are all, we 15 consider all of that money operational money, right, 16 there's not any capital money associated with any of those 17 items, correct?</p> <p>18 MR. TANTLEFF: Correct.</p> <p>19 MR. KUEHN: All right, I just want to clarify 20 that when we're talking about facilities. All right. 21 Thank you.</p>
<p style="text-align: right;">Page 155</p> <p>1 July we will move to a 60 gig circuit that the new 2 firewall will also be immediately able to take advantage 3 of, so I'm sorry if I made it sound as though they were 4 coinciding, they are two events, firewall upgrade which is 5 ASAP and then 60 gig circuit increase that would begin on 6 July 1 and that's predominantly due to e-rate windows so 7 that we can receive reimbursement.</p> <p>8 MR. KUEHN: All right. Thank you. Mr. Sarris, 9 you mentioned that the instructional salaries were 10 probably for about fully loaded a hundred folks or so. 11 But that would be the instructional salaries plus the 12 fixed charges, correct because they're tied together for 13 the fully loaded part?</p> <p>14 MR. SARRIS: Correct, but the question posed 15 was how many instructors would that provide and that 16 includes, as you say, salaries and fixed charges.</p> <p>17 MR. KUEHN: All right, so that's \$10 million 18 fully loaded we're talking about so it seems it feels 19 bigger than that if you add those two up, the 20 instructional salaries and the fixed charges, 21 MR. SARRIS: Excuse me, my calculation</p>	<p style="text-align: right;">Page 157</p> <p>1 MR. TANTLEFF: Thank you.</p> <p>2 CHAIR SCOTT: Thank you, Mr. Kuehn. Next is 3 Dr. Hager.</p> <p>4 DR. HAGER: Hello, everyone. This is my first 5 BAT, so I have a few kind of maybe general questions for 6 you guys. You said that we would overall be under budget 7 this year. Are we allowed to carry over funds from this 8 year into next year?</p> <p>9 MR. SARRIS: We don't carry them over 10 ourselves. Anything that we underspend goes into our fund 11 balance and the county ultimately has control of those 12 dollars. Historically they have kept them separated and 13 tied to BCPS, and almost every year we use some part of 14 that in the next year's budget. The last several years 15 it's been in excess of \$30 million. So essentially we 16 didn't directly carry it over, it's not like a grant, but 17 those dollars sort of went back into the bank with the 18 county being the bank and then they put them back into our 19 budget the following year.</p> <p>20 DR. HAGER: Thank you. I envisioned also 21 being under budget like you said there are a number of</p>

<p style="text-align: right;">Page 158</p> <p>1 ways we were unable to use facilities and staff shortages</p> <p>2 and things like that and so then how are these increases</p> <p>3 decided. I've seen grant money on the table and people</p> <p>4 making wish lists and spending money and things like that</p> <p>5 so how is this done so that the departments can prioritize</p> <p>6 what they really need for the next year and not really</p> <p>7 prioritize just spending the money?</p> <p>8 MR. SARRIS: I'm not sure I followed your</p> <p>9 question. Is your question how did the amounts in the BAT</p> <p>10 that are needed come to be that amount?</p> <p>11 DR. HAGER: Yeah, is there a time of year</p> <p>12 where each department says here's what I need for next</p> <p>13 year, how much is in the BAT or whatever? How much is</p> <p>14 left over?</p> <p>15 MR. SARRIS: The BAT is the current year. It</p> <p>16 has nothing to do with next year.</p> <p>17 DR. HAGER: So these requests are for</p> <p>18 finishing the current year?</p> <p>19 MR. SARRIS: The current year, correct.</p> <p>20 MR. TANTLEFF: Dr. Hager, we accumulate these</p> <p>21 requests throughout the year and as we mentioned, most of</p>	<p style="text-align: right;">Page 160</p> <p>1 MS. PASTEUR: Second, Pasteur.</p> <p>2 CHAIR SCOTT: Thank you. Ms. Gover, may I</p> <p>3 have a rollcall vote, please?</p> <p>4 MS. GOVER: Ms. Rowe?</p> <p>5 MS. ROWE: No.</p> <p>6 MS. GOVER: Ms. Causey? Ms. Mack?</p> <p>7 MS. MACK: Abstain.</p> <p>8 MS. GOVER: Mr. McMillion?</p> <p>9 MR. MCMILLION: Yes.</p> <p>10 MS. GOVER: Ms. Jose?</p> <p>11 MS. JOSE: Yes.</p> <p>12 MS. GOVER: Ms. Henn?</p> <p>13 MS. HENN: Abstain.</p> <p>14 MS. GOVER: Mr. Muhumuza?</p> <p>15 MR. MUHUMUZA: Yes.</p> <p>16 MS. GOVER: Mr. Offerman?</p> <p>17 MR. OFFERMAN: Yes.</p> <p>18 MS. GOVER: Ms. Pasteur?</p> <p>19 MS. PASTEUR: Yes.</p> <p>20 MS. GOVER: Mr. Kuehn?</p> <p>21 MR. KUEHN: Abstain.</p>
<p style="text-align: right;">Page 159</p> <p>1 which including the largest item of which here are</p> <p>2 unexpected issues that have arisen and we vet these issues</p> <p>3 with the superintendent on a weekly basis and we keep a</p> <p>4 running tab of the items and then these are prioritized in</p> <p>5 the month of March before we bring these to the Board in</p> <p>6 April.</p> <p>7 DR. HAGER: That's really helpful. Thank you</p> <p>8 very much. That's it.</p> <p>9 MR. TANTLEFF: Sure.</p> <p>10 CHAIR SCOTT: Thank you. It looks like we</p> <p>11 have a question from Ms. Jose.</p> <p>12 MS. JOSE: No, I'm good. Thank you, Ms.</p> <p>13 Scott.</p> <p>14 CHAIR SCOTT: Thank you. Do we have any other</p> <p>15 questions from Board members before we take a vote? Okay,</p> <p>16 hearing none, Ms. Gover, may I have a rollcall vote,</p> <p>17 please? Oh, I'm sorry. I can do it again. Do I have a</p> <p>18 motion to approve the fiscal year 2021 budget</p> <p>19 appropriations transfer as presented in Exhibit J?</p> <p>20 MS. JOSE: So moved, Moalie.</p> <p>21 CHAIR SCOTT: Thank you. Do I have a second?</p>	<p style="text-align: right;">Page 161</p> <p>1 MS. GOVER: Dr. Hager?</p> <p>2 DR. HAGER: Yes.</p> <p>3 MS. GOVER: Ms. Scott?</p> <p>4 MS. SCOTT: Yes.</p> <p>5 MS. GOVER: Favor is 7.</p> <p>6 CHAIR SCOTT: Thank you. Motion carries. The</p> <p>7 next item on the agenda is contract awards and for that I</p> <p>8 call on Ms. Jose, chair of the building and contracts</p> <p>9 committee.</p> <p>10 MS. JOSE: Thank you, Ms. Scott. Members of</p> <p>11 the Board, the Board's building and contract committee</p> <p>12 approved items K1 through K4 at our meeting on April 6th.</p> <p>13 These four contracts were postponed from the April 6th</p> <p>14 Board meeting. They are being forwarded to the Board</p> <p>15 tonight for approval. Thank you.</p> <p>16 CHAIR SCOTT: Thank you, Ms. Jose. Do I have</p> <p>17 a motion to approve Items K1 through K4?</p> <p>18 DR. HAGER: Can we just pull out items now?</p> <p>19 If we want to discuss one? Can we talk about the first</p> <p>20 one separately?</p> <p>21 CHAIR SCOTT: Sorry, the request was made to</p>

<p style="text-align: right;">Page 162</p> <p>1 separate the items. Which one did you want to separate?</p> <p>2 DR. HAGER: The IBM/SPSS cloud host one, the</p> <p>3 first one, number one.</p> <p>4 CHAIR SCOTT: Okay, the first one. Okay, Dr.</p> <p>5 Hager has asked to separate the first item. Okay, so then</p> <p>6 we'll separate that one, we'll process that one</p> <p>7 separately, so do I have a motion to approve then items K2</p> <p>8 through K4?</p> <p>9 MS. PASTEUR: So moved, Pasteur.</p> <p>10 CHAIR SCOTT: And no second is needed since it</p> <p>11 comes from the committee. Any discussion? Okay, may I</p> <p>12 have a rollcall vote on K2 through K4?</p> <p>13 MS. GOVER: Ms. Rowe?</p> <p>14 MS. ROWE: Yes.</p> <p>15 MS. GOVER: Ms. Causey? Ms. Mack?</p> <p>16 MS. MACK: Abstain.</p> <p>17 MS. GOVER: Mr. McMillion?</p> <p>18 MR. MCMILLION: Yes.</p> <p>19 MS. GOVER: Ms. Jose?</p> <p>20 MS. JOSE: Yes.</p> <p>21 MS. GOVER: Ms. Henn?</p>	<p style="text-align: right;">Page 164</p> <p>1 one is for \$800,000 and I'm not sure what changed in</p> <p>2 between and also I would love to get a full explanation of</p> <p>3 what these services are. I use SPSS in my own work and it</p> <p>4 just seems strikingly expensive, so I just would love to</p> <p>5 understand kind of what exactly we're getting for this</p> <p>6 amount of money.</p> <p>7 CHAIR SCOTT: Okay, if staff could -- Dr.</p> <p>8 Williams will you speak to that or direct staff.</p> <p>9 DR. SCRIVEN: That would be Mr. Sarris.</p> <p>10 MR. SARRIS: This is George Sarris and we did</p> <p>11 scale back the spending authority here to the previous</p> <p>12 spending authority. I will note that the historical</p> <p>13 expenditures here are over a ten-year period so this does</p> <p>14 allow, the major revision here was the cloud hosting</p> <p>15 component that was originally quoted by IBM and so if we</p> <p>16 decide to move in that direction the Department of</p> <p>17 Technology believes that they will be able to provide a</p> <p>18 much more economical cloud hosting of this application</p> <p>19 possibly within this spending authority. If not, we would</p> <p>20 come back to the Board. I do have a summary of the</p> <p>21 breakdown of the services that are included here for this</p>
<p style="text-align: right;">Page 163</p> <p>1 MS. HENN: Abstain.</p> <p>2 MS. GOVER: Mr. Muhumuza?</p> <p>3 MR. MUHUMUZA: Yes.</p> <p>4 MS. GOVER: Mr. Offerman?</p> <p>5 MR. OFFERMAN: Yes.</p> <p>6 MS. GOVER: Ms. Pasteur?</p> <p>7 MS. PASTEUR: Yes.</p> <p>8 MS. GOVER: Mr. Kuehn?</p> <p>9 MR. KUEHN: Yes.</p> <p>10 MS. GOVER: Dr. Hager?</p> <p>11 DR. HAGER: Yes.</p> <p>12 MS. GOVER: Ms. Scott?</p> <p>13 MS. SCOTT: Yes.</p> <p>14 CHAIR SCOTT: Okay, so that carries and now we</p> <p>15 will discuss the one pulled out, the first one.</p> <p>16 DR. HAGER: Yes, I have so many tabs open on</p> <p>17 my computer. So I expressed concern about this the last</p> <p>18 time and we pulled it out and didn't discuss it because it</p> <p>19 was really late at night when we got to this agenda item</p> <p>20 last time, but and then also the last contract that was</p> <p>21 presented at the last meeting was for \$2 million and this</p>	<p style="text-align: right;">Page 165</p> <p>1 five-year period so that the licensing structure for the</p> <p>2 school-based and central office staff would be \$382,000.</p> <p>3 Expanding those licenses by an additional 4,000 users to a</p> <p>4 maximum of 8,000 classroom teachers would be, is projected</p> <p>5 at \$278,000.</p> <p>6 DR. HAGER: And I apologize for interrupting -</p> <p>7 classroom teachers, and this is using the cloud storage or</p> <p>8 the SPSS software?</p> <p>9 MR. SARRIS: This is just the software. There</p> <p>10 are no storage -- there is no cloud hosting costs built</p> <p>11 into this model at this point.</p> <p>12 DR. HAGER: And 8,000 teachers are using SPSS</p> <p>13 to run statistics.</p> <p>14 MR. CORNS: Mr. Sarris, if I could join in,</p> <p>15 this is Mr. Corns. So Dr. Hager, SPSS as part of this</p> <p>16 package is used by the -- by our DRAA group to process and</p> <p>17 move data. The real licensure that is being spoken about</p> <p>18 that I see Dr. Wheatley-Phillips has come online, her team</p> <p>19 is seeking to expand the licenses of Cognos which is the</p> <p>20 reporting engine that displays the data that the SPSS is</p> <p>21 processing and so this expansion of the licenses would</p>

