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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC WORK SESSION OF THE
BOARD OF EDUCATION
REMOTE VIA BCPS LIVESTREAM
AND MICROSOFT TEAMS

OCTOBER 27, 2020

Transcribed by:
Paul A. Gasparotti

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<p>BOARD MEMBERS:</p> <p>Kathleen S. Causey, Board Chair</p> <p>Julie C. Henn, Vice Chair</p> <p>Moalie S. Jose</p> <p>Erin R. Hager</p> <p>Russell T. Kuehn</p> <p>Lisa A. Mack</p> <p>Rodney R. McMillion</p> <p>John H. Offerman, Jr.</p> <p>Cheryl E. Pasteur</p> <p>Lily P. Rowe</p> <p>Makeda Scott</p> <p>Joshua Muhumuza, Student Member</p>	<p>INDEX (Continued)</p> <p>Public Comments on Board Policy 8250</p> <p>Dayana Bergman.60</p> <p>Bash Pharoan.61</p> <p>New Business, Action Taken in Closed Session .64</p> <p>Report on School Climate and Safety.67</p> <p>Report on Reading. 114</p> <p>Report - Update on Water Sampling. 173</p> <p>Report - Update on Reopening of Schools. . . 206</p> <p>Board Committee Updates (Postponed). . . . 306</p> <p>Board Member Comments (Postponed). . . . 306</p> <p>Information - SAEAC Meeting Minutes of</p> <p>September 28, 2020. 306</p> <p>Agenda Setting 306</p> <p>Announcements. 309</p> <p>Adjournment. 309</p>
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<p>I N D E X</p> <p>Call to Order. 5</p> <p>Pledge of Allegiance/Moment of Silence . . . 5</p> <p>Consideration of the Agenda. 7</p> <p>New Business, Personnel Matters. 8</p> <p>New Business, Administrative Appointments. . 16</p> <p>Report on Board Policy 8250. 20</p> <p>Public Comments</p> <p>TABCO, Cindy Sexton24</p> <p>NAACP, Ray Mosley27</p> <p>GTCAC, Julie Miller-Breetz.29</p> <p>Bash Pharoan.33</p> <p>Dayana Bergman.35</p> <p>Allison Stuart.38</p> <p>Sharon Saroff41</p> <p>Carol Shulman43</p> <p>Tricia Lane-Forster46</p> <p>Christina Powell.50</p> <p>Megan Malone.53</p> <p>Darren Padillo.56</p>	<p>PROCEEDINGS</p> <p>CHAIRMAN CAUSEY: Good evening. I now</p> <p>call to order the Board of Education meeting of</p> <p>Tuesday, October 27th, 2020. I invite you to</p> <p>rise and recite the Pledge of Allegiance along</p> <p>with our Student Member of the Board</p> <p>Mr. Muhumuza. We will then have a moment of</p> <p>silence in recognition of those who have served</p> <p>education in Baltimore County, and this evening</p> <p>we will especially remember our former board</p> <p>member, Mr. Roger Hayden, who passed away a year</p> <p>ago. Mr. Muhumuza?</p> <p>MR. MUHUMUZA: Thank you.</p> <p>(Pledge of Allegiance answer and moment</p> <p>of silence.)</p> <p>MR. OFFERMAN: Mr. Offerman, here.</p> <p>CHAIRMAN CAUSEY: Yes, Mr. Offerman,</p> <p>thank you for joining us.</p> <p>MR. OFFERMAN: Just checking in.</p> <p>CHAIRMAN CAUSEY: Thank you,</p> <p>Mr. Muhumuza. In accordance with our current</p>

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<p>operations, Baltimore County Public Schools and offices are currently closed to the public except for essential personnel in order to maintain the health of our students and staff. In accordance with the Board of Education's amended resolution approved at the October 13th, 2020 board meeting, in the event of a medical or health emergency related to COVID-19, the board chair in consultation with the vice chair and the superintendent, may declare that a board meeting or a board committee meeting be held remotely in its entirety without the physical presence of board members or in a hybrid manner with only some individual board members participating remotely, subject to the establishment of a mechanism that would allow each board member the opportunity to fully participate in the meeting despite not being physically present, and that would allow the public to also remotely attend those portions of the meetings that are open pursuant to the Open Meetings Act by being able</p>	<p>closed session pursuant to the Open Meetings Act for the following reasons: To, one, discuss the appointment, employment, assignment, promotions, disciplines, demotions, compensation, removal, resignation or performance evaluation of appointees, employees or officials over whom it has jurisdiction, or any other personnel matter that affects one or more specific individuals; seven, consult with counsel to obtain legal advice; and nine, to conduct collective bargaining negotiations or consider matters that relate to negotiations. The minutes of the closed session and informational summary can be found on our website at bcps.org/board/informational/summaries.html.</p> <p>The next item on the agenda is new business, personnel matters, and for that we call on Ms. Lowry.</p> <p>MS. LOWRY: Good evening, Chairwoman Causey, Vice Chairwoman Henn, Superintendent Williams and members of the Board. I would like</p>
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<p>to listen and/or view those portions of the meeting.</p> <p>As a result, tonight's Board of Education meeting is being held virtually and broadcasted through Livestream on the BCPS website or on BCPS TV, Comcast Xfinity channel 73 or Verizon FiOS channel 34. In order to efficiently conduct this meeting all voting items this evening will be done by rollcall vote. Board members will say their names before making and seconding a motion as applicable, as well as when requesting discussion on an agenda item.</p> <p>The first item on the agenda is consideration of the October 27th agenda. Dr. Williams, are there any additions or changes to tonight's agenda?</p> <p>DR. WILLIAMS: I am unaware of any additions or changes to tonight's agenda.</p> <p>CHAIRMAN CAUSEY: The agenda stands as presented.</p> <p>Earlier this evening the Board met in</p>	<p>the Board's consent for the following personnel matters: Retirements.</p> <p>CHAIRMAN CAUSEY: May I have a motion to approve the personnel matter, retirements, as presented in Exhibit D-1?</p> <p>MS. MACK: So moved, Mack.</p> <p>MR. KUEHN: Second, Kuehn.</p> <p>CHAIRMAN CAUSEY: Thank you. Is there any discussion? May I have a rollcall vote?</p> <p>MS. GOVER: Dr. Hager?</p> <p>DR. HAGER: Yes.</p> <p>MS. GOVER: Mr. Kuehn?</p> <p>MR. KUEHN: Yes.</p> <p>MS. GOVER: Ms. Pasteur?</p> <p>MS. PASTEUR: Yes.</p> <p>MS. GOVER: Mr. Offerman?</p> <p>MR. OFFERMAN: Yes.</p> <p>MS. GOVER: Mr. Muhumuza?</p> <p>MR. MUHUMUZA: Yes.</p> <p>MS. GOVER: Ms. Henn?</p> <p>VICE CHAIR HENN: Yes.</p>

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1	MS. GOVER: Ms. Causey?	1	MR. MCMILLION: Yes.
2	CHAIRMAN CAUSEY: Abstain.	2	MS. GOVER: Ms. Mack?
3	MS. GOVER: Ms. Jose?	3	MS. MACK: Yes.
4	MS. JOSE: Abstain.	4	MS. GOVER: Ms. Scott?
5	MS. GOVER: Mr. McMillion?	5	MS. SCOTT: Yes.
6	MR. MCMILLION: Yes.	6	MS. GOVER: Ms. Rowe?
7	MS. GOVER: Ms. Mack?	7	MS. ROWE: Yes.
8	MS. MACK: Yes.	8	MS. GOVER: Thank you.
9	MS. GOVER: Ms. Scott?	9	CHAIRMAN CAUSEY: Thank you, the motion
10	MS. SCOTT: Yes.	10	carries. Ms. Lowry?
11	MS. GOVER: Ms. Rowe?	11	MS. LOWRY: Thank you. The next items
12	MS. ROWE: Yes.	12	are Ethics Review Panel member appointments,
13	MS. GOVER: Thank you.	13	deceased recognition of service, and certificated
14	CHAIRMAN CAUSEY: Thank you, the motion	14	appointments.
15	carries. Ms. Lowry, the next item?	15	VICE CHAIR HENN: Madam Chair, may we
16	MS. LOWRY: Resignations.	16	separate the Ethics Review Panel member
17	CHAIRMAN CAUSEY: Board members, do I	17	appointments?
18	have a motion to approve the resignations as	18	CHAIRMAN CAUSEY: Yes, we can. So may I
19	presented in Exhibit D-2?	19	have, board members, may I have a motion to
20	MS. MACK: So moved, Mack.	20	accept the personnel matters as presented in
21	CHAIRMAN CAUSEY: Is there a second?	21	Items D-4 and D-5?
	Page 11		Page 13
1	MR. KUEHN: Second, Kuehn.	1	MS. MACK: So moved, Mack.
2	CHAIRMAN CAUSEY: Thank you. Is there	2	VICE CHAIR HENN: Second, Henn.
3	any discussion? Hearing none, may I have a	3	CHAIRMAN CAUSEY: Is there any
4	rollcall vote please?	4	discussion? May I have a rollcall vote please.
5	MS. GOVER: Dr. Hager?	5	MS. GOVER: Dr. Hager?
6	DR. HAGER: Yes.	6	DR. HAGER: Yes.
7	MS. GOVER: Mr. Kuehn?	7	MS. GOVER: Mr. Kuehn?
8	MR. KUEHN: Yes.	8	MR. KUEHN: Yes.
9	MS. GOVER: Ms. Pasteur?	9	MS. GOVER: Ms. Pasteur?
10	MS. PASTEUR: Yes.	10	MS. PASTEUR: Yes.
11	MS. GOVER: Mr. Offerman?	11	MS. GOVER: Mr. Offerman?
12	MR. OFFERMAN: Yes.	12	MR. OFFERMAN: Yes.
13	MS. GOVER: Mr. Muhumuza?	13	MS. GOVER: Mr. Muhumuza?
14	MR. MUHUMUZA: Yes.	14	MR. MUHUMUZA: Yes.
15	MS. GOVER: Ms. Henn?	15	MS. GOVER: Ms. Henn?
16	VICE CHAIR HENN: Yes.	16	VICE CHAIR HENN: Yes.
17	MS. GOVER: Ms. Causey?	17	MS. GOVER: Ms. Causey?
18	CHAIRMAN CAUSEY: Abstain.	18	CHAIRMAN CAUSEY: Yes.
19	MS. GOVER: Ms. Jose?	19	MS. GOVER: Ms. Jose?
20	MS. JOSE: Yes.	20	MS. JOSE: Yes.
21	MS. GOVER: Mr. McMillion?	21	MS. GOVER: Mr. McMillion?

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1	MR. MCMILLION: Yes.	1	MS. GOVER: Mr. McMillion?
2	MS. GOVER: Ms. Mack?	2	MR. MCMILLION: Yes.
3	MS. MACK: Yes.	3	MS. GOVER: Ms. Mack?
4	MS. GOVER: Ms. Scott?	4	MS. MACK: Yes.
5	MS. SCOTT: Yes.	5	MS. GOVER: Ms. Scott?
6	MS. GOVER: Ms. Rowe?	6	MS. SCOTT: Yes.
7	MS. ROWE: Yes.	7	MS. GOVER: Ms. Rowe?
8	MS. GOVER: Thank you.	8	MS. ROWE: Yes.
9	CHAIRMAN CAUSEY: And Ms. Lowry, do you	9	MS. GOVER: Thank you.
10	want to present the last item?	10	CHAIRMAN CAUSEY: Thank you, the motion
11	MS. LOWRY: Yes, it's the Ethics Review	11	carries.
12	Panel member appointments.	12	The next item on the agenda is Item E,
13	CHAIRMAN CAUSEY: Is there discussion,	13	administrative appointments.
14	Ms. Henn?	14	DR. WILLIAMS: So good evening,
15	VICE CHAIR HENN: No. Thank you, Madam	15	everyone. Madam Chair and members of the
16	Chair.	16	Board --
17	CHAIRMAN CAUSEY: Okay. May I have a	17	CHAIRMAN CAUSEY: Excuse me,
18	motion to accept the personnel matters as	18	Dr. Williams. No, I'm sorry, go right ahead.
19	presented in Exhibit D-3, the Ethics Review Panel	19	DR. WILLIAMS: So good evening everyone.
20	member appointments?	20	Madam Chair and members of the Board, I would
21	MS. MACK: So moved, Mack.	21	like to bring forth for your approval the
	Page 15		Page 17
1	MR. KUEHN: So moved.	1	following administrative appointment: Director
2	MS. MACK: Second, Mack.	2	in the Office of Special Education.
3	CHAIRMAN CAUSEY: Is there any	3	CHAIRMAN CAUSEY: Board members, do I
4	discussion? Hearing none, can we have a rollcall	4	have a motion to accept the Item E-1,
5	vote?	5	administrative appointment?
6	MS. GOVER: Dr. Hager?	6	MR. OFFERMAN: So moved, Offerman.
7	DR. HAGER: Yes.	7	MS. MACK: Second, Mack.
8	MS. GOVER: Mr. Kuehn?	8	CHAIRMAN CAUSEY: Is there any
9	MR. KUEHN: Yes.	9	discussion? Hearing none, may I have a rollcall
10	MS. GOVER: Ms. Pasteur?	10	vote?
11	MS. PASTEUR: Yes.	11	MS. GOVER: Dr. Hager?
12	MS. GOVER: Mr. Offerman?	12	DR. HAGER: Yes.
13	MR. OFFERMAN: Yes.	13	MS. GOVER: Mr. Kuehn?
14	MS. GOVER: Mr. Muhumuza?	14	MR. KUEHN: Yes.
15	MR. MUHUMUZA: Yes.	15	MS. GOVER: Ms. Pasteur?
16	MS. GOVER: Ms. Henn?	16	MS. PASTEUR: Yes.
17	VICE CHAIR HENN: Abstain.	17	MS. GOVER: Mr. Offerman?
18	MS. GOVER: Ms. Causey?	18	MR. OFFERMAN: Yes.
19	CHAIRMAN CAUSEY: Yes.	19	MS. GOVER: Mr. Muhumuza?
20	MS. GOVER: Ms. Jose?	20	MR. MUHUMUZA: Yes. Can somebody mute?
21	MS. JOSE: Yes.	21	MS. GOVER: Ms. Henn?

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<p>1 VICE CHAIR HENN: Yes. Point of order, 2 can someone please go on mute? There's a lot of 3 background noise. 4 CHAIRMAN CAUSEY: Thank you for that. 5 MS. GOVER: Ms. Henn? 6 VICE CHAIR HENN: Yes. 7 MS. GOVER: Ms. Causey? 8 CHAIRMAN CAUSEY: Yes. 9 MS. GOVER: Ms. Jose? 10 MS. JOSE: Yes. 11 MS. GOVER: Mr. McMillion? 12 MR. MCMILLION: Yes. 13 MS. GOVER: Ms. Mack? 14 MS. MACK: Yes. 15 MS. GOVER: Ms. Scott? 16 MS. SCOTT: Yes. 17 MS. GOVER: Ms. Rowe? 18 MS. ROWE: Yes. 19 MS. GOVER: Thank you. 20 CHAIRMAN CAUSEY: The motion carries. 21 Dr. Williams?</p>	<p>1 County Public Schools, I usually start there, so 2 welcome. 3 CHAIRMAN CAUSEY: Congratulations and 4 welcome. It's a very important position and 5 we're grateful that we have a new member of the 6 team in that role. 7 So the next item on the agenda is the 8 report on policy, Item F. 9 Members of the Board, the policy review 10 committee asks that the Board accept its report 11 of the committee's approved proposed changes to 12 the following board policy: Policy 8250, Board 13 Member Responsibility. These recommendations are 14 presented to you on tonight's agenda as Exhibit F 15 and are brought to you as first reader. 16 Do I have a motion to accept the 17 recommendation of the Board's policy review 18 committee? 19 MS. ROWE: So moved, Rowe. 20 CHAIRMAN CAUSEY: Thank you. No second 21 is needed because the recommendation comes from</p>
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<p>1 DR. WILLIAMS: Yes, thank you. Our 2 appointed candidate is Jalima Alicea, position 3 Director, Office of Special Education. Currently 4 she is the director of specialized learning in 5 Baltimore City Public Schools, actually she has 6 over 11 years of service to Baltimore City Public 7 Schools. Prior to the current position that 8 she's in, she was the coordinator of specialized 9 instruction, special ed liaison and educational 10 specialist. Prior to her experience in Baltimore 11 City Public Schools she served as a training and 12 technical assistant specialist in the Office of 13 the State Superintendent of Education, Department 14 of Education in the District of Columbia. She 15 also served as the deputy director of special ed, 16 Friendship Public Charter School, special 17 education coordinator at Friendship Public 18 Charter Scholl, and a total of five years at 19 Gilmore Elementary as a teacher and as an 20 assistant coordinator, all in special education. 21 Congratulations, and she is new to Baltimore</p>	<p>1 the committee. Is there any discussion? Hearing 2 none, may I have a rollcall vote to move this to 3 second reader? 4 MS. GOVER: Dr. Hager? 5 DR. HAGER: Yes. 6 MS. GOVER: Mr. Kuehn? 7 MR. KUEHN: Yes. 8 MS. GOVER: Ms. Pasteur? 9 MS. PASTEUR: Yes. 10 MS. GOVER: Mr. Offerman? 11 MR. OFFERMAN: Yes. 12 MS. GOVER: Mr. Muhumuza? 13 MR. MUHUMUZA: Yes. 14 MS. GOVER: Ms. Henn? 15 VICE CHAIR HENN: Yes. 16 MS. GOVER: Ms. Causey? 17 CHAIRMAN CAUSEY: Yes. 18 MS. GOVER: Ms. Jose? 19 MS. JOSE: Yes. 20 MS. GOVER: Mr. McMillion? 21 MR. MCMILLION: Yes.</p>

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<p>1 MS. GOVER: Ms. Mack?</p> <p>2 MS. MACK: Yes.</p> <p>3 MS. GOVER: Ms. Scott?</p> <p>4 MS. SCOTT: Yes.</p> <p>5 MS. GOVER: Ms. Rowe?</p> <p>6 MS. ROWE: Yes.</p> <p>7 MS. GOVER: Thank you.</p> <p>8 CHAIRMAN CAUSEY: Thank you, the motion</p> <p>9 carries. The next item on the agenda is public</p> <p>10 comment. This is one of the opportunities the</p> <p>11 Board provides to hear the views and receive the</p> <p>12 advice of community members. The members of the</p> <p>13 Board appreciate hearing from interested</p> <p>14 citizens. As appropriate, we will refer your</p> <p>15 concerns to the superintendent for followup by</p> <p>16 the staff. The Board of Education will conduct</p> <p>17 the public comment portion of the meeting by</p> <p>18 allowing those who register to call in by phone.</p> <p>19 Registration was open to the public one week</p> <p>20 prior to tonight's board meeting and was closed</p> <p>21 at three p.m. yesterday for anyone wishing to</p>	<p>1 matters or is commenting on matters not related</p> <p>2 to public education in Baltimore County. If not</p> <p>3 selected, the public may always submit their</p> <p>4 comments to the board members via email at</p> <p>5 boe@bcps.org. For more information, it is</p> <p>6 provided on our Board's website at</p> <p>7 www.bcps.org/board/participation. I now will</p> <p>8 call on our stakeholder groups to speak, and</p> <p>9 first this evening we have Ms. Cindy Sexton,</p> <p>10 president of TABCO. Good evening and welcome.</p> <p>11 MS. SEXTON: Good evening, Chairwoman</p> <p>12 Causey, Vice Chair Henn, Dr. Williams and members</p> <p>13 of the Board. Like many of you, I am torn and</p> <p>14 conflicted. I know most students learn best in</p> <p>15 the physical building and not virtually. I know</p> <p>16 educators want to be back in school with their</p> <p>17 students. I also realize, like you, that we are</p> <p>18 in this pandemic that continues to rage unabated.</p> <p>19 Like you, I've gotten hundreds of emails,</p> <p>20 so-called social media messages and more on both</p> <p>21 sides of this extremely divisive issue.</p>
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<p>1 speak at this evening's meeting. Board practice</p> <p>2 limits to ten the number of speakers at a regular</p> <p>3 scheduled board meeting and each speaker is</p> <p>4 allowed three minutes to address the Board.</p> <p>5 While we encourage public input on policy,</p> <p>6 programs and practices within the purview of this</p> <p>7 Board and the school system, this is not the</p> <p>8 proper forum to address specify student or</p> <p>9 employee matters, or to comment on matters that</p> <p>10 do not relate to public education in Baltimore</p> <p>11 County. We encourage everyone to utilize</p> <p>12 existing dispute resolution processes as</p> <p>13 appropriate.</p> <p>14 I remind everyone that inappropriate</p> <p>15 personal remarks or other behavior that disrupts</p> <p>16 or interferes with the conduct of this meeting</p> <p>17 are out of order. I ask speakers to observe the</p> <p>18 three-minute limit and conclude remarks when the</p> <p>19 time has expired and you hear the tone. The call</p> <p>20 will be ended and it could be turned off if a</p> <p>21 speaker addresses specific students or employee</p>	<p>1 Our educators are working harder than</p> <p>2 ever to provide rigorous instruction, because our</p> <p>3 two goals during this pandemic are to keep our</p> <p>4 students learning and to keep our students,</p> <p>5 educators and all stakeholders healthy and alive.</p> <p>6 We recognize that we need small groups,</p> <p>7 face-to-face instruction, and we support</p> <p>8 negotiating to create a safe environment to do</p> <p>9 that, but not with the most medically fragile of</p> <p>10 our students as the first returning group.</p> <p>11 Unfortunately, the COVID numbers in</p> <p>12 Baltimore County continue to trend in the wrong</p> <p>13 direction. This is not the time to bring back</p> <p>14 the students at the four separate public day</p> <p>15 schools, not this group at this time. Can we</p> <p>16 make a plan to bring back other small groups?</p> <p>17 Yes. And we need to do that by continuing our</p> <p>18 collaborative work while also negotiating around</p> <p>19 working conditions. While every topic is not a</p> <p>20 legal subject for bargaining, working conditions</p> <p>21 are. We legally cannot leave that out.</p>

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<p>1 One ask is that the physical return by 2 educators and support staff be voluntary. 3 Educator retention is national concern. Having 4 enough qualified substitutes is also a national 5 concern. If the only choices our educators and 6 support staff are given are to return to 7 buildings or take leave, we will only exacerbate 8 these problems by losing potentially hundreds of 9 educators. That is not what is best for our 10 students virtually or otherwise.</p> <p>11 The plan developed and presented to the 12 four public day schools was shared with them 13 yesterday and yet still has not been negotiated. 14 I know we can come to an agreement where those 15 who want to return to physical buildings can and 16 those who need to remain virtual also can, but we 17 can't do it without the negotiations and the 18 conversations. Pause the reopening while we 19 renegotiate. Pause the reopening so our most 20 medically fragile students can remain safe. 21 Pause the reopening and find a way to give</p>	<p>1 Although this is a stated goal, the 2 NAACP has seen limited progress in implementing 3 plans, policies, practices and programs that 4 address closing the achievement gaps. The NAACP 5 commends the Board for forming an equity 6 committee this summer with a stated mission to 7 remove structural, cultural and systemic barriers 8 that lead to diminished opportunity of all BCPS 9 students. One of the first actions of the 10 Board's equity committee was to initiate a data 11 driven equity audit across BCPS which looked at 12 three areas. First, where are the gaps in our 13 student outcomes; second, are the identified gaps 14 persistent across years; and third, are the gaps 15 widening? The NAACP believes that this type of 16 data analysis is a critical step in developing 17 solutions to close achievement gaps.</p> <p>18 The equity committee will need strong 19 support from both this Board and our 20 superintendent. In a spirit of transparency, the 21 NAACP recommends that the Board considers posting</p>
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<p>1 educators and support staff the option to remain 2 virtual if needed. Pause the reopening and let 3 us work together on figuring out what it all 4 looks like. We are ready to do the work. Thank 5 you.</p> <p>6 CHAIRMAN CAUSEY: And our next speaker 7 for the evening is Mr. Ray Mosley from the NAACP.</p> <p>8 MR. MOSLEY: Good evening, Chairwoman 9 Causey, Superintendent Dr. Williams. For many 10 years the Randallstown and the Baltimore County 11 branches of the NAACP have been concerned that we 12 are in an educational crisis regarding the 13 achievement gaps in our Baltimore County Public 14 Schools, particularly our schools in the 15 northwest area of the county. The northwest area 16 schools have a long history of underperforming. 17 One of the three tenets of BCPS Policy 0100 18 states, and I quote, raising achievement of all 19 students and closing achievement gaps among all 20 students are top priorities of the Board, end 21 quote.</p>	<p>1 the equity audit findings on the BCPS website. 2 The NAACP also commends BCPS for planning to host 3 the fourth annual BCPS HBCU college fair on 4 November 11th. This event will provide virtual 5 connections to college representatives and 6 instant admission for students. This effort is 7 critically important for our students and their 8 families, especially during this COVID-19 9 pandemic period. Thank you.</p> <p>10 CHAIRMAN CAUSEY: Thank you. Our next 11 speaker for the evening is Ms. Julie 12 Miller-Breetz, from the Gifted and Talented 13 Education Advisory Council.</p> <p>14 MS. MILLER-BREETZ: Good evening, 15 Chairwoman Causey, board members, Dr. Williams 16 and the BCPS community. The GTCAC had our first 17 meeting of the year on October 7th virtually and 18 found that it substantially increased the number 19 of stakeholders that participated, which is 20 exciting to us. We are always looking for ways 21 to increase the diversity of the GTCAC and having</p>