<p style="text-align: right;">Page 166</p> <p>1 allow our classroom teachers to also engage in using our</p> <p>2 dashboards to their fullest, so that's where the bulk of</p> <p>3 this is coming through. To also carry a bit further, Dr.</p> <p>4 Wheatley-Phillips' team and my team have worked together</p> <p>5 to identify Microsoft's As Your Cloud platform as a place</p> <p>6 where this could be hosted. So that's what reflects the</p> <p>7 change in this contract.</p> <p>8 DR. WHEATLEY-PHILLIPS: Thank you so much Mr.</p> <p>9 Corns and to answer your question, for the SPS licensing,</p> <p>10 we're looking at having 10 users at a cost of \$2,000 per</p> <p>11 user and as you look at the 5 percent increase in that</p> <p>12 over the five years, the total for that part would be</p> <p>13 \$100,000, so that's the specific cost for charge for use</p> <p>14 of SPSS for our team.</p> <p>15 DR. HAGER: So the other 7 - sorry</p> <p>16 MR. SARRIS: There's an additional \$40,000 for</p> <p>17 set aside for consulting and support services over this</p> <p>18 five year period, which is a -- about 200 hours is not</p> <p>19 significant.</p> <p>20 DR. WHEATLEY-PHILLIPS: So, Dr. Hager if I</p> <p>21 could expand a little bit, Mr. Sarris has done a great job</p>	<p style="text-align: right;">Page 168</p> <p>1 MS. JOSE: Thank you, Ms. Scott. Actually</p> <p>2 some of my questions were answered, but real quick, this</p> <p>3 is a piggyback contract. You're using a GSA piggyback</p> <p>4 contract for this, correct, Mr. Sarris?</p> <p>5 MR. SARRIS: Yes, that's correct.</p> <p>6 MS. JOSE: All right, thank you.</p> <p>7 CHAIR SCOTT: Next is Ms. Mack.</p> <p>8 MS. MACK: Yes, thank you, Ms. Scott. I guess</p> <p>9 my question is this. We use this at Verizon and I did a</p> <p>10 little research and I was surprised to see that SPSS was</p> <p>11 launched in 1968 and was then bought by IBM I think in</p> <p>12 2009, is there nothing else out there, to Dr. Hager's</p> <p>13 point, that is cheaper and maybe more flexible and more</p> <p>14 nimble than SPSS that's been around since 1968?</p> <p>15 DR. WHEATLEY-PHILLIPS: I'm going to ask my</p> <p>16 team to speak specifically to that. I know we have Ms.</p> <p>17 Sanner as part of our team. Ms. Sanner can you provide</p> <p>18 specifics in terms of our team's use of SPSS.</p> <p>19 MS. SANNER: Yeah, I think just historically</p> <p>20 the research team within the RAA has utilized SPSS so they</p> <p>21 have, all the members of the team are already familiar,</p>
<p style="text-align: right;">Page 167</p> <p>1 and we do have members of our team here, for the Cognos</p> <p>2 licensing it's about \$33 per user. Right now we are</p> <p>3 licensed to provide, to allow Cognos users about 2,300</p> <p>4 users at this time. Our goal is to expand that to between</p> <p>5 4,000 to 8,000 classroom teachers and that would be at \$14</p> <p>6 a user and when you look at that cost over 5 years, it</p> <p>7 would be \$278,000. So when you look at what we're paying</p> <p>8 for for current users right now with 2,300 at \$33 that's</p> <p>9 \$382 and then as you look at expanding it to other users,</p> <p>10 classroom teachers up to 8,000, it's \$278,000 and then the</p> <p>11 SPS as I shared would be 10 users at \$2,000 a piece over</p> <p>12 five years would be \$100,000 and then just for the</p> <p>13 services of IBM and all of the storage, the advice, the</p> <p>14 consulting, that they charge over the 5 years, that's</p> <p>15 where the \$40,000 came in, so the total is about \$800,000.</p> <p>16 DR. HAGER: All right, I'll just finish by</p> <p>17 saying that this is a package that's well known to be the</p> <p>18 most expensive statistical package that's available so</p> <p>19 that's one of the reasons, and again, I use it, but I just</p> <p>20 wanted to mention that. That's it.</p> <p>21 CHAIR SCOTT: Yes, Ms. Jose.</p>	<p style="text-align: right;">Page 169</p> <p>1 they've been trained with it, they have a historical set</p> <p>2 of code base they use to process data through on a regular</p> <p>3 basis for research projects and so since it's only ten</p> <p>4 users that we're funding those licenses for, it's just</p> <p>5 more economical since they're already trained and know how</p> <p>6 to utilize that code and we already have custom code built</p> <p>7 in that tool to kind of continue with that tool going</p> <p>8 forward.</p> <p>9 MR. MINUS: Yes, and good evening. My name is</p> <p>10 Eric Minus, I'm probably, this is probably the first time</p> <p>11 you've seen me, I'm serving as -- I do serve as the</p> <p>12 executive director in the office of research and data</p> <p>13 analytics and certainly to underscore what Ms. Sanner has</p> <p>14 shared, SPSS has been around a very long time, but there</p> <p>15 is a level of familiarity that is with our research</p> <p>16 experts in our department and certainly there have been</p> <p>17 major upgrades to SPSS and it is a much more robust</p> <p>18 software that we currently take advantage of, so it</p> <p>19 certainly is worth the money from our experience as</p> <p>20 practitioners who have used it not just here in BCPS but</p> <p>21 also outside of BCPS. Certainly it is something that we</p>

<p style="text-align: right;">Page 170</p> <p>1 do. We certainly do support in terms of the use.</p> <p>2 MS. MACK: Thank you. And my follow up</p> <p>3 question is actually to something that Ms. Sanner just</p> <p>4 said. I understand that within DRAA we have users who are</p> <p>5 familiar with how SPSS works and I understand you have</p> <p>6 code loaded into it, but I thought I heard Dr.</p> <p>7 Wheatley-Phillip say the intent was to roll it out to</p> <p>8 teachers, so my question there is two-fold, when will</p> <p>9 teachers have the time to be trained and when will</p> <p>10 teachers have the time to run analytics? Dr.</p> <p>11 Wheatley-Phillip?</p> <p>12 DR. WHEATLEY-PHILLIP: I apologize for that.</p> <p>13 The expansion is for Cognos. SPSS we're using 10 users at</p> <p>14 \$2,000. The expansion would be for the use of Cognos</p> <p>15 which provides specific class reports for teachers.</p> <p>16 MS. MACK: So when would teachers be trained</p> <p>17 on that and when would they be given the time to use it?</p> <p>18 DR. WHEATLEY-PHILLIP: Cognos?</p> <p>19 MS. MACK: Yes.</p> <p>20 DR. WHEATLEY-PHILLIP: Our team is developing</p> <p>21 an implementation plan for that. WE did do some research</p>	<p style="text-align: right;">Page 172</p> <p>1 time left, this is an ongoing concern as we've talked</p> <p>2 about professional development for teachers like where do</p> <p>3 you find the time and I just want to raise the point, but</p> <p>4 thank you very much.</p> <p>5 MR. SARRIS: Thank you.</p> <p>6 DR. WHEATLEY-PHILLIP: It's certainly a plan</p> <p>7 we'd develop. We wouldn't develop it in isolation. It</p> <p>8 would be working with the school support team as well.</p> <p>9 Our team is very skilled at creating videos that teachers</p> <p>10 would be able to select when they would participate in the</p> <p>11 training. It wouldn't be held at one time that was</p> <p>12 arbitrary. It certainly would provide the options just</p> <p>13 because the training could include videos and tutorials as</p> <p>14 well.</p> <p>15 CHAIR SCOTT: Okay, next, we will go to Mr.</p> <p>16 Kuehn because we have not heard from him yet.</p> <p>17 MR. KUEHN: Thank you. Just a real quick</p> <p>18 question about Cognos and the use by teachers. Is the</p> <p>19 expectation that Cognos will be basically the layer that</p> <p>20 they get to interact with to view reports and data about</p> <p>21 their class? Is that the overall plan?</p>
<p style="text-align: right;">Page 171</p> <p>1 to look at the number of teachers that were using it and</p> <p>2 we realized at that time the number was low so we had</p> <p>3 talked about developing a plan to provide some training</p> <p>4 for that. Of course if the Board allows us to renew this</p> <p>5 contract we certainly would develop a full plan to be able</p> <p>6 to implement that, but right now this contract expires at</p> <p>7 the end of this Summer, so we're asking the Board to renew</p> <p>8 it and we have talked about developing a plan to have more</p> <p>9 teachers come on Board. Ms. Sanner, did you want to add</p> <p>10 to that?</p> <p>11 MS. SANNER: No, you're correct, Dr.</p> <p>12 Wheatley-Phillip. They had an existing system in place</p> <p>13 that was a custom system built on a web platform that was</p> <p>14 lost as part of the ransomware attack so we are looking at</p> <p>15 a potential replacement for that system that had existed</p> <p>16 prior to the attack that the classroom teachers were using</p> <p>17 so the plan would be to build the similar functionality</p> <p>18 and expand upon that functionality going forward and we</p> <p>19 would have to develop a comprehensive implementation and</p> <p>20 training plan for the teachers.</p> <p>21 MS. MACK: Okay, and just because I have more</p>	<p style="text-align: right;">Page 173</p> <p>1 DR. WHEATLEY-PHILLIP: Ms. Sanner, you can go</p> <p>2 ahead.</p> <p>3 MS. SANNER: That's correct. It basically</p> <p>4 would give them a view of their classroom. All of the</p> <p>5 students that are in their class and like a 360 view of</p> <p>6 the information that's related to those students.</p> <p>7 MR. KUEHN: Okay, because I know Cognos as a</p> <p>8 report writer, like it provides report data, right, and in</p> <p>9 essence you're just using it to provide data to 8,000</p> <p>10 teachers in ways that they want to see it or even in the</p> <p>11 standard way where they would click my class and boom they</p> <p>12 can just execute, right?</p> <p>13 MS. SANNER: Exactly. Cognos is a development</p> <p>14 tool. It's a blank slate that allows you to build</p> <p>15 customized dashboards and reports that meet the needs of</p> <p>16 BCPS. Basically we design it the way that we want the</p> <p>17 teachers to see the data.</p> <p>18 MR. KUEHN: Right. Okay.</p> <p>19 MR. MINUS: I also wanted to underscore that</p> <p>20 not just for teachers but also for principals, assistant</p> <p>21 principals, when we talk about Cognos, it is the platform</p>

<p style="text-align: right;">Page 174</p> <p>1 that allows our schools to truly dive in, interact with</p> <p>2 their school progress plans, looks at suspensions, looks</p> <p>3 at graduation, it can provide certain visualizations that</p> <p>4 we certainly want our schools to be able to have in terms</p> <p>5 of some leading data.</p> <p>6 MR. KUEHN: Okay, I would suggest, it seems</p> <p>7 like you're comfortable with this software. I would</p> <p>8 suggest that there are a lot of other packages out there</p> <p>9 that are powerful, but I'm not going to ask you guys to</p> <p>10 make such a change if this is where you've landed. I do</p> <p>11 have a question for Mr. Sarris. Since the ransomware</p> <p>12 attack basically knocked out the system that, system and</p> <p>13 this is replacing it, this access and this Cognos cost,</p> <p>14 would this be something that we would add to our insurance</p> <p>15 claim?</p> <p>16 MR. SARRIS: We have effectively used up the</p> <p>17 \$2 million in direct costs that our policy provides as</p> <p>18 well as the- the insurance funds that we have through MABE</p> <p>19 and so given that this is within our operating budget and</p> <p>20 with funds that we've already set aside for regular</p> <p>21 operations we would not be submitting this for a claim.</p>	<p style="text-align: right;">Page 176</p> <p>1 across BCPS and from external vendors and partners like</p> <p>2 MSDE and so that data is all combined and manipulated and</p> <p>3 then Cognos kind of sits on top of that and it's basically</p> <p>4 just an empty slate of a tool that allows us to build</p> <p>5 customized reports and data analytics that are driven</p> <p>6 towards whatever the audience is that we're trying to</p> <p>7 display and we have many different types of users. We</p> <p>8 have operations users like transportation. We have</p> <p>9 Central Office school-based leadership users that look at</p> <p>10 it from a system level lens that can draw all the way down</p> <p>11 to a school level and then we have school-based leaders</p> <p>12 and department chairs and things that look at their</p> <p>13 specific school and how their students are performing in</p> <p>14 achievement, in the climate area, what their stakeholders</p> <p>15 are saying about their school. So that's basically Cognos</p> <p>16 is an empty tool. We use it to develop customized</p> <p>17 analytics that we align to the strategic plan, that we</p> <p>18 align to MSDE as a measure that allow the schools and</p> <p>19 central offices to monitor the metrics that have been</p> <p>20 identified and how the schools are performing.</p> <p>21 MS. ROWE: Okay, so theoretically if we didn't</p>
<p style="text-align: right;">Page 175</p> <p>1 MR. KUEHN: All right, thank you.</p> <p>2 MR. SARRIS: You're welcome.</p> <p>3 CHAIR SCOTT: Thank you, Mr. Kuehn. Okay. Do</p> <p>4 I have a motion to approve item K1?</p> <p>5 MS. ROWE: Ms. Scott, I had a question in</p> <p>6 chat.</p> <p>7 CHAIR SCOTT: Who's speaking?</p> <p>8 MS. ROWE: Ms. Rowe.</p> <p>9 CHAIR SCOTT: Oh, I thought, I didn't see</p> <p>10 that. Okay, yes, go ahead.</p> <p>11 MS. ROWE: So, I've been listening to this and</p> <p>12 I realize that some of you know what this actually is and</p> <p>13 I would like someone to explain precisely what this</p> <p>14 software does, what research it's used for and exactly</p> <p>15 what type of information teachers are supposed to gain</p> <p>16 from this. Like, are we talking about academic</p> <p>17 achievement data?</p> <p>18 MS. SANNER: So I can speak to that and then</p> <p>19 if Dr. Wheatley-Phillip or Dr. Minus want to jump in they</p> <p>20 certainly can. We have an enterprise data warehouse that</p> <p>21 collects data from many different disparate data sources</p>	<p style="text-align: right;">Page 177</p> <p>1 want to rely solely on the state testing for third grade</p> <p>2 reading scores, you have a number of other metrics that</p> <p>3 you could all pull together to show us how many kids can</p> <p>4 and can't read and with what proficiency and other -- so</p> <p>5 theoretically the Board could be given data on things</p> <p>6 we're interested in through this system because you're</p> <p>7 collecting the data in a centralized source and therefore</p> <p>8 you can present the data to a customized audience. Is</p> <p>9 that what I'm hearing?</p> <p>10 DR. WHEATLEY-PHILLIP: So what I'll share, Ms.</p> <p>11 Rowe, is we can develop reports based on the data we have.</p> <p>12 So if we have state assessments then we are able to take</p> <p>13 the data from the state assessments and we can customize a</p> <p>14 report and schools are able to also request customized</p> <p>15 reports so they can look at their data. Cognos because</p> <p>16 it's an empty vessel, we decide what we put in it in terms</p> <p>17 of how we organize the information, but we can only use</p> <p>18 the data we have, so if we only have MAP data, we only</p> <p>19 have MCAP data, that's the only assessment, let's say for</p> <p>20 example those are the only ones we have, then we're only</p> <p>21 able to create reports based on those data feeds that we</p>