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<p>1 virtual meetings may be one way to achieve this.</p> <p>2 We were also happy to have had Vice Chair Julie</p> <p>3 Henn attend, it was great to have her with us.</p> <p>4 There are a number of issues that have</p> <p>5 been merged either through our meeting or through</p> <p>6 emails we have received from parents. How</p> <p>7 virtual learning's impacting teaching students is</p> <p>8 clearly one of the areas that is concerning to</p> <p>9 parents. From emails, online schooling has been</p> <p>10 rough, I think in particular because the teachers</p> <p>11 didn't get to start off with the students in</p> <p>12 person like they did last year. It's been hard</p> <p>13 for them to assess their individual ability</p> <p>14 levels in the online classes.</p> <p>15 In the spring when we didn't have so</p> <p>16 much class time and work, we made huge strides</p> <p>17 with their learning outside of the school</p> <p>18 curriculum. This year with so many more</p> <p>19 requirements there's no time for anything else,</p> <p>20 she has to sit through the class learning things</p> <p>21 she already knows and there's no flexibility.</p>	<p>1 are reporting processes that are slow and unclear</p> <p>2 and that are leaving their children in limbo.</p> <p>3 When students are not getting what they</p> <p>4 need, they are trying to underachieve in schools.</p> <p>5 Studies among GT scholars show that</p> <p>6 underachievement of gifted and talented students</p> <p>7 has been prevalent and persistent, and that was</p> <p>8 prior to the COVID-19 pandemic. There should be</p> <p>9 real concern about this. Based on a review of</p> <p>10 recent research, up to 52 percent of academically</p> <p>11 gifted K-12 students become underachievers at</p> <p>12 some point and this is especially true for our</p> <p>13 twice exceptional or 2-E students. At our</p> <p>14 meeting we learned that data reporting on GT</p> <p>15 students has begun to be reported to the Board.</p> <p>16 The GTCAC would like to request that the Board</p> <p>17 add these reports to the agenda so that they are</p> <p>18 discussed and shared publicly. Stakeholders have</p> <p>19 the right to know what the data is showing about</p> <p>20 this portion of the student population.</p> <p>21 Our next meeting will be at seven p.m.</p>
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<p>1 Or, I watched my fourth grader today in math. He</p> <p>2 was done in five minutes; then he Googled Billy</p> <p>3 Idol lyrics for the next hours. He reads novels</p> <p>4 on line during class, he doodles, he isn't</p> <p>5 learning much, times four kids. Or meanwhile, my</p> <p>6 daughter sits in math class and because it's</p> <p>7 distance learning she turns her camera off and</p> <p>8 reads her (unintelligible) during class until</p> <p>9 it's time to do the show what you know. I sit</p> <p>10 right next to her for my own workday, I know</p> <p>11 she's definitely not paying attention in class,</p> <p>12 she barely reads the instructions on assignments,</p> <p>13 which I think is the cause of the few mistakes</p> <p>14 she makes, and is done in five minutes.</p> <p>15 Other parents voiced concerns about lost</p> <p>16 learning opportunities on the asynchronous</p> <p>17 Wednesdays and wondered if those days could be</p> <p>18 used more creatively to help engage and enrich</p> <p>19 students who are capable of moving through the</p> <p>20 curriculum at a very fast pace. Acceleration for</p> <p>21 GT students has also raised an issue. Parents</p>	<p>1 on November 4th, and Dr. Jamie Painter will be</p> <p>2 sharing how to advocate for your child's talent</p> <p>3 development. Hope to see you there. Thank you</p> <p>4 so much for your time, have a good evening.</p> <p>5 CHAIRMAN CAUSEY: Thank you. That</p> <p>6 concludes our stakeholder portion and we are now</p> <p>7 proceeding to our public comments. Our first</p> <p>8 speaker for the evening is Dr. Bash Pharoan.</p> <p>9 Good evening and welcome.</p> <p>10 DR. PHAROAN: Hi, good evening, thank</p> <p>11 you for the opportunity. I would like to present</p> <p>12 to you today the history of the non-common</p> <p>13 holidays in the school system, because history is</p> <p>14 important for the future. In about 1995 I asked</p> <p>15 for equal non-common holidays from Dr. Berger; he</p> <p>16 promised but he did not deliver. Dr. Rastrom</p> <p>17 (phonetic) tried his best, he appointed me to the</p> <p>18 calendar committee, and I have been since then a</p> <p>19 speaker, a public speaker to the Board.</p> <p>20 I would like really to stand today for</p> <p>21 the courageous legendary position of Michael</p>

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<p>1 Kennedy, who was a board member at that time, and</p> <p>2 Nicholas Camp, who was a student board member.</p> <p>3 Both of them in 2004 agreed and proposed the</p> <p>4 principle of equal non-common holidays. In the</p> <p>5 period from then until a couple of years ago, we</p> <p>6 had myself and Janine presented to the Board the</p> <p>7 issues. And I think history is made when</p> <p>8 Ms. Causey came to the Board, Ms. Romaine</p> <p>9 Williams who, I'm very appreciative of her</p> <p>10 efforts, and Mr. Versh (phonetic), Steve Versh.</p> <p>11 All three of them and maybe others have really</p> <p>12 made the case.</p> <p>13 In that, and the next board meeting, I</p> <p>14 would recommend or think that the new calendar</p> <p>15 would be for discussion and approval. My simple</p> <p>16 request in there for the Board of Education to be</p> <p>17 clear, that the PD, professional days associated</p> <p>18 with a non-common holiday on the calendar from</p> <p>19 today forward will mark the sacrifice and made a</p> <p>20 school day because of the accepted emergency</p> <p>21 closures. That would make more, the Jewish</p>	<p>1 represented with a voice.</p> <p>2 In addition, I'm not sure if everyone's</p> <p>3 aware, but currently due to COVID the ESOL</p> <p>4 program has been merged once again with our world</p> <p>5 language department, and the state superintendent</p> <p>6 ended up weighting the tasks that students must</p> <p>7 take in order to determine how many service hours</p> <p>8 of ESOL they need. So right now during our</p> <p>9 virtual learning experience I am concerned about</p> <p>10 our ESOL students and if they're accessing the</p> <p>11 curriculum like any other student in Baltimore</p> <p>12 County Schools. I don't think that our ESOL</p> <p>13 students are getting a rigorous frequent</p> <p>14 intervention approach to access the curriculum to</p> <p>15 make progress with English as their second</p> <p>16 language.</p> <p>17 So I'm asking everybody to please,</p> <p>18 please pay attention to this program, please help</p> <p>19 support adequate virtual instruction for our ESOL</p> <p>20 students, especially in elementary. They used to</p> <p>21 receive a pullout method of intervention for ESOL</p>
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<p>1 holidays and the Muslim holidays clearly equal.</p> <p>2 I always ask the Board right up front to come in</p> <p>3 from the front door for equality and equity. I</p> <p>4 also highly recommend for the Board of Education</p> <p>5 to instruct the administration to rely on</p> <p>6 moon-cycle.com for selecting the day of the</p> <p>7 holiday. I will be more than glad to have any</p> <p>8 positive input in case the administration has any</p> <p>9 questions. Thank you all.</p> <p>10 CHAIRMAN CAUSEY: Thank you. Our next</p> <p>11 speaker for the evening is Ms. Dayana Bergman.</p> <p>12 MS. BERGMAN: Good evening, everybody.</p> <p>13 I would like to draw to everybody's attention our</p> <p>14 ESOL population of Baltimore County Public</p> <p>15 Schools. Dr. Williams has expressed that we need</p> <p>16 to pay attention to this department because as</p> <p>17 you all are well aware, all our stakeholder</p> <p>18 groups are properly represented, we have somebody</p> <p>19 who always speaks for our GT students, our</p> <p>20 special education students and each of the</p> <p>21 regions. Yet our ESOL population is not properly</p>	<p>1 services. I have no idea what that looks like</p> <p>2 virtually, but I know it's nothing close to in</p> <p>3 comparison with what they received before in</p> <p>4 person, and these children and these parents have</p> <p>5 every right to access the curriculum just like</p> <p>6 any of our students.</p> <p>7 I did pay attention to the curriculum</p> <p>8 committee when they were talking about our equal</p> <p>9 opportunity schools, and I would like to see</p> <p>10 another school added to this. Lansdowne High</p> <p>11 School made it number ten as the top schools to</p> <p>12 be able to access for their diversity, and it's a</p> <p>13 very diverse school but it's had its challenges</p> <p>14 too to make progress overall academically. So we</p> <p>15 need to think about every single student that we</p> <p>16 have in BCPS and making sure that they're all</p> <p>17 accessing the most of what they can for their</p> <p>18 virtual instruction and their curriculum.</p> <p>19 So thank you for your time and I really,</p> <p>20 really, really hope we don't need leave our most</p> <p>21 vulnerable students behind. I know everybody</p>

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<p>1 wants to go back in person, but in the meantime</p> <p>2 let's do the best that we could for virtual</p> <p>3 learning for every single child in BCPS. Thank</p> <p>4 you.</p> <p>5 CHAIRMAN CAUSEY: Thank you. Our next</p> <p>6 speaker for the evening is Ms. Allison Stuart.</p> <p>7 MS. STUART: Good evening, my name is</p> <p>8 Allison Stuart, I'm a parent of two BCPS</p> <p>9 students. I stand in solidarity with those</p> <p>10 against virtual learning. I speak on behalf of</p> <p>11 my son who's a third grader in general education</p> <p>12 with multiple disabilities. He also has an IEP,</p> <p>13 which roughly one in eight Maryland students have</p> <p>14 as well. He was recently featured along with</p> <p>15 other students in a Baltimore Sun article titled</p> <p>16 No Wins, which focused on the inadequacies</p> <p>17 virtual learning presents for students who</p> <p>18 receive special education services.</p> <p>19 My child is profoundly physically</p> <p>20 disabled and requires full physical support to</p> <p>21 access, let alone be successful in a virtual</p>	<p>1 zero, for some people that means the numbers are</p> <p>2 not acceptable, but zero was never a realistic</p> <p>3 expectation.</p> <p>4 This approach disregards the enormous</p> <p>5 risks to children from keeping buildings closed.</p> <p>6 I ask the Board if there is clear and certain</p> <p>7 risk with schools remaining closed, what specific</p> <p>8 COVID metrics must still be met? When do we stop</p> <p>9 showcasing the group of students who are</p> <p>10 successful with virtual learning and acknowledge</p> <p>11 those groups it is detrimental to and act on</p> <p>12 such. What about students like mine whose needs</p> <p>13 have not been considered and need a plan? What</p> <p>14 about equity? When do we begin surveying</p> <p>15 nonunion staff about reopening?</p> <p>16 It is bullying prevention week in our</p> <p>17 schools, but this Board has allowed itself to be</p> <p>18 bullied and dictated to by bargaining units, the</p> <p>19 unions, et cetera. When do you as the decision</p> <p>20 makers stand and say no more, and begin putting</p> <p>21 the emotional and educational wellbeing of our</p>
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<p>1 platform. We have lost our one-to-one and IEP</p> <p>2 supports that are crucial to the progress and</p> <p>3 development of special needs students. I as his</p> <p>4 parent with no formal training have been force to</p> <p>5 fill the position of a full-time assistant. All</p> <p>6 of his IEP support can only be successfully</p> <p>7 implemented in person. Our school team and admin</p> <p>8 have gone above and beyond to attempt to mitigate</p> <p>9 an impossible situation with no positive or clear</p> <p>10 guidance from the county and state levels.</p> <p>11 The emotional toll on my child and also</p> <p>12 his typical peers has been inconceivable. My</p> <p>13 child is mostly nonverbal but through tears has</p> <p>14 pleaded, Mom, please don't make me do this</p> <p>15 anymore. The frustration brought on by an</p> <p>16 inappropriate learning environment has been</p> <p>17 devastating. I've seen pictures and read</p> <p>18 countless parent accounts of similar and worse,</p> <p>19 even complete shutdowns in their children. To</p> <p>20 quote Dr. Salmon, the state superintendent, we</p> <p>21 understand the number of COVID cases will not be</p>	<p>1 students, teachers and parents first?</p> <p>2 I'd like to thank the Reopen BCPS</p> <p>3 stakeholder group for their input, and for being</p> <p>4 an 1,800-voice strong joint advocacy for our</p> <p>5 students. Thank you.</p> <p>6 CHAIRMAN CAUSEY: Thank you. Our next</p> <p>7 speaker for the evening is Ms. Sharon Saroff.</p> <p>8 MS. SAROFF: Can you hear me?</p> <p>9 CHAIRMAN CAUSEY: Yes, we can.</p> <p>10 MS. SAROFF: Okay. Over the last few</p> <p>11 weeks we have heard some very loud voices from</p> <p>12 parents of students with special needs asking for</p> <p>13 the schools to open. Some school systems have</p> <p>14 already opened up with very negative</p> <p>15 consequences. Just yesterday Dorchester Public</p> <p>16 Schools on the Eastern Shore had to shut back</p> <p>17 down to virtual learning due to significant</p> <p>18 increase in COVID-19 cases. We know some parents</p> <p>19 are upset, they feel virtual learning does not</p> <p>20 and will never address the needs of their special</p> <p>21 needs children. The concerns on that list are</p>