<p style="text-align: right;">Page 178</p> <p>1 have.</p> <p>2 MS. ROWE: So theoretically though you could</p> <p>3 show me a graph with MAP data and MCAP data and see if</p> <p>4 there's correlations between them? I mean I'm just using</p> <p>5 that as an example.</p> <p>6 DR. WHEATLEY-PHILLIP: Yes, yes.</p> <p>7 MS. ROWE: But if the Board were interested in</p> <p>8 examining if there's correlations between different</p> <p>9 things, we would be able to ask you to compile a report to</p> <p>10 do that because if we pay for this, this gives us that</p> <p>11 ability to analyze it. Is this what you're saying?</p> <p>12 DR. WHEATLEY-PHILLIP: We can customize</p> <p>13 reports based on the data we have using Cognos as an empty</p> <p>14 vessel, yes.</p> <p>15 MS. ROWE: Okay, thank you. That's all I</p> <p>16 have.</p> <p>17 DR. WILLIAMS: And just to add to that, a part</p> <p>18 of moving forward, I shared with the Board some tentative</p> <p>19 dates around student achievement and what DRAA can then do</p> <p>20 as they have those reports they can do the analysis and we</p> <p>21 can present those analysis as we had planned not only to</p>	<p style="text-align: right;">Page 180</p> <p>1 CHAIR SCOTT: Thank you. Okay, it looks like</p> <p>2 we have a question from Ms. Jose.</p> <p>3 MS. JOSE: No, I was going to move the previous</p> <p>4 question, Ms. Scott, but if you're going to take the vote,</p> <p>5 I'll save time.</p> <p>6 CHAIR SCOTT: Okay, yes. So do I have a</p> <p>7 motion to approve item K1?</p> <p>8 MR. OFFERMAN: So moved, Offerman.</p> <p>9 CHAIR SCOTT: Thank you. Is there a second?</p> <p>10 Oh, no second is required because it comes from committee</p> <p>11 and may I have a rollcall vote, please?</p> <p>12 MS. GOVER: Ms. Rowe?</p> <p>13 MS. ROWE: Yes.</p> <p>14 MS. GOVER: Ms. Causey?</p> <p>15 MS. CAUSEY: Abstain.</p> <p>16 MS. GOVER: Ms. Mack?</p> <p>17 MS. MACK: Yes.</p> <p>18 MS. GOVER: Mr. McMillion?</p> <p>19 MR. MCMILLION: Yes.</p> <p>20 MS. GOVER: Ms. Jose?</p> <p>21 MS. JOSE: Yes.</p>
<p style="text-align: right;">Page 179</p> <p>1 the Board not only on designated times when data points</p> <p>2 are available but also I'm going to go back to the need</p> <p>3 for the reports at the school level, so our school</p> <p>4 leadership teams, our administrators, our principals, our</p> <p>5 teachers, our team leaders can have access to reports to</p> <p>6 understand how they're doing compared to other schools,</p> <p>7 compared to the state, compared to if there's a national</p> <p>8 assessment, and so the request is to use this platform to</p> <p>9 generate the reports and then DRAA would do the analyses</p> <p>10 based on what we know about the data to then share of</p> <p>11 course with the Board, stakeholders and our schools. I</p> <p>12 think the point is that this is a tool to get to the</p> <p>13 analysis that DRAA will continuously do based on their</p> <p>14 work in those several divisions there. So this is an</p> <p>15 excellent tool for us and this is what we lost and this is</p> <p>16 what we want to get to and this is something that our</p> <p>17 staff have had comfort level in going to the website and</p> <p>18 pulling up these - if I got it right - pulling up these</p> <p>19 data reports, but that's in addition to the analyses that</p> <p>20 we will be bringing back to the Board based on your Board</p> <p>21 goals related to student achievement.</p>	<p style="text-align: right;">Page 181</p> <p>1 MS. GOVER: Ms. Henn?</p> <p>2 MS. HENN: Abstain.</p> <p>3 MS. GOVER: Mr. Muhumuza?</p> <p>4 MR. MUHUMUZA: Yes.</p> <p>5 MS. GOVER: Mr. Offerman?</p> <p>6 MR. OFFERMAN: Yes.</p> <p>7 MS. GOVER: Ms. Pasteur?</p> <p>8 MS. PASTEUR: Yes.</p> <p>9 MS. GOVER: Mr. Kuehn?</p> <p>10 MR. KUEHN: Yes.</p> <p>11 MS. GOVER: Dr. Hager?</p> <p>12 DR. HAGER: Abstain.</p> <p>13 MS. GOVER: Ms. Scott?</p> <p>14 MS. SCOTT: Yes.</p> <p>15 MS. GOVER: Favor is 9.</p> <p>16 CHAIR SCOTT: Motion carries. Thank you. The</p> <p>17 next item on the agenda is the report on staff recruitment</p> <p>18 and retention and for that I call on Ms. Lowry.</p> <p>19 MS. LOWRY: Thank you, Ms. Scott. So good</p> <p>20 evening, Board members. Thank you for the opportunity to</p> <p>21 present information this evening concerning the</p>

<p>Page 182</p> <p>1 collaborative efforts between the Division of 2 Organizational Effectiveness and Human Resources to 3 attract, recruit, and retain a qualified, highly 4 effective, and diverse work force. I will be copresenting 5 this evening with Homer McCall, Director of Staffing and 6 Dr. Candace Logan-Washington, Executive Director, Equity 7 and Cultural Proficiency. Next slide, please. In July 8 2020, this Board adopted a new strategic plan for the 9 system, the Compass, our pathway to excellence. Our goal 10 is to have a highly effective qualified employee in every 11 position. Next slide, please. Each year school systems 12 across the country are finding it harder to recruit 13 candidates for various teacher vacancies created through 14 resignations. This is partially due to the pipeline of 15 new teacher candidates dwindling. As you can see in this 16 graph, the overall national trend in teacher preparation 17 programs is on the decline. The state of Maryland is 18 largely an importer of teacher candidates each year with 19 61 percent of all new hires new to teaching and experience 20 being prepared at universities outside of Maryland. Next 21 slide, please. As we continue the work of diversifying</p>	<p>Page 184</p> <p>1 points. During the same time, the proportion of black 2 students and students of all other ethnicities increased 3 by nearly 10 and 15 percentage points. In contrast, the 4 percentage of BCPS teachers who are white remained above 5 80 percent; the portion of black teachers increased by 6 less than 2 percentage points, and all teachers of other 7 ethnicities increased by a bit over 3 percentage points. 8 Although we have seen gradual movement, our efforts must 9 remain focused on moving towards matching student data. 10 Next slide, please. When comparing BCPS to Maryland 11 school systems similar in size and student composition, 12 the other systems have more diversity among their teaching 13 staff. In BCPS, more than 4 in 5 or 80 percent classroom 14 teachers identify themselves as white. The only other 15 system of comparable size which approaches that estimate 16 is Montgomery County with nearly 3 in 4 or 75 percent of 17 their teacher work force self-identified as white. In 18 addition, each of the other school systems have larger 19 percentages of their teaching population who identified as 20 a race, ethnicity other than white or black. Next slide, 21 please. Throughout the 2019-2020 school year, 467 BCPS</p>
<p>Page 183</p> <p>1 our teacher workforce, I would like to bring to your 2 attention to the BCPS 2019-2020 teacher demographics as 3 displayed in the bar graph. As we see, over 90 percent of 4 the elementary teachers are female. That number drops to 5 roughly 70 percent in middle schools and nearly 60 percent 6 at the high school level. Overall 80 percent of all BCPS 7 teachers are white. Black teachers make up a little over 8 10 percent of the BCPS teacher work force. Only around 5 9 percent of all BCPS teachers are members of any race, 10 ethnicity, other than black or white. Due to the 11 ransomware attack in November 2020, data for the current 12 school year is delayed at this time as it is not available 13 beyond this point displayed. Next slide, please. When 14 comparing BCPS student demographics to that of BCPS 15 teachers, populations of color are notably 16 underrepresented. This underrepresentation is 17 particularly important as BCPS becomes increasingly 18 diverse each year. The composition of the BCPS teaching 19 staff has not kept pace with changing student 20 demographics. Across a 20 year span, the proportion of 21 white BCPS students decreased by nearly 30 percentage</p>	<p>Page 185</p> <p>1 classroom teachers resigned from their positions. 2 Consistent with the overall composition of BCPS teachers, 3 most of the resignations were white teachers - 364. 4 Despite having the largest number of resignations, the 5 rate of white teachers who resigned was lower than their 6 colleagues within all other racial ethnic groups. Latino 7 teachers evidenced the greatest resignation rate with over 8 10 percent resigning within the 2019-2020 academic year. 9 Next slide, please. The composition of all BCPS new 10 teacher hires while more proportional than the overall 11 teacher demographics still results in several racial 12 ethnic groups being underrepresented. Across the three 13 most recent years, white candidates were over two-thirds 14 of all BCPS newly hired teachers. About one-fifth of all 15 newly hired teachers are black and all other races and 16 other ethnicities represent approximately 10 percent of 17 all BCPS new teacher hires. Next slide, please. When 18 examining the number of years teachers are employed by 19 BCPS, it is found that over three-quarters of all 20 resignations occur within the first five years of 21 employment. Among those teachers who leave within the</p>

<p style="text-align: right;">Page 186</p> <p>1 first five years, the average length of employment is 2.3 2 years. In addition, over a quarter, 27.2 percent of 3 teachers who resign within their first five years, leave 4 at some point during the first year. Next slide, please. 5 During the three consecutive school years from 2015 to 6 2016 to 2017-2018, a higher percentage of middle school 7 teachers resigned than elementary and high school 8 teachers. This table shows the percentage of resignations 9 by teacher positions. The highlighted cells emphasize 10 those groups of teachers with a percentage of resignations 11 higher than the mean percentage of resignations for that 12 school year. Next slide, please. In 2018-2019 and 13 2019-2020, over 40 percent of resignations occurred 14 because the teacher is leaving BCPS for another employment 15 opportunity. This percentage is highest among white 16 teachers and lowest among Latino teachers. Black and 17 Latino former BCPS teachers have notably higher rates of 18 not providing a reason for their departure than their 19 white colleagues. Next slide, please. Prior to COVID, 20 Dr. Williams charged the Divisions of Human Resources and 21 Organizational Effectiveness with updating our teacher</p>	<p style="text-align: right;">Page 188</p> <p>1 with you how we have partnered with the Office of Equity 2 to examine our practices and align with the system's 3 equity policy. Next slide, please. 4 DR. LOGAN-WASHINGTON: Thank you, Maria. To 5 support the goals of Compass area 3 high performing 6 workforce, equity and action commitments, the Division of 7 Human Resources has partnered with the Division of 8 Organizational Effectiveness to develop a professional 9 learning plan that's geared to understand and interrupt 10 inequitable employment practices and redesign hiring 11 processes grounded in policy 0100 equity. These 12 operational partnerships and beliefs are foundational to 13 taking our work from theory to practice and applying an 14 equity lens to each and every decision-making process with 15 the Compass in focus. The plan outlines the professional 16 learning, support, technical assistance and shifts that 17 change deliberate practices that support our families and 18 our community. Next slide, please. I want to introduce 19 Homer McCall, Director of Staffing, who will share with 20 you the key actions we have taken so far to attract, 21 recruit and retain a highly qualified and diverse work</p>
<p style="text-align: right;">Page 187</p> <p>1 recruitment, onboarding, and retention practices. The 2 divisions worked collaboratively with stakeholders from 3 PAR, the Office of Certification, the Office of Teacher 4 Development, and the Division of School Support to 5 organize a work group to analyze new hire data, plan 6 workshops for new hires and train school-based staff on 7 how to best support new hires. We continue to have open 8 and honest conversations about what practices should 9 continue, what we need to change and what we should 10 disrupt. It is important to have these open and honest 11 conversations of reflection using the equity lens. In 12 addition, we have convened stakeholder groups for feedback 13 and action teams to address disparities and outcomes we 14 see in our process. The systems improvement team for 15 staffing and recruitment will work together to address 16 disparities in our recruitment, retention, staffing 17 standards and promotional pathways. These action teams 18 are comprised of various members of Team BCPS and are 19 committed to understanding and improving recruitment and 20 staffing outcomes. At this time, I would now like to pass 21 the presentation to Dr. Candace Logan Washington to share</p>	<p style="text-align: right;">Page 189</p> <p>1 force. 2 MR. MCCALL: Thank you, Candace. Good 3 evening. Baltimore County Public Schools participates in 4 over 60 university visits as well as a host of other 5 recruitment events locally and nationally. Due to COVID, 6 we've had to shift how we do the work of recruiting as 7 many colleges and universities have shifted their teacher 8 recruitment fairs to virtual platforms. This year, we 9 have scheduled and continue to update our participation 10 not only at the virtual job fairs but also meeting the 11 students in their classrooms. We have expanded our 12 efforts into classrooms of education majors as well as 13 classrooms of our critical need areas such as Math, 14 Science, and Engineering Technology. In addition to our 15 own BCPS diversity fairs, the Division of Human Resources 16 continues to develop stronger partnerships with our 17 historically black colleges and universities locally and 18 nationally. We are always seeking new and innovative ways 19 to expand those endeavors with current and other HBCUs. 20 Our current list of HBCU partnerships include locally 21 Morgan State and Koeppen (phonetic) State. Regionally</p>