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<p>1 long, accelerated curriculum, too many hours on 2 line, difficulty with connectivity and 3 technology, that list goes on and on. 4 But I can tell you that there are 5 students in the county who are thriving on line, 6 students with special needs, and I'm hearing 7 about them. Unfortunately those voices are not 8 as loud. There is another consequence going on 9 here, the amount of pressure that people are 10 feeling to come back in person when it is not the 11 right time. The numbers are trending in the 12 wrong direction. An analogy that my son said 13 just recently was don't jump into traffic because 14 the school bus has broken down. That's what we 15 are trying to do. We need to try and fix the 16 virtual learning. Give our students paper 17 textbooks, paper and pencil, get them off line 18 sometimes, don't do everything on line. That's 19 what's going on right now. Give our teachers the 20 tools that they need to actually teach better in 21 this environment. Virtual learning should never</p>	<p>1 our children to be safe, safe from each other. 2 Typical protocols will not work in a 3 special needs school like Ridge Ruxton. Most of 4 the children cannot wear masks, cannot cover 5 their coughs or their sneezes. Most of the 6 students require one-on-one services for all 7 daily activities. The school has many multiple 8 different disabilities that require close contact 9 between teachers and aides with the students, 10 which would make social distancing impossible 11 throughout most of the day. There must be 12 extensive and additional safety and health 13 protocols in place to reduce the increased risks 14 involved with these students of keeping their 15 part to reduce the threat of COVID. 16 As parents, teachers, staff and 17 administration of the students at these special 18 needs schools, it falls upon us to insure that 19 the necessary precautions are being made to 20 insure the safety and welfare of these students. 21 Our students all have some kind of medical</p>
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<p>1 be treated like the regular classroom. Give 2 everyone, our teachers, our students and other 3 staff members a safe environment to work in. 4 I received a report today from a client 5 whose parent works for the school system who was 6 not told until a week later that somebody in the 7 building where he works tested positive for 8 COVID. That is unacceptable. We need to stay on 9 top of COVID and we also need to stay on top of 10 and improve the virtual learning. Thank you. 11 CHAIRMAN CAUSEY: Thank you. Our next 12 speaker is Carol Shulman. Good evening and 13 welcome. 14 MS. SHULMAN: Good evening. I am the 15 president of the booster club at Ridge Ruxton 16 School. Let me start by saying we want our 17 children to return to the school building, they 18 need the hands on learning that only comes with 19 being in person. Our students love school. The 20 teachers, staff and administration are excellent. 21 With that being said, most importantly we need</p>	<p>1 issues. Each one of the parents face the unique 2 challenge of trying their best to insure that 3 their child stays healthy and alive, as most of 4 these children have issues that could result in 5 the loss of their lives. 6 Most of these children have been kept at 7 home since the pandemic started. Why, you might 8 ask. I can answer that for you. The parents 9 realize that all of the recommended precautions 10 and safety measures cannot be adhered to by these 11 students, so they keep them home to keep them 12 alive and safe. It is not worth the risk. The 13 formula for this question is individual health 14 concerns plus the pandemic, plus winter, plus flu 15 season, plus no concrete plan equals potential 16 death for our students. We are asking that the 17 students do not return to a classroom setting 18 until there are systems and protocols planned out 19 and in place and executed to insure the safe 20 return of Baltimore County's most vulnerable 21 student population. Thank you for your time.</p>

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<p>1 CHAIRMAN CAUSEY: Thank you. Our next 2 speaker for the evening is Ms. Tricia 3 Lane-Forester.</p> <p>4 MS. LANE-FORSTER: Good evening, ladies 5 and gentlemen, my name is Tricia Lane-Forester and 6 I am the art teacher at Ridge Ruxton School where 7 I have taught for seven years. I have taught art 8 for 19 years for BCPS, my son attends a BCPS 9 elementary school and I am a graduate of BCPS. 10 Since BCPS announced plans to reopen the four 11 separate public day schools I have been watching, 12 listening and asking a lot of questions.</p> <p>13 I wish BCPS had asked the parents first, 14 not a robo-call, not just a computer survey, 15 really taken the time to call and talk with 16 parents and caregivers to check in and hear their 17 thoughts and concerns about reopening. The four 18 separate public schools have some similarities 19 and some differences. Ridge Ruxton School 20 currently has 121 students enrolled. Our 21 students pre-K through 12th grade, ages three</p>	<p>1 informed staff and teachers that our students 2 will not be required to wear face coverings 3 because they cannot for medical reasons and/or 4 sensory disorders. Students will be in rooms 5 with other students without these coverings when 6 we reopen if we reopen.</p> <p>7 At Ridge Ruxton School we teach 8 academics, social skills, special life skills, 9 toileting, feeding, hygiene and self care. When 10 a three through 21-year-old student needs to use 11 the bathroom, or already has, staff and teachers 12 assist with changing and cleaning. Staff and 13 teachers feed many students with spoons, and wipe 14 excess food off of faces. When a child evolves 15 we keep them in our arms. When a child is in 16 crisis we hold them in our arms so they cannot 17 injure themselves or others. Social distancing 18 will not be possible.</p> <p>19 I feel that some BCPS leaders and 20 executives don't understand who we teach, what we 21 teach or how we teach. When it is safe I invite</p>
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<p>1 through 21, are all unique individuals. Some of 2 our students demonstrate the most extreme 3 behaviors, some have severe medical and 4 intellectual disabilities, some are the most 5 medically fragile at risk students in our 6 county's population.</p> <p>7 As the art teacher I see all of our 8 students except for the pre-K. My students are 9 some of my favorite people in the whole world. 10 Our students are so important to their families, 11 our staff and our teachers and to me, they 12 matter. Our students, staff and teachers should 13 not be used as a test run. Parents and staff 14 received a letter outlining reopening plans today 15 and in the letter we were asked to refer to 16 mitigation strategies in the reopening plan, 17 pages 19 through 21, located on the bcps.org main 18 page. Two of the main mitigation strategies are 19 not possible to implement at the four separate 20 public day schools, face coverings and social 21 distancing of six feet. Our administration has</p>	<p>1 you to my art classroom to meet our students, 2 learn their names, watch our dedicated staff work 3 with them as they make art. Members of the 4 Board, BCPS leaders and executives, please 5 rescind. Do not put the staff, teachers and 6 students of the four separate public day schools 7 lives in peril. Talk to the community. We've 8 had a parking lot full of protesting parents 9 whose children safely and correctly followed CDC 10 guidelines to prevent COVID-19 transmission. Fix 11 this. We want plans for a safe reopening based 12 on science. Thank you.</p> <p>13 CHAIRMAN CAUSEY: Thank you. Our next 14 speaker for the evening is Ms. Christina Powell.</p> <p>15 MS. POWELL: Hello, can you hear me? 16 CHAIRMAN CAUSEY: Yes, we can. 17 MS. POWELL: I'm Christina Powell. I'm 18 sorry. 19 (Unintelligible crosstalk.) 20 Hi, can you hear me? 21 CHAIRMAN CAUSEY: Yes, we can.</p>

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<p>1 MS. POWELL: Good evening, board 2 members, thank you for allowing me to speak 3 tonight. I want the schools to reopen when it is 4 safe and sustainable. If you were to open any 5 schools right now, the four special schools would 6 be the worst choice to open. I have been working 7 at Maiden Choice School for 11 years. We work 8 with the students that have physical, cognitive, 9 emotional, social, behavior disabilities and 10 severely compromised immune systems. Over the 11 last ten years at Maiden Choice we have had 30 12 students die from complications to their 13 disorders and illnesses. This is an average of 14 three students a year. Last year alone we lost 15 four students before the coronavirus. We know 16 with what is happening in other schools, our 17 students will become sick and God forbid, they 18 will pass away. Every year illnesses like the 19 cold and the flu will come into the building and 20 it takes over, it travels from hallway to hallway 21 in our ancient ventilation system, students and</p>	<p>1 covered up. This is not a school environment 2 where students can thrive, it is an isolated 3 environment that they will not be able to leave 4 for six-and-a-half hours a day. 5 Our students thrive on routine and do 6 not do well with change. Having our students 7 come to school for two days and being home for 8 five days, changing teachers, being isolated from 9 others and continuing to have some lessons on 10 line is not an effective way to help our 11 students. During those two days the staff will 12 be dealing with behavior issues and trying to 13 build routines that will need to be retaught 14 weekly. 15 In addition to our students, we need to 16 advocate for our additional adults in the special 17 schools. The additional adults in our school 18 work for the teachers and para-educators, making 19 a despicable \$11 an hour. Our additional adults 20 are a vital part of our daily instruction and we 21 cannot assure the safety of our students without</p>
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<p>1 staff members get sick in huge numbers. We 2 collect data in the building and our nurses are 3 in constant contact with the health department. 4 Maiden Choice students have been safe at 5 home for the last several months and they have 6 been learning. Virtual learning is not ideal but 7 it is keeping our students alive. Our students 8 are at the highest risk for the coronavirus, they 9 can and will likely die from it. Why would BCPS 10 ask parents to send their students back to a 11 school in person for two days a week into a room 12 with other students who will not be wearing face 13 masks and are not required to wear face masks? 14 The students will be in the four corners of the 15 room working with an adult, they will not be able 16 to interact with their peers like they can 17 virtually. They are not able to move freely 18 throughout the classrooms, the hallways and/or 19 the playgrounds. Our students need to move. 20 They will be given very limited materials and all 21 of the other materials will be locked away or</p>	<p>1 them. Our additional adults need to be provided 2 paid leave and health benefits. 3 I am asking the Board to please stop the 4 vote for the return to the four special schools. 5 Our students have been doing an amazing job and 6 are rising to the challenges of online learning. 7 We need to follow the science, not politics. 8 Please stop the reopening of the special schools 9 until it is safe to do so. Thank you for your 10 time. 11 CHAIRMAN CAUSEY: Thank you. Our next 12 speaker is Ms. Megan Malone. 13 MS. MALONE: Hi, my name is Megan 14 Malone, thank you for having me tonight. I'm a 15 BCPS graduate and a mother of three elementary 16 school aged children. I witness every day how 17 detrimental this platform is to our children's 18 educational, emotional and total wellbeing. I 19 stand for the reopening of schools. I could go 20 on for hours about how badly out children are 21 suffering, but for the sake of precious time, I</p>