<p style="text-align: right;">Page 190</p> <p>1 Buoy (phonetic) State, Howard University and the</p> <p>2 University of Maryland Eastern Shore. Nationally Hampton</p> <p>3 University, Norfolk State, Virginia State, North Carolina</p> <p>4 A&T, and Alabama A&M University. In addition to our HBCUs</p> <p>5 there are currently 45 Master's degrees, certification,</p> <p>6 and certificate cohort programs with the colleges and</p> <p>7 universities shown here on this slide with whom we partner</p> <p>8 that are designed to meet the critical need areas in BCPS.</p> <p>9 Furthermore, there are currently 77 active BCPS</p> <p>10 professional development school sites that provide for an</p> <p>11 exchange of professional learning between school-based</p> <p>12 faculty and college and university faculty as well as</p> <p>13 clinical experiences for beginning practitioners. With</p> <p>14 the collaborative efforts of organizational effectiveness,</p> <p>15 BCPS has added two new PDS partnerships with Morgan State</p> <p>16 University. In addition, BCPS is working on a cohort</p> <p>17 proposal for 2021-2022 with Buoy State University and</p> <p>18 Morgan State University. This year, BCPS has participated</p> <p>19 in the National Association of Colleges and Employers HBCU</p> <p>20 Summit bridging college to employment. This year</p> <p>21 representing BCPS included Principal Jewel Ralph, HR</p>	<p style="text-align: right;">Page 192</p> <p>1 sake of time, this video is on our website, so I would</p> <p>2 encourage you to visit our website to see this video, can</p> <p>3 we move to the next slide then, please? Thank you. In</p> <p>4 addition to our teacher recruitment onboarding and</p> <p>5 retention workgroup, in the work of our staffing</p> <p>6 recruitment system improvement team we have many other</p> <p>7 initiatives in place to attract recruit and retain a</p> <p>8 qualified teacher workforce. I would just to highlight a</p> <p>9 few. We continue to develop a systemwide teacher</p> <p>10 retention plan through the collaborative work of the</p> <p>11 teacher recruitment, onboarding and retention workgroup.</p> <p>12 We continue to highlight the school system's equity work</p> <p>13 to assist with the recruitment and retention of a diverse</p> <p>14 teaching staff. We also host teachers of color</p> <p>15 recruitment fairs which our own diversity fair is</p> <p>16 currently scheduled for May 14. Using the data collected</p> <p>17 by the PAR (phonetic) program to collaborate with</p> <p>18 colleges, local colleges and universities, in ways to</p> <p>19 strengthen the preparation programs and better assist</p> <p>20 teachers during their first three years. We continue to</p> <p>21 provide professional learning for school leadership teams</p>
<p style="text-align: right;">Page 191</p> <p>1 Officer Tiffany Harris, and yours truly, Homer McCall.</p> <p>2 The summit, which was very informative, included panelists</p> <p>3 and attendees from both the public and private sector.</p> <p>4 The overarching purpose of this summit was to facilitate</p> <p>5 connections between HBCU faculty and students with</p> <p>6 employer organizations who are committed to diversifying</p> <p>7 their work force. As mentioned, due to COVID, we have</p> <p>8 been limited to our face-to-face recruitment efforts.</p> <p>9 However, we have been participating virtually and have</p> <p>10 included various BCPS employees who are alumni of</p> <p>11 institutions to assist in our recruitment efforts as we</p> <p>12 have done face-to-face. These efforts have been fruitful</p> <p>13 as students see themselves in employees' shoes and feel</p> <p>14 even more at ease to ask questions. In addition to this</p> <p>15 recruitment effort, our office has partnered with the</p> <p>16 office of communications to produce a series of Why I</p> <p>17 Teach videos to obtain several BCPS teacher perspectives</p> <p>18 on why I became an educator. The next slide is just one</p> <p>19 of several we'd like to share with you this evening. Next</p> <p>20 slide, please. There should be sound to this. Jerry, do</p> <p>21 you have the sound, it looks like it's muted? For the</p>	<p style="text-align: right;">Page 193</p> <p>1 on how to collaborate and plan for new teacher support.</p> <p>2 We provide professional development opportunities in areas</p> <p>3 of need and interest to teachers, specifically a course</p> <p>4 called Beyond Behavior has been developed to offer</p> <p>5 teachers support with classroom management strategies,</p> <p>6 understanding social-emotional learning, trauma informed</p> <p>7 instruction and multi-tiered systems of support.</p> <p>8 Participants leave that class with a behavior plan for</p> <p>9 their classroom. We continue to analyze exit survey data</p> <p>10 to determine additional support needs for new teachers at</p> <p>11 the system and school-based levels and to aid in the</p> <p>12 design of the new educator orientation, review and renew</p> <p>13 onboarding practices, also responsibly design new educator</p> <p>14 orientation and include the opportunity for teachers hired</p> <p>15 throughout the school year to engage in a new educator</p> <p>16 orientation prior to their start date and continue to</p> <p>17 promote self care by offering mindfulness sessions.</p> <p>18 Consulting teachers lead sessions and new educator</p> <p>19 orientation and after school workshops and the Office of</p> <p>20 Teacher Development provides professional learning on</p> <p>21 coaching skills for consulting teachers. The Office of</p>

<p style="text-align: right;">Page 194</p> <p>1 Teacher Development and the Office of Certification 2 collaborate to develop cohort programs and college 3 university programs that meet system needs as well as 4 teacher recertification needs. The Office of 5 Certification provides new hires with information about 6 certification requirements and the Office of Teacher 7 Development advises new hires on how to find individual 8 courses needed to maintain certification. The Office of 9 Certification has created cohorts of educational support 10 personnel to pursue careers in teaching, AKA Grow Our Own 11 program. We offer four student scholarships each year to 12 students interested in pursuing a teaching career with 13 BCPS and committed to four years of teaching service to 14 BCPS. Over the last three years, we have continued our 15 partnership with the Office of CTE to build our Teacher 16 Academy of Maryland program. In addition, this 17 partnership has included Towson University which provides 18 our students with access to a Summer experience taking an 19 Intro to Teaching course on their campus. This experience 20 concludes with a presentation to the students and their 21 families on the teacher educator program offered at Towson</p>	<p style="text-align: right;">Page 196</p> <p>1 presentation. We do have some board members that have 2 some questions. We'll first start with Mr. McMillion. 3 MR. MCMILLION: Great, thank you. I have two 4 questions, one for Mrs. Lowry and one for Mr. McCall. 5 Mrs. Lowry, I'm trying to understand and it sounds like 6 there's a echo, I'm trying to understand slide 8 and 9 and 7 I've combined those numbers just to try to understand in 8 2018-19, am I interpreting it right out of 418 teachers we 9 lost 78.7 percent of those? 10 MS. LOWRY: So are you referring to slide 9 11 there? 12 MR. MCMILLION: Yes. 13 MS. LOWRY: Yes, these are teacher 14 resignations by number for each of these years, so during 15 that year, these were the in and outs over that period of 16 the year, so these were teachers that had anywhere between 17 0 and 5 years of experience for that year. 18 MR. MCMILLION: So the piece I'm trying to 19 understand, we hired from slide 8, we hired 789 during the 20 year 2018 and 19 so I'm having difficulty figuring out 21 where you came up with that 78 percent.</p>
<p style="text-align: right;">Page 195</p> <p>1 University and the BCPS HR office providing information on 2 teaching careers with BCPS including the opportunity for 3 an advanced teacher contract. To help attract teacher 4 applicants to BCPS, we work with the Office of 5 Communication to promote teaching in our system through 6 the creation of Why I Teach videos. This is by no means 7 an all-inclusive list as recruitment and retention is an 8 ever-evolving process particularly when there are fewer 9 people nationally who are choosing education as a 10 profession. Next slide, please. In closing, as we 11 continue the work of focus area three of the Compass, our 12 pathway to excellence, high performing work force and 13 alignment of human capital, we are mindful of our purpose 14 which is to recruit, retain, a qualified, highly 15 effective, and diverse work force. We are committed to 16 using an equity lens in our recruitment, hiring, retention 17 and promotional processes. We believe that every child, 18 regardless of race, will benefit from a highly effective 19 and diverse teacher work force. With that, we would like 20 to thank you for your time this evening. 21 CHAIR SCOTT: Thank you very much for the</p>	<p style="text-align: right;">Page 197</p> <p>1 MS. LOWRY: The number that you're looking at 2 that is the 789 is the total number of new hires that 3 year, but again on that, the other slide that has 418, 4 that could be teachers who have worked one day or teachers 5 who have worked 5 years, so the slide on slide 8 is the 6 total number of people walking in the door that we hired 7 on that given year. This other number is teachers over 8 the period of they've been us in BCPS for 0 to 5 years. 9 MR. MCMILLION: Okay, that's for another 10 topic, another session, but the 78 number it just seems 11 high, but I'll go on. Mr. McCall, when you talked about 12 your work group with those universities and colleges, has 13 there been any discussion about a virtual certification 14 for educators? Now it appears that all of those colleges 15 and universities have educational programs, but any 16 discussion about training a teacher to be a virtual 17 teacher? Thank you. In addition to all of the other 18 requirements. Thank you. 19 MR. MCCALL: That's a very good question. As 20 a matter of fact, I -- we do partner with the Office of 21 Teacher Development and I'm sure much of that conversation</p>

<p style="text-align: right;">Page 198</p> <p>1 has been held with my colleagues in that particular office</p> <p>2 with the colleges and universities that develop the PDSs</p> <p>3 or at least work with the PDSs with our schools within</p> <p>4 BCPS, so much of that conversation when it comes to</p> <p>5 teacher training primarily is through the Office of</p> <p>6 Teacher Development and I'd be happy to get more</p> <p>7 information for you on that topic.</p> <p>8 MR. MCMILLION: Thank you both, thank you.</p> <p>9 CHAIR SCOTT: Thank you.</p> <p>10 DR. WILLIAMS: So just to add, there has been</p> <p>11 conversation with the universities about that platform of</p> <p>12 virtual teaching, particularly when universities had to be</p> <p>13 on remote learning and we had interns and student teachers</p> <p>14 and so I'm sure as we continue to partner with our</p> <p>15 universities more conversations. We are talking about our</p> <p>16 needs, they are talking about how they are developing</p> <p>17 their programs, so those conversations will continue to</p> <p>18 happen. That is a great question, thank you for asking</p> <p>19 that.</p> <p>20 MR. MCMILLION: Thank you.</p> <p>21 CHAIR SCOTT: Thank you. Oh, okay, it looks</p>	<p style="text-align: right;">Page 200</p> <p>1 experience that they receive in the classroom. What I</p> <p>2 would like at this point, Ms. Beelski (phonetic) is with</p> <p>3 us, I would like her to share some of what she has done to</p> <p>4 address exactly what you're mentioning here in that she</p> <p>5 has gone out to some of our colleges to talk about these</p> <p>6 authentic type of opportunities so that when we have them</p> <p>7 available to come to us when they get to that point in</p> <p>8 their instruction that we are able to provide that</p> <p>9 authentic opportunity in our classrooms. Ms. Beelski?</p> <p>10 MS. BEELSKI: Thank you, Ms. Lowry. We have</p> <p>11 really taken advantage of this opportunity as the PAR</p> <p>12 program and I oversee the work of the 48 consulting</p> <p>13 teachers so we've taken the opportunity to really</p> <p>14 understand the fact that since last March and moving into</p> <p>15 this school year and beyond, new teachers coming in to us</p> <p>16 next year will have a bigger learning curve because of the</p> <p>17 lack of opportunity for being in person, so consulting</p> <p>18 teachers, my program and consulting teachers have been</p> <p>19 working with the local colleges and universities and</p> <p>20 really working with those teachers as far as what it will</p> <p>21 look like when you become that teacher in person in real</p>
<p style="text-align: right;">Page 199</p> <p>1 like we have Ms. Mack.</p> <p>2 MS. MACK: Yes, thank you, Ms. Scott. As with</p> <p>3 many other industries, people learn how to do something in</p> <p>4 a classroom and then they go to do it and they learn more</p> <p>5 on the job, so my question is around what arrangements do</p> <p>6 we have with some colleges or all colleges for student</p> <p>7 teachers, teaching opportunities in actual classrooms? Do</p> <p>8 we have the same arrangement with all colleges that we</p> <p>9 pull the same number of teachers and if so, how many</p> <p>10 colleges do we pull from for student teaching?</p> <p>11 MS. LOWRY: So, Ms. Mack, I want to go back to</p> <p>12 the first part that you asked about, the opportunities</p> <p>13 that are available to some of our students</p> <p>14 MS. MACK: I'm sorry, let me clarify, Ms.</p> <p>15 Lowry, I'm talking about incoming teachers because</p> <p>16 teachers often tell me that, you know, they sit in a</p> <p>17 classroom, they learn about education but they learn more</p> <p>18 when they spend a semester or whatever the requirement is,</p> <p>19 student teaching.</p> <p>20 MS. LOWRY: Sure. I would agree with you in</p> <p>21 that that is a very different experience than the</p>	<p style="text-align: right;">Page 201</p> <p>1 time and every, in the Fall of every school year, for the</p> <p>2 first two weeks of school before consulting teachers ever</p> <p>3 have a case load, we do what we call the Blitz and they go</p> <p>4 into classrooms across our system and talk to new teachers</p> <p>5 about what will your classroom look like, how will you</p> <p>6 convey procedures, how will you make connections with</p> <p>7 kids, how will you learn about the neighborhood in which</p> <p>8 you're working, so we are really all about being proactive</p> <p>9 and recognizing the fact that we're in a different time</p> <p>10 and place, and that we as a cadre have to make sure that</p> <p>11 we're meeting the needs of these new teachers in a</p> <p>12 complete different arena than we've had in the past. So</p> <p>13 we've worked really hard with that and we're looking</p> <p>14 forward to the Summer work in preparation for those new</p> <p>15 teachers next Fall and in collaboration with</p> <p>16 organizational development and what they do with new</p> <p>17 educator orientation to sort of pull our efforts together</p> <p>18 in order to make sure that we set every new teacher up for</p> <p>19 success.</p> <p>20 MS. MACK: Thank you for that, Ms. Beelski. I</p> <p>21 think my question predates the pandemic though and</p>