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<p>1 direct my comments to you, Dr. Williams.</p> <p>2 You see, I'm not just here today as a</p> <p>3 mother. I speak before you as a representative</p> <p>4 of 1,800 fellow Baltimore County parents who are</p> <p>5 members of a group called Reopen BCPS. We live</p> <p>6 in different areas of the county, we represent</p> <p>7 different political views, and socioeconomic</p> <p>8 backgrounds, we have different family dynamics,</p> <p>9 and the thousands of children we represent all</p> <p>10 have different needs from the school system that</p> <p>11 are not being met. But we all have one thing in</p> <p>12 common, aside from wanting our children back in</p> <p>13 the classroom.</p> <p>14 We are frustrated and appalled over your</p> <p>15 lack of communication regarding how you are</p> <p>16 working toward a safe and effective plan to get</p> <p>17 our kids off of computers and back into</p> <p>18 classrooms. At the end of the day the buck stops</p> <p>19 with you, sir, not with the Board, because they</p> <p>20 need an actual plan from you to vote on. Not</p> <p>21 with the county health commissioner as you</p>	<p>1 rates are similar to those in Baltimore City,</p> <p>2 which has recently announced a hybrid plan for</p> <p>3 reentry. In fact as of today, 19 Maryland school</p> <p>4 systems have either opened schools for</p> <p>5 instruction in some form, or at the very least</p> <p>6 have communicated to students, parents and staff</p> <p>7 how and when they intend to do so. Because of</p> <p>8 silence on your part, this has become an even</p> <p>9 more difficult and negative situation for</p> <p>10 parents, teachers, unions, and various other</p> <p>11 stakeholders have started pointing fingers about</p> <p>12 where the fault lies in all of this.</p> <p>13 At the end of the day our collective</p> <p>14 priority is the children of Baltimore County. We</p> <p>15 all deserve a voice, we all need to work together</p> <p>16 to achieve forward progress. We look to you as</p> <p>17 our leader -- (audio cut off).</p> <p>18 CHAIRMAN CAUSEY: Thank you. Our next</p> <p>19 speaker for the evening is Mr. Darren Padillo.</p> <p>20 MR. PADILLO: Good evening. My name's</p> <p>21 Darren Padillo, I'm the director of Baltimore</p>
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<p>1 claimed so many times yesterday on the radio.</p> <p>2 Not with the teacher unions who you caved to in</p> <p>3 September after announcing your initial plan to</p> <p>4 get pre-K, kindergarten and other high risk</p> <p>5 learners back into the buildings next month. You</p> <p>6 should be providing weekly updates about the</p> <p>7 health metrics you are using to determine a plan</p> <p>8 for entry. You should be providing weekly</p> <p>9 updates about safety protocols that are being</p> <p>10 considered for students, teachers and staff when</p> <p>11 they enter buildings. Most importantly, you</p> <p>12 should be providing weekly updates about your</p> <p>13 plans to get our kids back in person as soon as</p> <p>14 possible.</p> <p>15 Dr. Williams, we need strong, effective</p> <p>16 and communicative leadership from you and we need</p> <p>17 it now. As Dr. Salmon shared yesterday, state</p> <p>18 health metrics continue to remain among the</p> <p>19 lowest in the nation, and research indicates that</p> <p>20 school community infection rates continue to stay</p> <p>21 well below those in the community at large. Our</p>	<p>1 Youth Coalition, but most importantly I'm a</p> <p>2 father. Virtual learning is not working. My</p> <p>3 daughter is eight years old and my son is six.</p> <p>4 My son is in kindergarten, he has an IEP and was</p> <p>5 struggling prior to COVID. He had a lot of help</p> <p>6 with the school, his teacher, but even with that</p> <p>7 help before the school year started with the</p> <p>8 guidance of the teachers, we decided to hold him</p> <p>9 back another year in kindergarten as he would be</p> <p>10 too far behind. When the year started with</p> <p>11 virtual learning I had many concerns, but after a</p> <p>12 few weeks and speaking with some teachers in</p> <p>13 other schools, parents and some kids, it's not</p> <p>14 working.</p> <p>15 My son as well as other students in</p> <p>16 kindergarten are still learning how to read. How</p> <p>17 are we expecting him and other kids in</p> <p>18 kindergarten to learn how to operate a computer</p> <p>19 and virtually learn? Kids with IEPs benefit from</p> <p>20 peer modeling. My son gets none of that. After</p> <p>21 speaking with a professional she said I think the</p>

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<p>1 biggest thing to focus on is social development, 2 especially for younger ones, this is where they 3 learn how to interact, develop in self esteem and 4 identity.</p> <p>5 Something else worth mentioning is an 6 expert often cites that third grade is a decisive 7 year for students in schools. The data shows 8 that children who cannot read by the third grade 9 are four times less likely to graduate than 10 students who can read at that age. And prior to 11 COVID, 83 percent of low income students tested 12 below the proficient reading levels. 55 percent 13 of high income students leave in the US with over 14 two-thirds of the children testing below 15 proficient reading. 13 percent of students 16 considered proficient or advanced. Maryland 17 student reading proficiency scores dropped in 18 2019 from the National Report Card. What do you 19 think 2020 is going to be?</p> <p>20 Let me ask if this makes sense. A kid 21 can go to Dave and Buster's and Chuck E Cheese</p>	<p>1 concludes our public comment portion of the 2 meeting, excuse me, the public speaker portion. 3 We now have public comment on proposed policies, 4 and so for that we have two people signed up, and 5 Ms. Bergman, you are first, proposed changes to 6 Policy 8250.</p> <p>7 MS. BERGMAN: Hi, my name is Dayana 8 Bergman and I want to share that this policy is, 9 makes me sad. It makes me sad because we had to 10 go to Annapolis to support our student board 11 member to make sure that they equally had the 12 same opportunity as any other board member on the 13 Board to have equal access for that amount. You 14 know, the student board member is one of the most 15 important voices in public education. A student 16 board member ends up being a voice for every 17 single child in our school system, a child that 18 tells us and shows us and expresses to us if 19 they're learning or not. That's the most 20 important voice on that board, it's the student 21 board member of our public school system. So I'm</p>
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<p>1 with limited social distancing and wear masks but 2 can't go to school. A child can go to a 3 restaurant with their family, walk to their table 4 with a mask on, take it off, but they cannot go 5 to school. A child can sit in a dealership with 6 their parents to buy a car but they can't sit in 7 a class to learn. A child can walk in a mall, go 8 shopping, but can't go to school. A child can 9 play on the playground, jungle gyms, swings, 10 slide down multiple times, but can't go to school 11 to learn. And a teacher can go to restaurants, 12 go to the gym and exercise, buy a car, go to the 13 casino and gamble, go shopping, but they can't be 14 in school teaching our kids? We need to get our 15 kids in school. Let's start now with the 16 children that have challenges, elementary school, 17 middle school and high school, virtual learning 18 is not working, and if a kid can go to a 19 Christian school, a kid can go to a public school 20 in Baltimore County. Thank you for your time.</p> <p>21 CHAIRMAN CAUSEY: Thank you. That</p>	<p>1 hoping that this Board does more because the 2 student board member should have more voting 3 rights on the Board just like every single voice 4 on the Board, that's one.</p> <p>5 Two, I want to bring to your attention 6 as board members regarding this policy that it 7 only highlights the only thing right now this 8 current board is allowed to get reprimanded on, 9 and that is if they fail to attend board 10 meetings. Otherwise, any other behavior any 11 current board member does right now, we don't 12 have a system of how to hold you accountable, 13 make sure you do what's right for our public 14 school system. But I really really hope that the 15 student board member has a seat at the table, and 16 not just a seat at the table but a voice when it 17 comes to public education. Thank you.</p> <p>18 CHAIRMAN CAUSEY: Thank you. And our 19 next speaker is Dr. Bash Pharoan.</p> <p>20 DR. PHAROAN: Good evening to all. This 21 Policy 8250, my concern's about line item 25,</p>

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<p>1 excuse me, 23, 24, 25, 26, 28, 29, and basically 2 the policy as I read it says the responsibilities 3 and duties of board members is to attend a 4 portion of the meeting, that gets paid, and if 5 the board member is not coming or not able to 6 come, then that board member has a good cause to 7 it. That's it. That's what it says, that this 8 Board and future boards' responsibilities are. 9 My comments are not related to this Board as much 10 as for the future.</p> <p>11 I believe the policy should reflect that 12 the responsibilities of board members to assure a 13 safe and effective teaching environment and to 14 assure that they would work towards elimination 15 of any educational disparities based on color, 16 faith, national origin, disability, et cetera, 17 and for them to work towards a material 18 improvement in the school system. We have 87 19 percent graduation rate only, we have only 26 20 Blue Ribbon schools. We have to be working 21 harder. I also believe that the board member</p>	<p>1 that are more than what I mentioned, to identify 2 and be clear about what the responsibilities -- 3 (audio cut off.)</p> <p>4 CHAIRMAN CAUSEY: Thank you. And that 5 does conclude our public comment portion of the 6 meeting.</p> <p>7 Our next item on the agenda is Item H, 8 new business, action taken in closed session, and 9 for that I call on board counsel, Mr. Eric 10 Brousaides.</p> <p>11 MR. BROUSAIDES: Good evening. Earlier 12 this evening the Board heard an appeal regarding 13 a confidential student matter in its 14 quasi-judicial capacity, that was Hearing 15 Examiner Case Number 21-02. The matter was heard 16 on the record because there was no timely request 17 for oral argument. At this time it would be 18 appropriate to confirm the action taken in closed 19 session on that matter and to authorize Ms. Gover 20 to sign the order on behalf of the members of the 21 Board.</p>
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<p>1 must have the responsibility to lobby Annapolis 2 and to lobby Washington D.C. for adequate funding 3 for the school system, especially for special 4 education. In that, board members need to 5 clearly have the duty to work towards what is in 6 the best interests of the students, what is fair 7 and without any favors. With that I think our 8 schools will be much better.</p> <p>9 Plus, I would like to jog in your mind 10 the possibility that board members needs to be 11 paid based on performance, nothing wrong with it. 12 Everybody needs money, everybody has enough time 13 in it, and I think a board member should not 14 really be paid exactly the same thing whether 15 that board member comes in 75 five percent or a 16 hundred percent, or just really sits and not 17 really adds to the educational system.</p> <p>18 This Board is the best that I have seen 19 in 25 years and my comments are not really 20 related to you as board members. I believe this 21 policy should go back and add some of the items</p>	<p>1 CHAIRMAN CAUSEY: Board members, do I 2 have a motion to approve the action taken in 3 closed session and to authorize Ms. Gover to sign 4 on behalf of the Board?</p> <p>5 MS. MACK: So moved, Mack.</p> <p>6 MR. OFFERMAN: Second, Offerman.</p> <p>7 CHAIRMAN CAUSEY: Thank you, 8 Mr. Offerman, for the second. Board members, is 9 there any discussion? Hearing none, may I have a 10 rollcall vote please?</p> <p>11 MS. GOVER: Dr. Hager?</p> <p>12 DR. HAGER: Yes.</p> <p>13 MS. GOVER: Mr. Kuehn?</p> <p>14 MR. KUEHN: Yes.</p> <p>15 MS. GOVER: Ms. Pasteur?</p> <p>16 MS. PASTEUR: Yes.</p> <p>17 MS. GOVER: Mr. Offerman?</p> <p>18 MR. OFFERMAN: Yes.</p> <p>19 MS. GOVER: Mr. Muhumuza?</p> <p>20 MR. MUHUMUZA: Yes.</p> <p>21 MS. GOVER: Ms. Henn?</p>

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1	VICE CHAIR HENN: Yes.	1	system of supports team, nurses, PPWs, residency
2	MS. GOVER: Ms. Causey?	2	investigators, school psychologists, school
3	CHAIRMAN CAUSEY: Yes.	3	safety managers, social workers and student
4	MS. GOVER: Ms. Jose?	4	conduct hearing officers. Just as equity is a
5	MS. JOSE: Abstain.	5	responsibility that is embedded across roles and
6	MS. GOVER: Mr. McMillion?	6	goal, the work of the Division of School Climate
7	MR. MCMILLION: Yes.	7	and Safety touches each of the Compass focus
8	MS. GOVER: Ms. Mack?	8	areas and initiatives. While our division is
9	MS. MACK: Yes.	9	deeply grounded in focus area two, safe and
10	MS. GOVER: Ms. Scott?	10	supportive environment, we work collaboratively
11	MS. SCOTT: Yes.	11	with all BCPS stakeholders to insure that the
12	MS. GOVER: Ms. Rowe?	12	goal of preparing each child to graduate ready to
13	MS. ROWE: Yes.	13	enter their chosen career, career training,
14	MS. GOVER: Thank you.	14	military training or credit bearing college
15	CHAIRMAN CAUSEY: Thank you, the motion	15	course work is achieved for each and every one of
16	carries.	16	our students. We play a key role in delivering
17	The next item on the agenda is report on	17	proactive and responsive supports from preschool
18	school climate and safety, and for that we call	18	through high school.
19	forward Dr. Zarchin, the community	19	This school year the challenges posed by
20	superintendents, and principal of Overlea,	20	the pandemic, social injustice and social unrest
21	Ms. Monica Sample.	21	have necessitated creative thinking and ongoing
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1	DR. ZARCHIN: Good evening, Chair	1	examination of the way we provide support to
2	Causey, Vice Chair Henn, Dr. Williams, and	2	students, families and staff. Next slide please.
3	members of the Board. This presentation will	3	From the onset of the current pandemic
4	provide an overview of the collaborative efforts	4	we have worked to insure that the students and
5	on the part of the Division of School Climate and	5	staff have a firm foundation of safety. The
6	Safety, the Division of School Support and	6	foundation is essential for optimal learning and
7	Achievement, to insure a safe and supportive	7	with well rounded department of our students. In
8	environment for each of our students in BCPS.	8	our commitment to providing and maintaining
9	The information shared will be aligned with the	9	learning and workplace climates that are
10	Compass: Our Pathway to Excellence, and opening	10	positive, safe and supportive of every member of
11	of schools from the lens of the schoolhouse.	11	BCPS, we have developed a framework for social
12	I'm pleased to present on behalf of the	12	and emotional learning for use within our schools
13	Division of School Climate and Safety. Next	13	and offices.
14	slide please.	14	Staff from the Department of Social
15	Our division includes the Department of	15	Emotional Support have supported the
16	Social Emotional Support and the Department of	16	implementation of SEL learning experiences by
17	School Safety. Together we work with respect,	17	providing ongoing professional development to
18	responsiveness, collaboration, coordination and	18	staff. SEL activities have been incorporated
19	trust to provide a wide range of supports to	19	into virtual learning for students in grades K to
20	students and staff. From the school perspective	20	12. SEL learning activities address problem
21	we're best known for our counselors, multitiered	21	solving, bullying, relationship skill building,