<p style="text-align: right;">Page 202</p> <p>1 actually predates a teacher being hired. I'm talking 2 about the student teaching opportunity. Are we working 3 with all colleges to offer student teaching opportunities? 4 And again, forget the pandemic, I'm talking about when a 5 teacher comes in and teaches with an experienced teacher. 6 Do we have the same agreement if it requires an agreement 7 with all colleges to pull from as many of the colleges 8 mentioned earlier for student teaching opportunities 9 before a person even graduates from a college? 10 MS. LOWRY: We do, Ms. Mack. We have actually 11 two meetings with the local colleges. One is in the 12 Spring early and then there is another one that happens, 13 it's early in the Fall and essentially that is led by our 14 Office of Organizational Effectiveness and Ms. Debbie 15 Piper meets with the representatives from the colleges and 16 during those meetings we talk about our opportunities to 17 welcome these student teachers into our buildings, these 18 are our teachers that are willing to work with the student 19 teachers and support them through that process. There are 20 some schools where they're looking for a specific 21 opportunity for a group of students based upon what their</p>	<p style="text-align: right;">Page 204</p> <p>1 student teachers to again answer questions and to help to 2 prepare them for that experience. 3 MS. MACK: Thank you and I did have one follow 4 up question to Mr. McMillion's question. On that slide 11 5 provides the reasons teachers leave and Mr. McMillion was 6 focused on the 0 to 5 year resignations -- do we have any 7 data on that particular subset of teachers, why they're 8 leaving? 9 MS. LOWRY: On the 0 to 5? 10 MS. MACK: Yes. 11 MS. LOWRY: We could pull some of that data 12 for you. Unfortunately, I don't have access to that data 13 right now at this time, so as you notice all of this data 14 is previous data that we submitted to MSDE, this was all 15 pulled from MSDE's site, I just can't, I'm not able to 16 access our data right now due to the ransomware attack, 17 but as we are able to free up that information, we could 18 work to provide greater detail from our own systems. As 19 far as the reasons that teachers cite for leaving, when 20 the teachers complete their exit survey, as you can see, 21 these areas where the teachers are marked with the</p>
<p style="text-align: right;">Page 203</p> <p>1 program of study is. They don't all necessarily start on 2 the very same day, there is some slight adjustment there. 3 We also have a few students that are not able to work 4 student teaching into the traditional schedule that their 5 school offers, so they have worked out some individual 6 site locations where they've been able to go into our 7 schools and have those opportunities. We then meet with 8 them as we're finishing out the student teaching 9 experience to offer feedback back to those colleges as far 10 as here is what we've collected from our teachers, here's 11 how this experience went, what can we do to make it a more 12 enriching experience the following year? We've also had 13 Ms. Beelski and her team have gone to some of the colleges 14 to provide some feedback based upon data that they've 15 collected about the first-year teacher experience so that 16 they can try to adjust what they're providing at the 17 college level to better prepare the students before they 18 even come to us for student teaching. Mr. McCall has just 19 gone over to Towson University rather recently, if he 20 wants to share about any of those experiences, but met in 21 the classrooms with those students who are going to become</p>	<p style="text-align: right;">Page 205</p> <p>1 asterisks, they are a group of teachers that did not 2 respond, they didn't leave a reason, so we are working to 3 in addition to the current exit survey that we have, 4 trying to do a more face-to-face, more personal type of an 5 interview to be able to collect data. If they're not 6 filling out the exit survey, we've got to work with them 7 using different tools because we can't improve if we don't 8 hear from them what's causing this, so that level of 9 conversation and interaction is extremely important. Even 10 those that don't state a reason, we are attempting to 11 reach out to them, to contact them. Ms. Beelski can also 12 share some of the work that her CTs have done particularly 13 with our newer teachers that leave us because they do also 14 do some coaching and mentoring to better understand what 15 could we have done better to prevent you from being in 16 this place where you feel like you have to exit. Because 17 that's the information that's going to help us to continue 18 to grow and improve and remove some of these barriers that 19 make people feel like they've got to leave to address the 20 problems that they're having. 21 MS. MACK: Well, thank you for that answer,</p>

<p style="text-align: right;">Page 206</p> <p>1 Ms. Lowry, and thank you for the presentation.</p> <p>2 DR. WILLIAMS: Let me just make a reminder to</p> <p>3 staff, we have several of the Board members with</p> <p>4 questions. If we can keep our responses succinct because</p> <p>5 I'm looking at who else wants to ask questions and we've</p> <p>6 got other things.</p> <p>7 CHAIR SCOTT: We have about four more Board</p> <p>8 members who have questions.</p> <p>9 DR. WILLIAMS: Yeah.</p> <p>10 CHAIR SCOTT: Okay, next is Mr. Offerman.</p> <p>11 MR. OFFERMAN: I will email my question.</p> <p>12 Thank you.</p> <p>13 CHAIR SCOTT: Okay, thank you Mr. Offerman.</p> <p>14 Next we have Mr. Muhumuza.</p> <p>15 MR. MUHUMUZA: I had several questions, but</p> <p>16 I'm going to just keep it to one. For the teaching</p> <p>17 scholarships that you mentioned for graduating seniors, I</p> <p>18 would like to know how much is usually awarded. How much</p> <p>19 of scholarship funds are usually awarded a year? How many</p> <p>20 students are usually recipients of said scholarships? And</p> <p>21 also does this scholarship have set not requirements but</p>	<p style="text-align: right;">Page 208</p> <p>1 MS. PASTEUR: Okay, I will do the same, I'll</p> <p>2 email a couple, but first of all, I want to start with the</p> <p>3 question Ms. Mack asked about the relationship with</p> <p>4 colleges and student teaching, I'm not sure I got, I</p> <p>5 recognize that you talk to people at the schools, but I</p> <p>6 didn't feel complete in hearing your answer about how many</p> <p>7 actually come to our system to do their student teaching</p> <p>8 and what that diversity spectrum looks like for them, so</p> <p>9 you can just give a quick answer or just email it, but I</p> <p>10 really would like to know, how many are actually coming to</p> <p>11 our system now and from where they're coming and what the</p> <p>12 diversity looks like. Do you want to address any of that</p> <p>13 now, or do you want to just send it in writing, Ms. Lowry?</p> <p>14 MS. LOWRY: I'll do a high level real quick.</p> <p>15 I believe the last numbers that I received from Ms. Piper</p> <p>16 for this Spring were 600 and I can get you the total</p> <p>17 amount for the year, I believe it was around 1400 and I</p> <p>18 can work with Ms. Piper to see if we have the breakdown by</p> <p>19 race. I'm not sure if we have that, but I can definitely</p> <p>20 give you the breakdown by school and the number per</p> <p>21 school. So I'll send it to you.</p>
<p style="text-align: right;">Page 207</p> <p>1 years, what the recipients have to serve as teachers in</p> <p>2 Baltimore County? I know like other scholarships, I think</p> <p>3 military for example if you're awarded a scholarship you</p> <p>4 would have to serve five years for example, so do we have</p> <p>5 that kind of requirement.</p> <p>6 DR. WILLIAMS: Mr. Muhumuza, thank you.</p> <p>7 MS. LOWRY: So</p> <p>8 DR. WILLIAMS: Go ahead, Ms. Lowry.</p> <p>9 MS. LOWRY: I can answer that pretty quickly</p> <p>10 for you. We offer four of those scholarships each year</p> <p>11 and the scholarship is \$4,000 for each of the four years</p> <p>12 that the student is in school and then they are committing</p> <p>13 to teaching to Baltimore County Public Schools for four</p> <p>14 years. We have a scholarship committee that receives</p> <p>15 those scholarship applications and reviews those and</p> <p>16 identifies the students that are recipients.</p> <p>17 MR. MUHUMUZA: Yes, and I will email the other</p> <p>18 questions later.</p> <p>19 MS. LOWRY: Thank you.</p> <p>20 CHAIR SCOTT: Thank you, Mr. Muhumuza. Next,</p> <p>21 we have Ms. Pasteur.</p>	<p style="text-align: right;">Page 209</p> <p>1 MS. PASTEUR: By school would be great. And</p> <p>2 very quickly, can you just describe what was done to</p> <p>3 support first year and even second year teachers? It's</p> <p>4 tough enough face-to-face, tough virtually, but our</p> <p>5 first-year teachers are just going in to meet their</p> <p>6 students live so they have a whole different paradigm</p> <p>7 shift, can you just give us an overview of what has been</p> <p>8 done to support them, please?</p> <p>9 MS. LOWRY: Ms. Beelski?</p> <p>10 MS. BEELSKI: Absolutely. Thank you. When we</p> <p>11 learned that the pandemic was going to shut down schools,</p> <p>12 I pulled the 48 consulting teachers together quickly and</p> <p>13 we did intensive training on what hybrid teaching and</p> <p>14 learning looks like. We did probably two straight weeks</p> <p>15 of major training with them so that they knew how to best</p> <p>16 support their clients. They went in obviously at a hybrid</p> <p>17 level initially, I mean virtual initially and then most</p> <p>18 recently back into a hybrid model but they really learned</p> <p>19 how to coach from a virtual model. They learned how to</p> <p>20 conduct reflective conversations. We prepared them as</p> <p>21 best we possibly could for those conversations and for</p>

<p style="text-align: right;">Page 210</p> <p>1 engagement in such a different environment and atmosphere.</p> <p>2 So the consulting teachers had an incredibly receptive</p> <p>3 response from new teachers. We do do client surveys twice</p> <p>4 a year and I'd be happy to share them with Ms. Lowry and</p> <p>5 -- well, I do share them with Ms. Lowry and she could</p> <p>6 share them with all of you as far as how clients responded</p> <p>7 to the supports that they received in a very unique</p> <p>8 learning environment.</p> <p>9 MS. PASTEUR: And may we see that information</p> <p>10 as well? I'd like to hear what first-year teachers say</p> <p>11 about this experience.</p> <p>12 DR. WILLIAMS: Sure, we'll be happy to follow</p> <p>13 up with that request.</p> <p>14 MS. BEELSKI: Absolutely, sure.</p> <p>15 CHAIR SCOTT: Thank you. Next, we have Ms.</p> <p>16 Causey.</p> <p>17 MS. CAUSEY: Good evening. Thank you, Madame</p> <p>18 Chair. I just wanted to thank staff for this report. Per</p> <p>19 Board policy these reports are supposed to come to the</p> <p>20 Board so that we can evaluate our role in working with the</p> <p>21 superintendent and I do have a number of questions but</p>	<p style="text-align: right;">Page 212</p> <p>1 MS. JOSE: Thank you, Ms. Scott. Thank you</p> <p>2 for the presentation. It was. I have a lot of questions.</p> <p>3 In the interest of time I will be emailing them, but real</p> <p>4 quick about the cohort program and this is something I've</p> <p>5 asked in the contracts as well, we do have some cohort</p> <p>6 program with HBCUs, what are we doing to include more</p> <p>7 HBCUs like Howard University and other local mid-Atlantic</p> <p>8 HBCUs to help recruitment efforts to form contracts as</p> <p>9 well, is that something that we are looking into and</p> <p>10 secondly what kind of support, this is to segue off of</p> <p>11 what Ms. Pasteur said, what kind of support are we</p> <p>12 providing to our teachers of color that are currently in</p> <p>13 the system? Thank you.</p> <p>14 MS. LOWRY: Sure, so I can -- I'll start with</p> <p>15 what we're doing with our work for the cohorts. We are</p> <p>16 continuing our work with Organizational Effectiveness and</p> <p>17 one of the things that we are trying to do is branch out</p> <p>18 with our cohorts to try to get more involvement from our</p> <p>19 HBCUs not just locally but to see what we can do to spread</p> <p>20 out, especially since we've had these other opportunities</p> <p>21 virtually. Candace, I don't know if you also want to</p>
<p style="text-align: right;">Page 211</p> <p>1 given the time I will email them and then I had a</p> <p>2 question, Madame Chair and Dr. Williams, will the</p> <p>3 questions that are submitted by Board members due to time,</p> <p>4 will those be printed and attached to Board docs?</p> <p>5 CHAIR SCOTT: I'm sure they can be. I don't</p> <p>6 see why there would be any reason why they would not be.</p> <p>7 MS. CAUSEY: Okay, and is there a deadline for</p> <p>8 us to submit those?</p> <p>9 CHAIR SCOTT: The questions? No. I don't</p> <p>10 believe there is a deadline. Only thing I could see is if</p> <p>11 the information isn't available. I believe I heard Ms.</p> <p>12 Lowry say there was something she didn't have access to or</p> <p>13 wasn't available, but I'm sure they would let us know when</p> <p>14 they could get us the information and the answers to our</p> <p>15 questions.</p> <p>16 DR. WILLIAMS: Sure, if you have questions,</p> <p>17 please submit them to me as normal and we will follow up,</p> <p>18 thank you.</p> <p>19 MS. CAUSEY: Thank you.</p> <p>20 CHAIR SCOTT: Thank you. And next it looks</p> <p>21 like we have Ms. Jose.</p>	<p style="text-align: right;">Page 213</p> <p>1 speak of what your office has done to support us with our</p> <p>2 new teachers of color and some of the work that your</p> <p>3 office has been doing to support them.</p> <p>4 MS. LOGAN-WASHINGTON: Absolutely, so</p> <p>5 beginning in, I guess last Spring, we instituted a</p> <p>6 self-care for teachers of color and ways that we provide</p> <p>7 support and development opportunities for teachers of</p> <p>8 color within the district so we are on the second, pretty</p> <p>9 much towards the second part of that series, so it was</p> <p>10 something that was new this year that we ran, so it was a</p> <p>11 support structure for teachers of color. We also hold</p> <p>12 affinity structures for our leaders where they can discuss</p> <p>13 different things that come up around your race and your</p> <p>14 identity and working in the system and also the work of</p> <p>15 the system's improvement teams where we isolate race and</p> <p>16 have conversations in isolation about the difference that</p> <p>17 differences make within the ways that we support employees</p> <p>18 as they journey through their careers in BCPS, so those</p> <p>19 are just a few things that we're doing and as Maria stated</p> <p>20 we work hand in hand to develop structures that support</p> <p>21 teachers across the system.</p>

<p>Page 214</p> <p>1 MS. JOSE: Thank you and I will forward some</p> <p>2 more of my questions, Dr. Williams, to you, the more</p> <p>3 detailed ones, thank you.</p> <p>4 CHAIR SCOTT: Thank you, Ms. Jose.</p> <p>5 DR. WILLIAMS: I would just like to thank our</p> <p>6 team for presenting. I know this was postponed before to</p> <p>7 Mr. McCall, Mrs. Lowry and Dr. Logan-Washington, thank you</p> <p>8 for being here and Ms. Joell Beelski, I apologize if I</p> <p>9 butchered that last name, please forgive me, but thank you</p> <p>10 for being here and thank you for the presentation. Again</p> <p>11 to the Board, this is the work that we need to do to</p> <p>12 recruit the best and the brightest and we are competing</p> <p>13 with other school systems and as Ms. Lowry said, we</p> <p>14 sometimes have to go outside of the state of Maryland and</p> <p>15 we are working as the Board requested to look at our pay</p> <p>16 scale to look at how we can make things a little more</p> <p>17 attractive for our staff and to make BCPS a career. We</p> <p>18 get them in and let's keep them. So this is a work of a</p> <p>19 system improvement team, but thank you for those who were</p> <p>20 here this evening for presenting and again this is</p> <p>21 exciting work and what we're trying to do and where we</p>	<p>Page 216</p> <p>1 and accountability of the school system and it's the</p> <p>2 method by which our vision and mission is carried out.</p> <p>3 The general scope of work of the Office of Internal Audit</p> <p>4 is to determine whether the school system's control and</p> <p>5 governance processes as designed and represented by</p> <p>6 management are adequate and functioning in a manner to</p> <p>7 ensure that risks are identified and addressed,</p> <p>8 information is accurate, reliable, and timely, compliance</p> <p>9 is achieved, resources are acquired economically, used</p> <p>10 effectively, and adequately protected, and legislative or</p> <p>11 regulatory issues affecting the school system are</p> <p>12 recognized and addressed properly. The office currently</p> <p>13 reports to the Board of Education and meets monthly with</p> <p>14 the Board's Audit Committee. We annually seek the</p> <p>15 feedback and approval of the Board Audit Committee prior</p> <p>16 to the implementation of our plan. Any major deviations</p> <p>17 from the plan are brought to the audit committee for</p> <p>18 discussion and approval. The office is comprised of ten</p> <p>19 individuals. In addition to myself and the assistant</p> <p>20 chief auditor, there are two audit managers and six senior</p> <p>21 auditors. A variety of experienced certifications and</p>
<p>Page 215</p> <p>1 were and where we're trying to get to, so thank you.</p> <p>2 CHAIR SCOTT: Thank you, Dr. Williams, and</p> <p>3 also thank you everyone who participated in this</p> <p>4 presentation, it was very informative and as Dr. Williams</p> <p>5 said, it was pushed back. We were to have this</p> <p>6 presentation in March and this was one of the agenda items</p> <p>7 that was pushed back but it is very important and thank</p> <p>8 you again. So, the next item on the agenda is the report</p> <p>9 on internal audit services to the Board and the</p> <p>10 consideration of the audit committee charter and the</p> <p>11 Office of the Internal Audit Charter and for that I call</p> <p>12 on Ms. Barr and Mr. McMillion.</p> <p>13 MS. BARR: Good evening and thank you for the</p> <p>14 opportunity tonight to provide a brief overview of the</p> <p>15 office and the services it provides to assist the Board</p> <p>16 with the review and approval of the internal audit charter</p> <p>17 and the audit committee charter. Our mission is to</p> <p>18 provide independent objective quality audit and</p> <p>19 investigatory services to strengthen the integrity,</p> <p>20 quality and effectiveness of the school system. Our annual</p> <p>21 strategic work plan plays a vital role in the governance</p>	<p>Page 217</p> <p>1 licenses are held by the office members. The average</p> <p>2 combined years of experience for the staff is</p> <p>3 approximately 20 years ranging from a low of 16 years to a</p> <p>4 high of 36 years. In addition to experience in government</p> <p>5 audit and accounting, office members have experience in</p> <p>6 the fields of engineering, public accounting, healthcare,</p> <p>7 banking, manufacturing, and K-12 education. The average</p> <p>8 combined years of experience at BCPS is approximately 16</p> <p>9 years ranging from a low of 16 years to a high of 35</p> <p>10 years. In addition to government auditing experience in</p> <p>11 BCPS, staff members also gain government audit experience</p> <p>12 at Clifton Larson Allen (phonetic), the Office of</p> <p>13 Legislative Auditors, the State of Iowa, Michigan</p> <p>14 Department of Treasury, and Anne Arundel and Baltimore</p> <p>15 County governments. In the office we have five certified</p> <p>16 public accounts, seven certified fraud examiners, five</p> <p>17 certified government auditing professionals, five</p> <p>18 certified internal auditors, one certified information</p> <p>19 systems auditor, one charter global management accountant,</p> <p>20 one certified business manager, and seven of us were</p> <p>21 trained in the Reed technique of interrogation, interview</p>

<p style="text-align: right;">Page 218</p> <p>1 and behavior analysis. Two individuals have Masters in 2 Accounting and Accounting and Information Systems and two 3 are currently pursuing on their Masters, one in School 4 Business Leadership and the other in Public 5 Administration. The number of BCPS graduates in the 6 office is 7 out of 10. We have several active 7 professional members and they include the institute of 8 internal auditors, the Association of Certified Fraud 9 Examiners, the Association of Local Government Auditors, 10 The American Institute of Certified Public Accountants, 11 the Charter Global Management Accountant, the Information 12 Systems Audit and Control Association and the Maryland 13 Government Finance Officer Association. We work 14 independently but with other BCPS departments and offices 15 to ensure that resources and priorities are aligned to 16 minimize duplication and to ensure that key risks are 17 addressed. Regular meetings are held with the audit 18 committee, the superintendent, general counsel, senior 19 executive director of business management and planning, 20 the executive director of fiscal services, and the chief 21 human resource officer. Additionally, strong professional</p>	<p style="text-align: right;">Page 220</p> <p>1 Services Unit and the Investigative Unit. The audit 2 activities completed by the Audit Services Unit including 3 risk-based audits, continuous monitoring projects, school 4 activity fund audits, procurement card audits, and follow 5 ups. Specific examples of each category include the 6 completion of the Board and superintendent expenditure 7 reviews, three year cash analysis of all schools, follow 8 ups to school activity fund and procurement card audits 9 that had findings, the monitoring of management's 10 corrective action plans to the FY 19 UHY audit, the FY 20 11 OLA audit, and the FY 20 MSDE state aid audit. The 12 investigative unit has the primary responsibility to 13 administer the BCPS fraud waste and abuse hotline and 14 conduct investigations of reported allegations. The 15 hotline is operated by a third-party administrator, 365 16 days a year, 7 days a week, 24 hours a day. The types of 17 allegations typically investigated by our office include 18 falsification of records, misuse of company property or 19 resources, payroll fraud, inappropriate procurement and 20 purchasing practices, and theft. Additionally, our office 21 is also instrumental in the recovery of restitution</p>
<p style="text-align: right;">Page 219</p> <p>1 relationships exist with the state of Maryland Office of 2 the Inspector General for Education, the Baltimore County 3 Office of the State's Attorney, the Office of the County 4 Auditor for Baltimore County and our counterparts in other 5 local education agency internal audit departments 6 including Anne Arundel, Hartford, Howard, Montgomery, and 7 Prince Georges County as well as Baltimore City. Our 8 office uses a variety of technological resources to 9 complete our strategic work plan. The use of electronic 10 work papers has contributed to improved productivity, 11 effective information and file sharing and timely quality 12 control of work papers and reports. The use of data 13 analysis and extraction software improves our efficiency 14 in the completion of audits and investigations. In 15 addition, we use client surveys to obtain feedback related 16 to our audit process and the staff completes project 17 evaluations at the end of each major project that 18 identifies the strengths and areas of improvement needed 19 for the next audit. To accomplish our office goals of 20 integrity, quality, and effectiveness, we provide services 21 to the Board and BCPS through the operation of the Audit</p>	<p style="text-align: right;">Page 221</p> <p>1 through the Court system for lost assets. We also attend 2 required staff development activities to maintain licenses 3 and certifications, Board and committee meetings and 4 complete general office activities such as our annual work 5 plan, SOPs, payroll and office budget monitoring. We 6 track the number of audits, reviews, follow ups, 7 investigations completed each year. As of March 31, 2021, 8 111 risk-based audits, reviews, and follow ups have been 9 completed and 55 investigations have been closed. Our 10 audit activity results and investigation statistics are 11 reported monthly at our audit committee meetings and 12 quarterly to the Board. Additionally, once approved we 13 are ready to resume the posting of our audit reports to 14 the BCPS website and submit our quarterly investigation 15 reports directly to Board members. Our office follows 16 standards in the completion of our audits, reviews, and 17 investigations from the Institute of Internal Auditors, 18 the Association of Local Government Auditors and the 19 Association of Certified Fraud Examiners. These standards 20 are recognized internationally and are recommended to be 21 followed by internal audit departments. Consequently, we</p>

<p style="text-align: right;">Page 222</p> <p>1 reviewed and used guidance from these organizations to 2 update the office of internal audit charter and to develop 3 the first ever audit committee charter. The Institute of 4 Internal Auditors model internal audit activity charter, 5 the Institute of Internal Auditors position paper on the 6 internal audit charter, the AICPA benefits of audit 7 committees and audit committee charters for government 8 entities and the ALGA audit committee guidance were 9 considered in the completion of the two charters submitted 10 for your review this evening. We also reviewed the 11 charters of our LEA counterparts and other government 12 organizations such as the US Government Accountability 13 Office, the City of San Diego, the University of Delaware 14 and the University System of Maryland to determine current 15 practices in the field. An internal audit charter is 16 important because it establishes internal audits position 17 within the organization including reporting lines, access 18 to records, people, property, and the scope of internal 19 audit activities. It should be approved by the governing 20 body and agreed to by senior management. At a minimum the 21 charter should include internal audits purpose, mission,</p>	<p style="text-align: right;">Page 224</p> <p>1 committee chair and committee members for their 2 contribution to the update of the Internal Audit charter 3 and the development of the first ever audit committee 4 charter. I would also like to thank the current audit 5 committee chair and committee members for their continued 6 support in the adoption of both charters. Thank you also 7 to Chairwoman Scott, Vice-Chair Henn, and Dr. Williams for 8 placing these topics on this evening's agenda. This 9 concludes my report at this time and I will take any 10 questions you may have. 11 CHAIR SCOTT: Next, I believe we are to hear 12 from Mr. McMillion. 13 MR. MCMILLION: Ms. Barr, thank you very much 14 for that presentation. I would like to point out to the 15 viewing public that I became Chair of the Audit Committee 16 on February 2021. Therefore, I was responsible for 17 working with Ms. Barr to organize the February, March, and 18 April meetings. At the January 13, 2021 audit committee 19 meeting, the committee voted to bring both charters to the 20 Board for its approval. Therefore, the Office of Internal 21 Audit Charter is being forwarded to the full Board with a</p>
<p style="text-align: right;">Page 223</p> <p>1 authority, responsibility, its independent reporting 2 relationships and the scope of responsibilities. An audit 3 committee charter sets out the authority of the audit 4 committee to carry out the responsibilities established 5 for it by the Board. Typical audit committees have a role 6 in the oversight of financial reporting and accounting, 7 the external auditor, regulatory compliance, the 8 effectiveness of the internal control process, internal 9 audit, and risk management. The audit committee should 10 work with management, internal auditors and the external 11 auditor to provide appropriate oversight. If effectively 12 designed, the audit committee can be a strategic partner 13 in conducting quality audits, improving government 14 relations and achieving transparency. Both charters were 15 reviewed and discussed at four audit committee meetings, 16 were submitted to Board legal counsel for review, and all 17 members of the office reviewed and provided feedback for 18 each iteration of both charters. At its January 13, 2021 19 meeting, the audit committee voted to bring both charters 20 to the Board for its approval. On behalf of the Office of 21 Internal Audit, I would like to thank the former audit</p>	<p style="text-align: right;">Page 225</p> <p>1 recommendation of the committee for approval. At this 2 time, does the Board have any questions? 3 CHAIR SCOTT: Are there any questions from 4 Board members? Okay, hearing none, may I have a motion to 5 approve the Office of Internal Audit Charter as presented 6 by the Audit Committee? 7 MS. ROWE: So moved. 8 CHAIR SCOTT: Thank you, it sounds like it was 9 moved by Ms. Rowe. No second is needed as it comes from 10 the committee. Any discussion? Okay. Hearing none, may 11 I have a rollcall vote, please? 12 MS. PASTEUR: No, I have one. Wait. I just 13 can't get to the chat. 14 CHAIR SCOTT: Do you have a question, Ms. 15 Pasteur? 16 MS. PASTEUR: I just have a comment. I just 17 want to thank Ms. Barr and Mr. McMillion because they are 18 so very clear the reports during the meeting and tonight 19 make the audit committee make sense and in context so I 20 just want to say thank you. Thanks, Ms. Scott. 21 CHAIR SCOTT: Thank you, Ms. Pasteur. Ms.</p>