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<p>1 personal safety skills, listening skills, 2 celebrating differences, equity, mindfulness, 3 coping skills, careers, self discipline and 4 character development. SEL learning activities 5 vary from grade to grade and were created to be 6 developmentally appropriate. Next slide.</p> <p>7 Thank you. Engagement and collaboration 8 with external partners to foster safe and 9 equitable environments for teaching and learning 10 have been an important part of our efforts. 11 These partnerships go hand in hand with our work 12 to support the physical and social emotional 13 wellness of our staff. An example of this work 14 is the monthly safety emergency management 15 steering committee led by April Lewis in the 16 Department of School Safety. Participants in the 17 meeting include BCPS leaders and leaders across 18 Baltimore County, including Baltimore County 19 Health and Human Services, Baltimore County Fire 20 Department and Baltimore County Police 21 Department. The safety and emergency management</p>	<p>1 The SROs at Overlea High School are viewed upon 2 as valuable and respected partners who are 3 willing to collaborate with our school family on 4 the social emotional, academic and physical 5 wellbeing of our fellow team members, parents and 6 Overlea scholars.</p> <p>7 Examples of the key roles that our SROs 8 serve are as members of our school's restorative 9 practices and social emotional team, serving in 10 the role of teacher by teaching all of our 11 scholars law-related lessons that are not only 12 engaging but lessons that are based on the needs 13 of our scholars that helps them to be model and 14 productive citizens in society, and they serve as 15 our school's biggest cheerleaders in the global 16 community by always speaking positively of 17 Overlea and by attending extracurricular events 18 to support our scholars.</p> <p>19 I am very proud to say that our NASRO's 20 National SRO of the Year, SRO Moore has served as 21 co-coordinator of the It Girls mentoring group.</p>
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<p>1 steering committees examine current challenges 2 and proactive actions to keep Team BCPS safe and 3 prepared to respond to potential safety concerns.</p> <p>4 At this time I would like to introduce 5 Ms. Monica Sample, principal of Overlea High 6 School, to share how she has supported the work 7 of the Division of School Climate and Safety, and 8 how the division has provided support to staff 9 and students at Overlea High School.</p> <p>10 MS. SAMPLE: Thank you, Dr. Zarchin. 11 Good evening, Chairwoman Causey, Vice Chairwoman 12 Henn, Dr. Williams and members of the Board of 13 Education. I bring you greetings from Overlea 14 High School. It brings me great pleasure to peek 15 to you this evening about my wonderful 16 experiences and partnership with my outstanding 17 SROs and with the Office of School Climate and 18 Safety.</p> <p>19 Overlea High School is very grateful to 20 have two outstanding SROs, one of which recently 21 was awarded NASRO's National SRO of the Year.</p>	<p>1 SRO Moore's involvement with this group empowers 2 our most at promise female scholars that like 3 her, they too can be a success story and role 4 model for others by giving back to their 5 community in a positive way and by utilizing 6 proactive conflict resolution skills to develop 7 healthy relationships with others. Both of our 8 SROs are invaluable partners who insure the 9 safety and security of our entire school 10 community with pride, care and commitment.</p> <p>11 The SROs do not just collaboratively 12 work with Overlea staff members and students, but 13 they also work with another valued BCPS partner, 14 Dr. Kelly Rudd Safran, our safety manager from 15 the Division of School Climate and Safety. Dr. 16 Kelly Rudd Safran, who is the safety manager for 17 the east zone, is considered a valuable member of 18 the Overlea team who is never too busy to assist 19 me and my team with any safety concerns or 20 questions. We can literally call Dr. Rudd Safran 21 at any time and she readily and willingly comes</p>

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<p>1 to the school to assist with any issues that we 2 may have. Dr. Rudd Safran assists with any 3 safety and security issue that may affect the 4 Overlea community. She at times willingly will 5 come and participate in restorative practices 6 conferences or just simply to be a thought 7 partner as it pertains to these issues.</p> <p>8 She currently supports principals social 9 emotionally and in partnership by providing chats 10 or feedback forms with the east zone principals 11 as it relates to common safety issues and/or 12 updates that we are experiencing during the 13 virtual learning experience, and by sending 14 motivating and positive emails to principals to 15 let us know we are appreciated and doing a great 16 job. Dr. Rudd Safran is the epitome of central 17 office support.</p> <p>18 As a building leader, I appreciate her 19 positive and her mantra that we are in this work 20 together. One such example where Dr. Rudd Safran 21 helped me as a leader is when our school</p>	<p>1 Lastly, the Office of School Climate and 2 Safety has allowed me to be a collaborative 3 partner by serving as a member of the school 4 safety steering committee. The school safety 5 steering committee allows for a wide range of 6 collective community partners such at the health 7 department, various BCPS offices, the fire 8 department, police department and building 9 leaders to come together as one team to discuss 10 safety issues and proactive solutions to any 11 concern. As a member of the committee I am able 12 to offer feedback from a principal's lens on 13 safety and security topics that directly impact 14 our building staff and leaders. I appreciate and 15 value the opportunity to be a collaborative 16 partner in helping to insure the safety and 17 security of Team BCPS.</p> <p>18 My experiences with the Office of School 19 Safety and my SROs give me great assurance as a 20 building leader that I am not in this work alone, 21 we are all working to provide the best</p>
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<p>1 community lost our beloved front office secretary 2 to COVID-19 in May. It was a very tough time for 3 me as the building leader to provide the support 4 for my school family when I was grieving so 5 heavily from the loss. Dr. Rudd Safran allowed 6 me to grieve and facilitated the process of 7 notifying the traumatic loss team for school 8 support. She simply took on the role of being an 9 anchor and partner that I could depend on to lead 10 me through such a difficult time just by doing 11 daily check-ins to check on my wellbeing as 12 leader and support me wherever she could. The 13 traumatic loss team was wonderful with contacting 14 me to determine my and my community's needs and 15 providing counseling to not only our students but 16 our staff as well, and by providing helpful 17 communication to express to others the loss that 18 Overlea High School was experiencing. I am very 19 grateful for the traumatic loss team's support as 20 we navigated the grief process during the loss of 21 our secretary.</p>	<p>1 opportunities for all of our scholars and our 2 school community. I am grateful for the 3 partnerships with the Office of School Safety and 4 my SROs, and am very appreciative of their 5 sincere support and commitment to my school. 6 Thank you for allowing me to share my perspective 7 with this Board.</p> <p>8 MS. BYERS: So thank you, Ms. Sample, we 9 greatly appreciate you sharing your perspective, 10 the leader's perspective on how we work 11 collaboratively to insure.</p> <p>12 Good evening, everyone, this is 13 Ms. Christina Byers, community superintendent for 14 the central zone, and at this time Dr. Jones, 15 Dr. Roberts and I are going to continue to share 16 how our division works collaboratively with the 17 Division of School Climate and Safety and our 18 leaders in the schoolhouse. So in alignment to 19 the Compass: Our Pathway to Excellence focus 20 area one, the Division of School Support and 21 Achievement supports schools in a research-based</p>

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<p>1 model that encompasses the three areas you see on 2 your screen, instructional leadership, teaching 3 and learning and operational systems. This 4 support model insures that all parts of our 5 system act in support of our schools, and while 6 cultivating a positive school climate can be 7 found in many indicators of support, this evening 8 we are going to highlight three areas.</p> <p>9 One area under instructional leadership 10 is the school progress plan process. Our schools 11 work through a continuous improvement cycle to 12 insure that they have both aligned to the 13 creation and implementation of a safe and secure 14 environment. Using the plan study app, Cycle of 15 Continuous Improvement, our schools conduct a 16 comprehensive needs assessment and they examine 17 data that pertains to safety and climate. This 18 portion of the school's progress plan aligns to 19 focus area two of the Compass, safe and 20 supportive environment.</p> <p>21 With support, our principals examine</p>	<p>1 the lens of our school support model. DSSA works 2 collaboratively with principals and school 3 leadership teams to support instruction focused 4 on social emotional learning. One way we do this 5 is by building the capacity of our principals 6 through our professional learning community 7 centered on equity and cultural responsiveness. 8 Through collaboration with the Department of 9 Equity and Cultural Proficiency our team holds 10 these professional learning communities to 11 examine antiracist work that is critical in our 12 schools, and the social emotional needs of 13 students within a school community, we're given 14 feeder patterns. We support various programs 15 including conscious discipline, our elementary 16 counseling curriculum and restorative practices 17 to name a few. Additionally there are a myriad 18 of support teams at the school level, student 19 support teams, IEP teams, attendance committees, 20 planning committees and other school-based 21 committees that serve our students and their</p>
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<p>1 attendance data, suspension data, and our 2 stakeholder data. Additionally, they conduct a 3 root cause analysis to determine factors that may 4 be contributing to their data. Our team in the 5 Division of School Support and Achievement works 6 with schools through that process and then we 7 support the leadership teams in buildings with 8 identifying action steps aligned to our teaching 9 and learning framework in order to promote 10 positive cultures and safe and secure 11 environments. And finally, the schools then 12 develop a professional learning plan to support 13 the building of adult capacities that is needed 14 to implement those steps.</p> <p>15 At this time Dr. Jones is going to talk 16 about how we continue to support our schools in 17 teaching and learning through social emotional 18 learning. Dr. Jones?</p> <p>19 DR. JONES: Good evening, Ms. Byers, and 20 thank you. I will, as Ms. Byers said, begin 21 speaking about social emotional learning through</p>	<p>1 various needs. Our DSSA-based team continues to 2 support schools in bridging networks with our 3 itinerant support staff in the Division of School 4 Climate and Safety.</p> <p>5 Dr. Roberts will share more about school 6 safety and our supports through the lens of 7 operational systems. Dr. Roberts?</p> <p>8 DR. ROBERTS: Great, thank you, 9 Dr. Jones. The operational system portion of the 10 support model, we work specifically with schools 11 on the procedures, processes and protocols that 12 support school safety and climate. One such 13 process is the school-based safety plan. Each 14 every school develops a safety plan to align to 15 the needs of their schools. While every plan has 16 the same components and requirements, each school 17 must customize their plan based on their 18 facility, student body and staff.</p> <p>19 Our team along with the Department of 20 School Safety and our partners in the Baltimore 21 County Police and Fire Departments have access to</p>

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<p>1 these plans. For safety reasons these plans are</p> <p>2 not public. A critical component of the plan is</p> <p>3 how and when schools implement drills to practice</p> <p>4 universal emergency response procedures. Our</p> <p>5 website does contain a forward facing document</p> <p>6 that explains to parents what is meant by each</p> <p>7 universal emergency response.</p> <p>8 Another process we support is regarding</p> <p>9 critical incident reporting. Though every</p> <p>10 incident is unique, the following general</p> <p>11 protocols follow between schools and the Division</p> <p>12 of School Support and Climate, and school safety.</p> <p>13 If the emergency requires first responders the</p> <p>14 school calls 911 and then immediately notifies</p> <p>15 the respective zone office and safety manager.</p> <p>16 The incident is then monitored, subsequent</p> <p>17 appropriate communications are delivered to the</p> <p>18 appropriate stakeholders at the appropriate time</p> <p>19 in accordance with the Baltimore County Police</p> <p>20 Department.</p> <p>21 For incidents that do not require</p>	<p>1 they are faced with issues of safety and</p> <p>2 security.</p> <p>3 So at this time, that does conclude our</p> <p>4 presentation on school climate and safety. On</p> <p>5 behalf of the team and Ms. Sample, we want to</p> <p>6 thank you for your time and attention, and we're</p> <p>7 available for any questions. Thank you.</p> <p>8 CHAIRMAN CAUSEY: Board members, if you</p> <p>9 could use the raise your hand icon to engage your</p> <p>10 question, or if you're calling in, if you can</p> <p>11 alert me that you would like to speak. Ms. Rowe,</p> <p>12 you may begin.</p> <p>13 MS. ROWE: Thank you for the</p> <p>14 presentation, but I would also like to know what</p> <p>15 specific work have you done as to putting</p> <p>16 together ideas for safety protocols, social</p> <p>17 distancing, masks, things like that, for once</p> <p>18 schools are reopened? Because we've seen the</p> <p>19 plan but once students are sitting in the</p> <p>20 building, what is going to prevent the spread of</p> <p>21 COVID-19 in the building?</p>
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<p>1 intervention from our first responders,</p> <p>2 principals contact their respective zone office</p> <p>3 and safety manager. Collectively this team leads</p> <p>4 and monitors the incident and provides</p> <p>5 appropriate supportive strategies. If needed,</p> <p>6 subsequent appropriate communications are</p> <p>7 delivered to the appropriate stakeholders.</p> <p>8 Supportive strategies may involve school</p> <p>9 personnel, Division of School Climate and Safety,</p> <p>10 as well as our own mental health partners.</p> <p>11 And finally as you've heard so</p> <p>12 wonderfully from Monica Sample, our division and</p> <p>13 our schools are fortunate that we get to work</p> <p>14 every day and work collaboratively with our</p> <p>15 school resource officers and our school resource</p> <p>16 office and safety managers. Having a safety</p> <p>17 manager for each zone provides timely support to</p> <p>18 our schools and other staff within our buildings.</p> <p>19 The Division of School Support and Achievement,</p> <p>20 principals, safety managers and SROs use</p> <p>21 collaborative teamwork to support schools when</p>	<p>1 DR. ZARCHIN: So we spent a great deal</p> <p>2 of time talking about mitigation measures. You</p> <p>3 mentioned social distancing, wearing of masks</p> <p>4 provisions. If students or staff don't have</p> <p>5 masks with them, actually even before you get in</p> <p>6 a school or office, we've got reminders about</p> <p>7 practices and protocols at each doorway, and</p> <p>8 that's been a big part of our work. When folks</p> <p>9 are exposed outside of school to COVID we're</p> <p>10 finding that exposure to colleagues in school has</p> <p>11 been very low because of staff following those</p> <p>12 measures. That same work will lead us to, when</p> <p>13 the students come back and staff in larger</p> <p>14 numbers, we have spent a great deal of time not</p> <p>15 just with our staff and health services and Deb</p> <p>16 Somerville's leadership there, but also with the</p> <p>17 Department of Health for Baltimore County. They</p> <p>18 have been great support as we've gone through</p> <p>19 this work.</p> <p>20 MS. ROWE: Okay (inaudible, echo)</p> <p>21 schools that have done this when someone is</p>

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<p>1 tested with COVID-19.</p> <p>2 DR. ZARCHIN: Thank you for that</p> <p>3 question. So we, a big part of the work of</p> <p>4 nurses right now, they are involved in contact</p> <p>5 tracing, not only in BCPS when a staff tests</p> <p>6 positive but also in the county supported by the</p> <p>7 Department of Health. I believe Deb Somerville</p> <p>8 is on, and she may be the best person to walk</p> <p>9 through the details of that work.</p> <p>10 Ms. Somerville?</p> <p>11 MS. SOMERVILLE: So, this is a bad</p> <p>12 connection. Could you repeat the question for</p> <p>13 me, Dr. Zarchin?</p> <p>14 DR. ZARCHIN: Can you speak to the work</p> <p>15 on contact tracing?</p> <p>16 MS. SOMERVILLE: Oh, okay, sure. So</p> <p>17 we're doing contact tracing right now for all</p> <p>18 employees who test positive, so that involves an</p> <p>19 immediate call to the employee to determine the</p> <p>20 timeline for the illness and when they were</p> <p>21 potentially infectious, to identify their</p>	<p>1 students reenter the building, will the same</p> <p>2 protocols that you used for staff be used for</p> <p>3 students?</p> <p>4 MS. SOMERVILLE: Yes, this is</p> <p>5 Ms. Somerville. Yes. Essentially all those, the</p> <p>6 reporting will occur through our school nurses so</p> <p>7 the school nurses will primarily report it to our</p> <p>8 office, and when students are back in the</p> <p>9 building there is a closer reporting process with</p> <p>10 the Department of Health, so there will be kind</p> <p>11 of an outbreak lens that's added to it for each</p> <p>12 case. But other than that the process will be</p> <p>13 the same, the family will be contacted, we will</p> <p>14 contact persons who had close contact, we'll be</p> <p>15 collaborating with teachers to identify obviously</p> <p>16 persons that have close contact, and we'll do the</p> <p>17 community notice letter. So yes, essentially the</p> <p>18 same process.</p> <p>19 MS. ROWE: Thank you.</p> <p>20 CHAIRMAN CAUSEY: Thank you, and the</p> <p>21 next hand that was raised was Mr. Kuehn, and then</p>
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<p>1 activities and their contacts in BCPS buildings.</p> <p>2 And then we notify anyone who has close contact,</p> <p>3 put them on quarantine, refer them to testing,</p> <p>4 all in collaboration with our partners at the</p> <p>5 Department of Health. We feel that this summer</p> <p>6 and the spring have really provided us a great</p> <p>7 time to refine our contact tracing process. We</p> <p>8 always end the contact tracing process after a</p> <p>9 case with a community notice letter to all</p> <p>10 persons in the building. We don't have close</p> <p>11 contact but notifying (inaudible, static.)</p> <p>12 CHAIRMAN CAUSEY: Ms. Rowe, does that</p> <p>13 complete your questions and answers?</p> <p>14 MS. ROWE: (Inaudible, static.) And</p> <p>15 notified.</p> <p>16 CHAIRMAN CAUSEY: Ms. Rowe, could you</p> <p>17 repeat that because there was some feedback, and</p> <p>18 I want to make sure that Dr. Zarchin and</p> <p>19 Ms. Somerville can hear your full question and</p> <p>20 then respond.</p> <p>21 MS. ROWE: (Inaudible, static.) So when</p>	<p>1 it will be Dr. Hager and then Mr. Muhumuza.</p> <p>2 Mr. Kuehn?</p> <p>3 MR. KUEHN: Thank you, Ms. Causey.</p> <p>4 Thank you for the presentation. The only</p> <p>5 question that I have for the team that has been</p> <p>6 presenting here is where are all the materials</p> <p>7 that you've talked about today, are they</p> <p>8 available for people to find on BCPS, BCPS's</p> <p>9 website? Or maybe I should start by asking, are</p> <p>10 the materials available that outline everything</p> <p>11 that you've all been talking about to the public</p> <p>12 at this point in time? Let's start there.</p> <p>13 DR. ROBERTS: So Mr. Kuehn, I can</p> <p>14 address the portion that I referenced on the</p> <p>15 universal emergency response on our safety web</p> <p>16 page, on bcps.org Office of Safety and Climate</p> <p>17 should be an emergency response, what's meant by</p> <p>18 each of them, that's where the community could</p> <p>19 locate those items with reference to the various</p> <p>20 types of emergencies and the response. The</p> <p>21 safety plans, again, aren't public, the safety</p>

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<p>1 plans are provided to the police department and 2 our fire department in terms of the school safety 3 plans and their emergency drill exercises. 4 MS. BYERS: And the only thing I would 5 add to that, Dr. Roberts, is that as a school 6 system, Mr. Kuehn, we do have a comprehensive 7 safety plan, and that comprehensive safety plan 8 is where those universal procedures live, and 9 that can be found on our public website under the 10 Department of Safety. And then for the school 11 progress plan which I referenced, each school 12 does publish a one-page snapshot of their 13 individual school process plan for their school's 14 website. 15 DR. JONES: And then in terms of some of 16 the pieces of the curriculum in terms of programs 17 that we use in terms of conscious discipline 18 and/or restorative practices, there are materials 19 available to our teachers through Schoology and 20 we work very closely with the Office of Academics 21 to make sure that our teachers have exactly what</p>	<p>1 Dr. Hager. 2 DR. HAGER: Yes, thank you for that 3 presentation. My questions are really more on 4 the school climate side in a pre-pandemic world 5 or hopefully in a post-pandemic world. Is a 6 school progress plan the same as a school 7 improvement plan? 8 DR. JONES: Yes. 9 DR. HAGER: Yes, it's the same concept, 10 okay. So we as a board, we're invited to attend 11 the MABE annual meeting, which is the Maryland 12 Association of Boards of Education, and this year 13 the focus area for the meeting was a whole child, 14 and so clearly social emotional learning is a 15 component or the whole child community model 16 where we think about overall school wellness and 17 wellness for the students. And I know in the 18 past the school improvement plans under the 19 climate kind of reporting, folks would report on 20 wellness initiatives, and we're more concerned 21 that the models that you're using only include</p>
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<p>1 they need and the training to be able to 2 implement those programs. 3 MR. KUEHN: Dr. Jones, are those 4 materials available to parents and people in the 5 community to see? 6 DR. JONES: So there are materials that 7 are available to parents and some schools have 8 provided some of the restorative practice and 9 conscious discipline materials just to kind of 10 make sure that parents are aware of the programs 11 as they're being implemented. I can find out 12 more information as to where they are located or 13 how families can access those. Generally knows 14 types of materials or that information is 15 provided during back to school nights and/or 16 teacher-parent conferences or meetings that take 17 place at school, but I can find out more. I'm 18 sure it's on our website but I'll find out 19 exactly where you can find that information. 20 MR. KUEHN: Okay, thank you very much. 21 CHAIRMAN CAUSEY: And next we have</p>	<p>1 social emotional learning and not other 2 components of their wellness. So I guess one 3 question I have is, in the school progress plan 4 are you required to report on social emotional 5 learning or any sort of holistic wellness setting 6 the tolls around social emotional learning or 7 overall wellness goals? 8 And how, the second question is how does 9 this office work with Policy 5470, which is the 10 wellness policy, thinking about the whole child 11 and addressing this? 12 MS. BYERS: So I'll start, this is 13 Christina Byers, and then obviously any of my 14 team members can jump in. The school progress 15 plan does look at school climate and overall 16 social emotional learning. So to answer your 17 first question, the answer is yes, schools do set 18 goals based on data sources that they are 19 analyzing that pertain to school climate, whether 20 that be stakeholder data around things like 21 belonging, whether that be attendance data or</p>

<p style="text-align: right;">Page 94</p> <p>1 suspension data, so they do set a specific goal 2 around school climate.</p> <p>3 The other piece that you were talking 4 about, equally important around the whole child, 5 does directly correlate to the policy you 6 referenced in that every school does have a 7 wellness committee. And so while that is not 8 embedded necessarily within the individual school 9 progress plan, all schools are charged with 10 having a wellness liaison, and they work within 11 the schools to look at the implementation of that 12 policy in that individual school setting.</p> <p>13 DR. HAGER: Okay. I noticed in other 14 committees, and I know you were just talking off 15 the top of your head or one of the speakers was 16 and that was not mentioned, so I was wondering 17 how that all fits together, and how long has 18 safety and climate been linked together in the 19 same office, is this a new concept, or how long?</p> <p>20 DR. ZARCHIN: This is the third year.</p> <p>21 DR. HAGER: Third year, okay.</p>	<p style="text-align: right;">Page 96</p> <p>1 for this position, so I just wanted to say than 2 you so much, Dr. Zarchin.</p> <p>3 My question was concerning kind of like 4 what Dr. Hager was talking about, the post COVID, 5 or the post COVID school environment. And mainly 6 it deals with students reporting issues 7 concerning climate and safety, and I think I 8 talked to Ms. Byers about this, about students 9 feeling like they can't go to their principals, 10 their teachers, and might need to reach out to an 11 external body for help to address their concerns. 12 And my question is, what is the Office of Climate 13 doing to allow for these students to I guess 14 report incidents or concerns they have? Yeah.</p> <p>15 DR. ROBERTS: Mr. Muhumuza, this is 16 Dr. Roberts. If I could, I'll open and address 17 some of that question and certainly allow my 18 colleagues to follow up, and it's a great 19 question. We say in education and as educators, 20 that every child should have a connection within 21 the building, so if that person is not an</p>
<p style="text-align: right;">Page 95</p> <p>1 DR. ZARCHIN: Yes.</p> <p>2 DR. HAGER: And I think those are all of 3 my questions. Thank you for your time.</p> <p>4 CHAIRMAN CAUSEY: Mr. Muhumuza?</p> <p>5 MR. MUHUMUZA: Can you hear me?</p> <p>6 CHAIRMAN CAUSEY: Yes, we can.</p> <p>7 MR. MUHUMUZA: Yes. Before I ask my 8 question, I want to go on a short tangent for a 9 second. Many people don't know that the first 10 time I met the chief of climate and safety, 11 Dr. Zarchin, was about a year ago. This was 12 during my role on the Student Councils for 13 Maryland, the committee on safety, and I was 14 happy that Dr. Zarchin through our conversation 15 took the opportunity to come down to Dundalk to 16 really see what the students were talking about 17 and some of the concerns they had. And it was my 18 first time ever being in a leadership position 19 and so, Dr. Zarchin, I just want to say thanks 20 for doing that. That conversation really 21 inspired me at that time and made me really run</p>	<p style="text-align: right;">Page 97</p> <p>1 administrator or not a teacher per se, it could 2 be a custodial worker, be a cafeteria worker, it 3 could be a paraprofessional, and instructional 4 assistant, just some adult within the building 5 who they can go to, who they feel comfortable 6 with. But in hearing your question, sometimes 7 there may be a case where a child or a student 8 doesn't feel comfortable with an adult in the 9 building, sometimes they just feel comfortable 10 with their own peers or a particular peer or 11 small group of peers.</p> <p>12 So to the larger question around school 13 climate, it really does wrap around also to the 14 work in our family engagement office and several 15 other offices within our mentoring office and 16 curriculum instruction. So several kinds of 17 visions outside of school climate, but certainly 18 within school climate help in addressing, for 19 example student government, so if a student has a 20 student leader such as yourself who they're 21 comfortable with. What we also work and try to</p>