<p style="text-align: right;">Page 226</p> <p>1 Gover, may I have a rollcall vote, please?</p> <p>2 MS. GOVER: Ms. Rowe?</p> <p>3 MS. ROWE: Yes.</p> <p>4 MS. GOVER: Ms. Causey?</p> <p>5 MS. CAUSEY: Yes.</p> <p>6 MS. GOVER: Ms. Mack?</p> <p>7 MS. MACK: Yes.</p> <p>8 MS. GOVER: Mr. McMillion?</p> <p>9 MR. MCMILLION: Yes.</p> <p>10 MS. GOVER: Ms. Jose?</p> <p>11 MS. JOSE: Yes.</p> <p>12 MS. GOVER: Ms. Henn?</p> <p>13 MS. HENN: Yes.</p> <p>14 MS. GOVER: Mr. Offerman?</p> <p>15 MR. OFFERMAN: Yes.</p> <p>16 MS. GOVER: Ms. Pasteur?</p> <p>17 MS. PASTEUR: Yes.</p> <p>18 MS. GOVER: Mr. Kuehn?</p> <p>19 MR. KUEHN: Yes.</p> <p>20 MS. GOVER: Dr. Hager?</p> <p>21 DR. HAGER: Yes.</p>	<p style="text-align: right;">Page 228</p> <p>1 MS. CAUSEY: Yes.</p> <p>2 MS. GOVER: Ms. Mack?</p> <p>3 MS. MACK: Yes.</p> <p>4 MS. GOVER: Mr. McMillion?</p> <p>5 MR. MCMILLION: Yes.</p> <p>6 MS. GOVER: Ms. Jose?</p> <p>7 MS. JOSE: Yes.</p> <p>8 MS. GOVER: Ms. Henn?</p> <p>9 MS. HENN: Yes.</p> <p>10 MS. GOVER: Mr. Offerman?</p> <p>11 MR. OFFERMAN: Yes.</p> <p>12 MS. GOVER: Ms. Pasteur?</p> <p>13 MS. PASTEUR: Yes.</p> <p>14 MS. GOVER: Mr. Kuehn?</p> <p>15 MR. KUEHN: Yes.</p> <p>16 MS. GOVER: Dr. Hager?</p> <p>17 DR. HAGER: Yes.</p> <p>18 MS. GOVER: Ms. Scott?</p> <p>19 MS. SCOTT: Yes.</p> <p>20 MS. GOVER: Thank you.</p> <p>21 CHAIR SCOTT: Thank you. The motion carries.</p>
<p style="text-align: right;">Page 227</p> <p>1 MS. GOVER: Ms. Scott?</p> <p>2 MS. SCOTT: Yes.</p> <p>3 MS. GOVER: Thank you.</p> <p>4 CHAIR SCOTT: Thank you.</p> <p>5 MR. MCMILLION: At the same January 13, 2021</p> <p>6 meeting, the committee voted to bring the Audit Committee</p> <p>7 charter to the Board for its approval. This charter is</p> <p>8 being forwarded to the full Board without a recommendation</p> <p>9 of the committee for their review and approval. At this</p> <p>10 time, does the Board have any questions?</p> <p>11 CHAIR SCOTT: Any questions? Okay. May I</p> <p>12 have a motion to approve the Audit Committee Charter as</p> <p>13 presented by the Audit Committee?</p> <p>14 MS. PASTEUR: So moved, Pasteur.</p> <p>15 CHAIR SCOTT: Do I have a second?</p> <p>16 MS. ROWE: Second, Rowe.</p> <p>17 CHAIR SCOTT: Thank you. Any discussion? May</p> <p>18 I have a rollcall vote, please?</p> <p>19 MS. GOVER: Ms. Rowe?</p> <p>20 MS. ROWE: Yes.</p> <p>21 MS. GOVER: Ms. Causey?</p>	<p style="text-align: right;">Page 229</p> <p>1 MR. MCMILLION: Thank you for your cooperation.</p> <p>2 CHAIR SCOTT: Oh, it looks like. I'm just</p> <p>3 seeing that Ms. Causey you have a comment after the vote.</p> <p>4 MS. CAUSEY: Thank you, Madame Chair, I just</p> <p>5 wanted to say thank you for Mr. McMillion to bring this</p> <p>6 out and Ms. Barr and the audit team's work on this and</p> <p>7 also to appreciate Ms. Rowe who was the prior chair of the</p> <p>8 audit committee and she did tremendous work on this and I</p> <p>9 think it's going to be very effective and helpful for the</p> <p>10 school system for the future. Thank you.</p> <p>11 CHAIR SCOTT: Thank you, Ms. Causey. The next</p> <p>12 item on the agenda is the update on Board committees.</p> <p>13 Committee agendas and documents can be found on Board docs</p> <p>14 under committee name and first is Mr. McMillion.</p> <p>15 MR. MCMILLION: All I have to say is our next</p> <p>16 meeting is, if I'm not mistaken, is May 11th, it's a</p> <p>17 Tuesday at 4:30, so please tune in virtually, thank you.</p> <p>18 CHAIR SCOTT: Thank you, Mr. McMillion. Next</p> <p>19 we will hear from the newly formed Budget Committee, Ms.</p> <p>20 Henn.</p> <p>21 MS. HENN: Thank you, Madame Chair. So our</p>

<p style="text-align: right;">Page 230</p> <p>1 inaugural meeting is tomorrow the 21st at 5:00. I am 2 excited to be working with Mr. Tantleff and committee 3 members Ms. Jose, Vice-Chair Ms. Pasteur, Mr. McMillion 4 and Ms. Mack, so please join us and tune in our for our 5 first meeting. Thank you. 6 CHAIR SCOTT: Thank you. Next, we have 7 Building and Contracts and for that I call Ms. Jose. 8 MS. JOSE: Thank you, Ms. Scott. There are no 9 updates from the Building and Contracts Committee since we 10 did not have a meeting today, but I would like to remind 11 Board members that the contracts are published a week 12 prior to the Building and Contracts committee meeting and 13 to look through those and ask questions in emails prior to 14 the Board meeting so we can be effective during our main 15 session of the Board meetings and are not bogged down by 16 questions, so thank you for that. 17 CHAIR SCOTT: Thank you, Ms. Jose. Next we 18 have Ms. Pasteur with the curriculum committee. 19 MS. PASTEUR: The curriculum committee in April 20 presented, had a presentation on Ready, on the Ready to 21 Read Act by Ms. Shay, Craft, and Wolf. We also started,</p>	<p style="text-align: right;">Page 232</p> <p>1 results of the equity team survey. So a really good 2 meeting, we learned a lot and looking at ways to work 3 together and bring things together, so thank you, that's 4 my report. Next is Legislative and Government Relations 5 Committee, Ms. Pasteur. 6 MS. PASTEUR: Thank you. We met on April 8th. 7 Mr. Bazemore gave us an update on Kerwin and the Bill to 8 Learn. Of course, they have to have the schedule for roll 9 out. That schedule has to be realigned because of the 10 time lost. He also presented on the House and Senate 11 local bills. I made a presentation from MABE really 12 focusing on how similar all of the systems are. We are 13 not an anomaly in this state. And our next meeting will 14 be May the 6th, it is the General Assembly Wrap Up. Thank 15 you. 16 CHAIR SCOTT: Thank you, Ms. Pasteur. And 17 lastly is me again, Policy Review Committee and we met 18 April 19th and we reviewed Policy 1270 Parent and Family 19 Engagement. WE reviewed Policy 4004, Evaluations and we 20 also reviewed Policy 5130, Withdrawal from School Prior to 21 Graduation as well as Policy 5470, Wellness where we again</p>
<p style="text-align: right;">Page 231</p> <p>1 they started a presentation on a writing program also by 2 Ms. Shay, Ms. Craft, Ms. Wolf, Ms. Wicks and we are still 3 in the process of getting questions and getting more 4 answers from our March meeting which was on the 3Ds, 5 dyslexia, dyscalculia, and dysgraphia. And our next 6 meeting will be May the 20th, I believe, yes, May the 7 20th. Thank you. 8 CHAIR SCOTT: Thank you, Ms. Pasteur. And the 9 next update is from me on the Equity Committee and we met 10 on the, on April 15th and we discussed, we had a great 11 presentation from staff on the discussion of 12 social-emotional learning, reopening presentations and 13 support that is offered to teachers from Dr. Nieves and 14 Dr. Zarchin and we also discussed the reopening cohorts, 15 all phases, what that looks like, again from Dr. 16 Logan-Washington, Dr. McComas, and Ms. Legeman and we saw 17 and we heard from Dr. Hager who used her other hat to 18 share with us models of advisory councils and wellness 19 councils and how we can work to do that to incorporate 20 that at BCPS and expand on what we've done and then we had 21 a discussion of district-wide analysis and metrics and the</p>	<p style="text-align: right;">Page 233</p> <p>1 spoke about wellness supports and that actually kind of 2 dovetailed into what we had also done on the Equity 3 Committee, so the next Policy Review Committee meeting 4 will be Wednesday, April 28th at 1:00 p.m. Thank you. 5 Okay, so the next item on the agenda is Board member 6 comments and with that we will start with Ms. Rowe. 7 MS. ROWE: I would just like to say to TABCO 8 and the teachers, I hear your frustration, parents, I hear 9 your frustrations and hopefully we can all work together 10 to try to make the school system a place where people are 11 not angry at us all the time for so many things. Thank 12 you. 13 CHAIR SCOTT: Thank you, Ms. Rowe. Next is Ms. 14 Causey. 15 MS. CAUSEY: Thank you, Madame Chair. I will 16 defer until the end. 17 CHAIR SCOTT: You're saying you don't want to 18 give your Board member comments or, I'm sorry, confused. 19 MS. CAUSEY: I will defer my Board member 20 comments until the end. 21 CHAIR SCOTT: Okay, but it's going in the order</p>

<p style="text-align: right;">Page 234</p> <p>1 of the dais and you're second. So you want to change the 2 order, you want to go at the end. 3 MS. CAUSEY: Yes, ma'am, I'm requesting that, 4 please. 5 CHAIR SCOTT: Okay. All right, we'll go to 6 Ms. Mack. 7 MS. MACK: In the interest of time I am going 8 to waive Board member comments, thank you. 9 CHAIR SCOTT: Okay, Mr. McMillion. 10 MR. MCMILLION: Just a few brief comments. I 11 attended a football game on Saturday. It was the first 12 time since Baltimore County started football in the Fall 13 of 1966, 55 years ago, that we had Spring football. I was 14 very excited to see that. I really wasn't a proponent of 15 an abbreviated season to begin with; however, in 16 retrospect, I think it was wonderful that the Fall 17 athletes had an opportunity to play an abbreviated 18 schedule this Spring. Spring athletics started on Monday, 19 it runs through June 17th, it's going to be a wonderful 20 Spring season even though it's supposed to rain tomorrow 21 and I'd like to thank the county executive, Dr. Johnny</p>	<p style="text-align: right;">Page 236</p> <p>1 CHAIR SCOTT: Thank you, Ms. Henn. Next, Mr. 2 Muhumuza. 3 MR. MUHUMUZA: My comments are to two groups 4 which is our high school seniors and also our teachers. To 5 our seniors, I just want to congratulate you all on the 6 tremendous work you have been doing. I know some have 7 relayed messages of concerns about not having senior 8 celebrations and I would like to let you know that I've 9 been communicating those concerns to superintendent and 10 appropriate staff members, but I still want to make sure 11 that whatever comes, whatever happens, just know that all 12 of your accomplishments weren't for nothing, all of your 13 hard work these past 12 years is something that is 14 tremendous. And to our teachers, I know these are hard 15 times. You all have worked above and beyond, as I don't 16 know if many of you know, I am a barista at Starbuck's and 17 prior to it being closed down due to the spike in cases we 18 would have teachers come in grading and I just remember 19 this one teacher, I believe she goes to (indiscernible) 20 State and she would come in at 1:00 p.m. when I start my 21 shift and doesn't leave until 8:00 p.m. when the store</p>
<p style="text-align: right;">Page 235</p> <p>1 Ochefsky (phonetic) for adding the athletic directors to 2 the budget, to our budget and a 12 month position. I 3 worked that position for 25 years, I know the amount of 4 hours that are put in by those athletic directors and 5 especially this year considering that the athletic 6 directors were pushed out in front of the school system 7 reopening. So they deserve that thank you very much Dr. 8 Ochefsky. Thank you. 9 CHAIR SCOTT: Thank you, Mr. McMillion. Next 10 is Ms. Jose. 11 MS. JOSE: Ms. Scott, I will defer to the end 12 after Ms. Causey and before you, thank you. 13 CHAIR SCOTT: Okay. Next is Ms. Henn. 14 VICE-CHAIR HENN: Thank you, Madame Chair. So 15 Madame Chair, I'd like to thank you as well as Dr. 16 Williams for some conversations this week with the Board 17 leadership team. I think these are tough times on 18 everyone and our staff and our fellow Board members are 19 looking to us to come together and to lead the way and I 20 appreciate the conversations and the open honest dialogue 21 during some tough times so thank you both.</p>	<p style="text-align: right;">Page 237</p> <p>1 closes and she has a booklet of grading, coming up lessons 2 and stuff like that, that's the dedication teachers put in 3 day in and day out and I just want to recognize those 4 individuals, thank you. 5 CHAIR SCOTT: Thank you, Mr. Muhumuza. Next is 6 Mr. Offerman. 7 MR. OFFERMAN: I would like to thank all of the 8 BCPS employees for all of their hard work but particularly 9 those members of the staff who are working on getting the 10 schools open. It's an extremely difficult task under a 11 lot of pressure, I just want to give you my thanks. 12 CHAIR SCOTT: Thank you, Mr. Offerman. Next, 13 Ms. Pasteur. 14 MS. PASTEUR: I want to ditto that. I really 15 do thank you to the custodians and the cafeteria workers, 16 the groundsmen, the central office personnel for 17 everything you're doing to make sure that excellence, try 18 to make excellence happen for our children, parents for 19 what you're doing, but for those of you in the schoolhouse 20 unless you've been in one, you don't know what it's like 21 to teach in-person, doing instruction and class</p>

<p style="text-align: right;">Page 238</p> <p>1 management, what it's like to teach virtually and then 2 come back and have to do both at the same time. You are 3 mighty awesome administrators and teachers and I just 4 can't help myself and whether you can see all of me, this 5 is my standing ovation to you, can I get some joining 6 here, come on, we're standing up for you, you are awesome 7 and you deserve it, bravo, and thank you, thank you, and 8 seriously, I will come, you tell me where you are, if you 9 need a couple of extra hands to grade some papers or 10 whatever, I'll do it, I really will, come on, email me. 11 CHAIR SCOTT: Thank you, Mrs. Pasteur. Next we 12 have Mr. Kuehn. 13 MR. KUEHN: All right, I'm going to try and be 14 brief. Ms. Pasteur is always difficult to follow. The 15 first thing I want to say is we've started our final 16 quarter of the school year so kids good luck and you don't 17 have the much between you and the Summer. To the seniors 18 that are deciding on which college to head out to, I know 19 that you have just over, about a week and a half, and it's 20 an exciting time for you and your families and I wish you 21 all the best and I look forward to graduation, which I</p>	<p style="text-align: right;">Page 240</p> <p>1 student who receives the dedication, creativity, hard 2 work, positivity from so many teachers, staff and 3 administrators, it is definitely appreciated and valued 4 and so for those that don't feel that they're valued there 5 are thousands and tens of thousands, hundreds of thousands 6 of people in the county that do appreciate it. Also, I 7 want to acknowledge the county executive and appreciate 8 his budget announcement providing the record funding that 9 the Board and the superintendent requested which included 10 increased pay for staff and I appreciate that it included 11 the 15 minutes extra to the day. I do want to say that I 12 was, excuse me, that I did want to hear more about Delaney 13 High School and Towson High School and the funding that is 14 necessary there. I already mentioned earlier Policy 8120 15 about the responsibilities of the Board, and I am looking 16 forward to the superintendent's plan for the Fall, we know 17 that communication is something that been spoken to by our 18 stakeholders, constituents and appreciate the improvements 19 in that area, so thank you very much. 20 CHAIR SCOTT: Thank you. Next we have Ms. Jose. 21 MS. JOSE: Thank you, Ms. Scott. In the</p>
<p style="text-align: right;">Page 239</p> <p>1 believe will start in just over a month, so 2 congratulations, those are incredible accomplishments. I 3 know we'll meet before that, but I just wanted to get it 4 out now since I know that college decision is upon all of 5 us and congratulations to my daughter and her choice of 6 college. Thank you. 7 CHAIR SCOTT: Congratulations. Next we have 8 Dr. Hager. 9 DR. HAGER: I'm actually waiving my comments 10 for time but also dittoing my gratitude, so thank you. 11 CHAIR SCOTT: Okay. And next we have Ms. 12 Causey. 13 MS. CAUSEY: Thank you, Madame Chair. I'm going 14 to cut my remarks down, but I definitely echo the support 15 from colleague Board members from all of the staff that 16 are working so hard. I also want to acknowledge that I am 17 listening to the stakeholders, it is not possible to reply 18 individually to all of the input that we are receiving but 19 it is valued and it is important. To Ms. Sexton from 20 TABCO, speaking to the Board this evening, I understand 21 not by having done it, by understanding as a parent with a</p>	<p style="text-align: right;">Page 241</p> <p>1 interest of time, I'd just like to echo what Ms. Pasteur 2 said. Thank you to Dr. Williams and staff, all of our 3 teachers and principals, we see you, we hear you, we thank 4 you, and good night. 5 CHAIR SCOTT: Thank you. And I would like to 6 again echo everything that everyone really has said here. 7 Thank you to Dr. Williams, thank you to staff, thank you 8 to Board members for the work that you do. Thank you to 9 all of our teachers and to our students and everybody 10 going back, those who are virtual, those who are returning 11 and we're just very glad to be able to work together to 12 work on behalf of all of our students and all of our 13 children and everyone, so thank you. The next item on the 14 agenda is our information items which include information 15 on the BCPS expansion of in-person learning for identified 16 students. The next item on the agenda is consideration of 17 agenda items for future Board meetings. Board members 18 please note that items provided at past meetings have been 19 received and they are being reviewed, so this is where we 20 can give our input, what we would like to see on upcoming 21 board meetings, so with that we'll start first with Ms.</p>

<p style="text-align: right;">Page 242</p> <p>1 Rowe.</p> <p>2 MS. ROWE: I have nothing at this time, thank</p> <p>3 you.</p> <p>4 CHAIR SCOTT: Thank you, Ms. Rowe. Next we</p> <p>5 have Ms. Causey.</p> <p>6 MS. CAUSEY: Thank you, Madame Chair. What I</p> <p>7 would like to do is ask for an update on the agenda items</p> <p>8 that have been requested by Board members in the past and</p> <p>9 also where the placement is for them in the future, the</p> <p>10 consideration, we had started a process to provide that</p> <p>11 from Ms. Gover to the Board members so I think that would</p> <p>12 be helpful for all of the Board members to see where we</p> <p>13 are with the items we've already requested. Thank you.</p> <p>14 CHAIR SCOTT: Thank you, Ms. Causey. Next, Ms.</p> <p>15 Mack.</p> <p>16 MS. MACK: I don't have anything specific, but</p> <p>17 I would like to say that I appreciate seeing the weekly</p> <p>18 update that a number of items that I have requested will</p> <p>19 be scheduled in future Board meetings and that the</p> <p>20 schedule actually shows what will be discussed when. Thank</p> <p>21 you.</p>	<p style="text-align: right;">Page 244</p> <p>1 CHAIR SCOTT: Thank you. Dr. Hager.</p> <p>2 DR. HAGER: I wasn't going to add anything and</p> <p>3 then during the meeting tonight we heard several staff</p> <p>4 members mention things that were lost from the ransomware</p> <p>5 attack so perhaps this is planned already for the future,</p> <p>6 but at some point it would be good to see kind of where</p> <p>7 the gaps are and kind of a timeline for repairing things</p> <p>8 that have been lost, so just throwing that out there.</p> <p>9 CHAIR SCOTT: Thank you, Dr. Hager. And next</p> <p>10 is me and I don't have anything to add at this point in</p> <p>11 time. So the next item on the agenda is announcements. The</p> <p>12 Board's next hybrid meeting will be held on Tuesday, May</p> <p>13 4th at 6:30 p.m. At this time, we will adjourn open</p> <p>14 session and move back into closed session. Thank you for</p> <p>15 joining us tonight. May I have a motion to reconvene</p> <p>16 closed session?</p> <p>17 MS. PASTEUR: So moved, Pasteur.</p> <p>18 MS. MACK: So moved, Mack.</p> <p>19 CHAIR SCOTT: Do I have a second?</p> <p>20 MS. PASTEUR: Second, Pasteur.</p> <p>21 MS. CAUSEY: Second, Causey.</p>
<p style="text-align: right;">Page 243</p> <p>1 CHAIR SCOTT: Thank you. Mr. McMillion.</p> <p>2 MR. MCMILLION: Thank you. I'm very happy that</p> <p>3 the two audit charters were presented to the Board on the</p> <p>4 agenda but I would still like to find time for the</p> <p>5 quarterly reports from the audit committee. Thank you.</p> <p>6 CHAIR SCOTT: Thank you. Next, Ms. Jose.</p> <p>7 MS. JOSE: Thank you, Ms. Scott. Nothing at</p> <p>8 this time.</p> <p>9 CHAIR SCOTT: Ms. Henn.</p> <p>10 MS. HENN: Thank you, Madame Chair. Nothing to</p> <p>11 add at this time.</p> <p>12 CHAIR SCOTT: Okay. Mr. Muhumuza.</p> <p>13 MR. MUHUMUZA: Nothing to add at this time.</p> <p>14 CHAIR SCOTT: All right. Mr. Offerman.</p> <p>15 MR. OFFERMAN: Nothing at this time.</p> <p>16 CHAIR SCOTT: Okay. Ms. Pasteur.</p> <p>17 MS. PASTEUR: Just as a calendar tickler to Dr.</p> <p>18 Williams about the salary scale for the end of June. Thank</p> <p>19 you.</p> <p>20 CHAIR SCOTT: Okay, Mr. Kuehn.</p> <p>21 MR. KUEHN: I'll pass, thank you.</p>	<p style="text-align: right;">Page 245</p> <p>1 CHAIR SCOTT: Any discussion?</p> <p>2 MR. MUHUMUZA: Sorry, I have a question?</p> <p>3 CHAIR SCOTT: Yes?</p> <p>4 MR. MUHUMUZA: How long are we planning to be</p> <p>5 in closed session?</p> <p>6 CHAIR SCOTT: There's no specific time.</p> <p>7 Probably about 30 minutes or so.</p> <p>8 MR. MUHUMUZA: Can we -- I don't know if this</p> <p>9 is a motion or not, but can we impose like a 35 minute</p> <p>10 stop time?</p> <p>11 CHAIR SCOTT: For closed session?</p> <p>12 MR. MUHUMUZA: Yeah.</p> <p>13 CHAIR SCOTT: So would we do that in closed</p> <p>14 session or would we do that now? There's a motion on the</p> <p>15 floor right now to adjourn. Okay, so there's a motion.</p> <p>16 MR. MUHUMUZA: Is that appropriate? I move to</p> <p>17 amend the motion that is on the floor to impose a 35</p> <p>18 minute stop time during closed session.</p> <p>19 MS. JOSE: Second.</p> <p>20 CHAIR SCOTT: Okay, so the motion is that Mr.</p> <p>21 Muhumuza moved to impose a 35 minute stop time for closed</p>

<p style="text-align: right;">Page 246</p> <p>1 session and it was seconded by Ms. was that Ms. Jose?</p> <p>2 MS. JOSE: Yes.</p> <p>3 CHAIR SCOTT: Okay. Okay, so do we need -- I'm</p> <p>4 just a little bit curious, do I need to process first the</p> <p>5 motion to reconvene in closed session and then Mr.</p> <p>6 Muhumuza's - oh, okay, the amendment first? All right, so</p> <p>7 if we could go and do a rollcall vote to process the</p> <p>8 amendment to have a 35 minute hard stop for a closed</p> <p>9 session.</p> <p>10 MS. GOVER: Ms. Rowe?</p> <p>11 MS. ROWE: Yes.</p> <p>12 MS. GOVER: Ms. Causey? Ms. Causey</p> <p>13 MS. CAUSEY: Is this for Mr. Muhumuza's</p> <p>14 amendment?</p> <p>15 CHAIR SCOTT: Yes.</p> <p>16 MS. CAUSEY: No.</p> <p>17 MS. GOVER: Ms. Mack?</p> <p>18 MS. MACK: Yes.</p> <p>19 MS. GOVER: Mr. McMillion?</p> <p>20 MR. MCMILLION: Yes.</p> <p>21 MS. GOVER: Ms. Jose?</p>	<p style="text-align: right;">Page 248</p> <p>1 MS. PASTEUR: Second, Ms. Pasteur.</p> <p>2 CHAIR SCOTT: Oh, all right. And do we need to</p> <p>3 do another rollcall vote? All right, may I have a</p> <p>4 rollcall vote, please?</p> <p>5 MS. GOVER: Ms. Rowe?</p> <p>6 MS. ROWE: Yes.</p> <p>7 MS. GOVER: Ms. Causey?</p> <p>8 MS. CAUSEY: Yes.</p> <p>9 MS. GOVER: Ms. Mack?</p> <p>10 MS. MACK: Yes.</p> <p>11 MS. GOVER: Mr. McMillion?</p> <p>12 MR. MCMILLION: Yes.</p> <p>13 MS. GOVER: Ms. Jose?</p> <p>14 MS. JOSE: Yes.</p> <p>15 MS. GOVER: Ms. Henn?</p> <p>16 MS. HENN: Yes.</p> <p>17 MS. GOVER: Mr. Muhumuza?</p> <p>18 MR. MUHUMUZA: Yes.</p> <p>19 MS. GOVER: Mr. Offerman?</p> <p>20 MR. OFFERMAN: Yes.</p> <p>21 MS. GOVER: Ms. Pasteur?</p>
<p style="text-align: right;">Page 247</p> <p>1 MS. JOSE: Yes.</p> <p>2 MS. GOVER: Ms. Henn?</p> <p>3 MS. HENN: Yes.</p> <p>4 MS. GOVER: Mr. Muhumuza?</p> <p>5 MR. MUHUMUZA: Yes.</p> <p>6 MS. GOVER: Mr. Offerman?</p> <p>7 MR. OFFERMAN: Yes.</p> <p>8 MS. GOVER: Ms. Pasteur?</p> <p>9 MS. PASTEUR: Yes.</p> <p>10 MS. GOVER: Mr. Kuehn?</p> <p>11 MR. KUEHN: Yes.</p> <p>12 MS. GOVER: Dr. Hager?</p> <p>13 DR. HAGER: Yes.</p> <p>14 MS. GOVER: Ms. Scott?</p> <p>15 MS. SCOTT: Yes.</p> <p>16 MS. GOVER: Thank you.</p> <p>17 CHAIR SCOTT: Okay, thank you, the motion</p> <p>18 passes. And now may I have a motion to reconvene closed</p> <p>19 session as amended?</p> <p>20 MS. MACK: So moved, Mack.</p> <p>21 CHAIR SCOTT: Do I have a second?</p>	<p style="text-align: right;">Page 249</p> <p>1 MS. PASTEUR: Yes.</p> <p>2 MS. GOVER: Mr. Kuehn?</p> <p>3 MR. KUEHN: Yes.</p> <p>4 MS. GOVER: Dr. Hager?</p> <p>5 DR. HAGER: Yes.</p> <p>6 MS. GOVER: Ms. Scott?</p> <p>7 MS. SCOTT: Yes.</p> <p>8 MS. GOVER: Thank you.</p> <p>9 CHAIR SCOTT: The motion carries.</p>

CERTIFICATE

I certify that the foregoing is a correct transcript from the electronic sound recording of the proceedings in the above-entitled matter.

April 30, 2021

VIVIAN SAXE, CERT**D 631

DATE

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