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<p>1 do is allow our students to understand that they</p> <p>2 can go to a trusted friend and maybe that friend</p> <p>3 can provide that intervention and go to a trusted</p> <p>4 adult with information on behalf of their friend</p> <p>5 or on behalf of a student. So it's really</p> <p>6 student leaders like yourself who could serve in</p> <p>7 that capacity.</p> <p>8 Other ways, we've heard Ms. Sample talk</p> <p>9 about Dr. Rudd Safran who's absolutely, she hit</p> <p>10 the nail right on the head with Dr. Rudd Safran.</p> <p>11 She is absolutely an amazing leader within our</p> <p>12 school community and we're so lucky to have her</p> <p>13 in the east zone. I say that to say that what</p> <p>14 she does is she will meet with students, so we in</p> <p>15 central office also take the opportunity to come</p> <p>16 in and build relationships with students. Your</p> <p>17 comments, your poignant comments referencing</p> <p>18 Dr. Zarchin is another great example. You made a</p> <p>19 connection with the central office staff, so for</p> <p>20 you that felt comfortable, going to who you felt</p> <p>21 comfortable going to or would feel comfortable</p>	<p>1 more.</p> <p>2 This summer we spent a good amount of</p> <p>3 time working with our school leaders and teachers</p> <p>4 to educate them, provide professional</p> <p>5 development. We knew that there was going to be</p> <p>6 a need for connections and outreach in</p> <p>7 identifying when students weren't engaged or they</p> <p>8 may be showing signs of potential mental health</p> <p>9 issues, so that was done early on and I think</p> <p>10 it's been really important. I'm pleased to</p> <p>11 share, we have had, just recently a number of</p> <p>12 examples where students have reached out to staff</p> <p>13 in times of need and crisis, so I'm very pleased</p> <p>14 with that. I think part of that's relationships</p> <p>15 that have long existed and I'd like to think that</p> <p>16 part of that is the awareness through that</p> <p>17 professional development that occurred over the</p> <p>18 summer.</p> <p>19 MR. MUHUMUZA: Yeah, that is great,</p> <p>20 Dr. Zarchin, and I think what is terrific, and</p> <p>21 Dr. Roberts mentioned, was about the connections</p>
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<p>1 going to.</p> <p>2 So what we do in central office is</p> <p>3 working within buildings in any capacity is to</p> <p>4 build connections and talk with children, because</p> <p>5 you never know, you're talking to that child and</p> <p>6 you don't know, sometimes as an adult you're</p> <p>7 making an impression and building a connection</p> <p>8 where they may feel comfortable reaching out. So</p> <p>9 those, I just wanted to kind of frame that into a</p> <p>10 response, and hopefully it addresses your</p> <p>11 question, in ways that central office, but as</p> <p>12 well as student leaders within buildings can</p> <p>13 serve in that capacity of supporting one another.</p> <p>14 DR. WILLIAMS: Thank you, Dr. Roberts,</p> <p>15 and I'm going to ask Dr. Zarchin just to add to</p> <p>16 that response. Thank you.</p> <p>17 DR. ZARCHIN: Well, first I want to</p> <p>18 thank Mr. Muhumuza for the opportunity to go out</p> <p>19 and visit, that was a highlight of the year and I</p> <p>20 look forward to getting back in the building with</p> <p>21 you with the rest of the students to talk some</p>	<p>1 especially with student leaders they're making.</p> <p>2 But what I was thinking about is the students who</p> <p>3 really can't come to the staff personally or feel</p> <p>4 scared in some way. Is there tools? One example</p> <p>5 I use is I know that the governor's office has</p> <p>6 the app, the school safety app where they can</p> <p>7 submit an alert or something and somebody will</p> <p>8 get back to them. Are there tools like those</p> <p>9 available where students can submit, sometimes</p> <p>10 even anonymously, issues they have, and to work</p> <p>11 with you guys especially?</p> <p>12 DR. ZARCHIN: So there is a call-in that</p> <p>13 students can make. I think most importantly are</p> <p>14 the teams in schools. When a student is not</p> <p>15 engaged or there are concerns, a teacher can work</p> <p>16 with a counselor who can work with an</p> <p>17 administrator, folks who may know the student or</p> <p>18 may not know the student well, but when red flags</p> <p>19 come up, there's outreach and connections made.</p> <p>20 That's been really important with this online</p> <p>21 learning, and it's a new thing and we're still</p>

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<p>1 learning and growing, but those teams in schools 2 have really made a difference in connecting with 3 students and getting them support, and sometimes 4 it's connecting with outside agencies once those 5 connections are made. We also have tip lines 6 that come in.</p> <p>7 MR. MUHUMUZA: Thank you so much. Thank 8 you, and thank you to the principal from Overlea, 9 and congratulations to our SRO of the year, 10 Ms. Moore. Thank you.</p> <p>11 CHAIRMAN CAUSEY: Ms. Pasteur? 12 MS. PASTEUR: Thank you. First of all, 13 congratulations and thank you to everyone who has 14 presented, and I ditto congratulations to 15 Ms. Moore and always the very wonderful Monica 16 Sample for her award last year, and the good work 17 she does in her high school.</p> <p>18 Dr. Zarchin and Ms. Somerville, I would 19 just like to follow up on Mr. Kuehn's question. 20 Where might parents and students and teachers 21 look so they have a sense of what is being</p>	<p>1 for students, staff and parents, and a variety of 2 topics to help educate and get folks through this 3 difficult time. We will also be doing biweekly 4 updates from the design team and the COVID task 5 force that will be shared with everyone as well. 6 Deb Somerville, did you want to share any more 7 information about information that we've provided 8 to this point?</p> <p>9 MS. SOMERVILLE: No, I don't think so. 10 DR. ZARCHIN: Thank you. We have quite 11 a bit on line and we continue to add to that and 12 as we get closer to a return, that communication 13 will only continue.</p> <p>14 MS. PASTEUR: Okay. So parents, 15 everyone will know how, staff will know that 16 everyone will be in sync so that as the return 17 happens, everyone will be in sync in terms of how 18 they talk to the children and how they talk to 19 the staff?</p> <p>20 DR. ZARCHIN: As far as the principals 21 or school leaders?</p>
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<p>1 planned in terms of safeguarding our students as 2 they return, or how do they know or from where 3 are they going to get that information? Are all 4 principals saying the same thing, sending out 5 letters, how do they know, how do they feel 6 comfortable about our plan, and not just for the 7 physical or the health safety, but also for the 8 social emotional and mental? And what kind of 9 professional development, I guess, during this 10 time where people are still out, are principals 11 getting so that they're all on the same page as 12 folks start going in while they're already in, 13 and how they are going to have these discussions 14 with their student body as well as their staff as 15 students and teachers come in?</p> <p>16 I heard things you were saying that are 17 good. I just want to know how folks can get the 18 information and how this translates into making 19 sure we're all doing the same thing all the time.</p> <p>20 DR. ZARCHIN: Thank you for that 21 question. So we have resources on the web page</p>	<p>1 MS. PASTEUR: Yes. I want to just make 2 sure that from school to school folks are not 3 doing different things and having different 4 expectations, that everyone is of the same mind 5 in the system as people are returning in terms of 6 the safety protocols and the mental and social 7 health protocols.</p> <p>8 DR. ZARCHIN: Yes, and that's been one 9 of the challenges, as we get new information and 10 we learned through this pandemic, is coordinating 11 information, staying on the same message and 12 making sure that we're putting the information 13 out there and keeping it up to date, and that's 14 work that will continue.</p> <p>15 MS. SOMERVILLE: So, this is Deb jumping 16 in, Ms. Pasteur, two thoughts that I wanted to 17 add is that there is, all of the employees had to 18 complete a COVID 101 course to talk about the key 19 mitigation strategies and really introduce the 20 common language that we're going to be using 21 about social distancing, mask wearing and those</p>

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<p>1 kinds of things.</p> <p>2 In addition, we have a training program</p> <p>3 that the school nurses will be delivering when</p> <p>4 staff returns, so that training program has been</p> <p>5 drafted for the four separate public day schools</p> <p>6 and the principals have actually just reviewed</p> <p>7 it, so that will be used also as staff returns</p> <p>8 for consistent training and review for staff on</p> <p>9 protocols.</p> <p>10 MS. PASTEUR: Thank you.</p> <p>11 DR. WILLIAMS: And just to add, this is</p> <p>12 Dr. Williams, that the community superintendent</p> <p>13 and/or executive directors meet regularly, I want</p> <p>14 to say weekly with their principals to provide</p> <p>15 updates from various offices, updates from their</p> <p>16 offices, so that's been helpful as well. I just</p> <p>17 wanted to add that information, thank you.</p> <p>18 DR. ZARCHIN: We've also been working</p> <p>19 with the Department of Health, health services,</p> <p>20 our design team, community superintendents to put</p> <p>21 together information in a health guideline</p>	<p>1 over 14,000 SROs that work in schools in the</p> <p>2 United States, and that's just a wonderful</p> <p>3 collaboration that she has with the principal and</p> <p>4 the students and the families of Overlea High</p> <p>5 School.</p> <p>6 I did want to ask, going back to</p> <p>7 Ms. Byers, with the school safety and climate and</p> <p>8 wellness committee, and I wanted to understand,</p> <p>9 who's on the wellness committee and how does that</p> <p>10 operate in the virtual environment, and how does</p> <p>11 the school progress plan relate to the virtual</p> <p>12 environment?</p> <p>13 MS. BYERS: Hi, good evening again. So</p> <p>14 the wellness committee is an individual, the</p> <p>15 leadership team at individual schools determine</p> <p>16 who really is the makeup of that. The</p> <p>17 requirement by the policy is that there be a</p> <p>18 wellness liaison, and that is the person who</p> <p>19 really leads the charge within a school around</p> <p>20 that committee in insuring that policy is being</p> <p>21 implemented.</p>
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<p>1 document that will be shared with everyone on the</p> <p>2 website, we're calling it our Safety is Our True</p> <p>3 North document, and that has a lot of information</p> <p>4 about different guidelines, social emotional</p> <p>5 wellbeing, monitoring, right across the board</p> <p>6 health and safety information.</p> <p>7 CHAIRMAN CAUSEY: Thank you.</p> <p>8 Ms. Pasteur, does that complete your questions?</p> <p>9 MS. PASTEUR: Yes, I'm done and I hand</p> <p>10 it down. Thank you.</p> <p>11 CHAIRMAN CAUSEY: Thank you. Other</p> <p>12 board members? Mr. Muhumuza, is your hand back</p> <p>13 up?</p> <p>14 MR. MUHUMUZA: No.</p> <p>15 CHAIRMAN CAUSEY: Okay. Thank you.</p> <p>16 Well, I'll take a moment and ask some questions.</p> <p>17 First I wanted to do say it was my pleasure and</p> <p>18 honor to attend Officer Danielle Moore's awards</p> <p>19 ceremony when she became the National Association</p> <p>20 of School Resource Officers Officer of the Year,</p> <p>21 which is an incredible award because there are</p>	<p>1 In terms of the school's progress plan,</p> <p>2 schools continue to focus on their goals and</p> <p>3 their actions that are aligned with those goals,</p> <p>4 and so our leadership team within our schools do</p> <p>5 continue to meet regularly, all schools have</p> <p>6 meeting structures where they meet in the virtual</p> <p>7 environment and they engage in activities that</p> <p>8 are aligned to their school progress plans,</p> <p>9 whether that be to monitor the implementation of</p> <p>10 the professional learning plan, to examine data</p> <p>11 that is aligned to monitoring their school</p> <p>12 progress plan, or simply discussing the</p> <p>13 implementation of the action steps that they</p> <p>14 identified in alignment to their goals.</p> <p>15 So similar to the way that they would</p> <p>16 normally as a leadership team meet face to face</p> <p>17 in the schoolhouse, they are still conducting</p> <p>18 those leadership team meetings virtually.</p> <p>19 MS. ROWE: You're muted, Ms. Causey.</p> <p>20 CHAIRMAN CAUSEY: Thank you. This</p> <p>21 question is for Dr. Zarchin and going back to the</p>

<p style="text-align: right;">Page 110</p> <p>1 safety manager and their role, what specifically 2 has been their role in the COVID pandemic this 3 semester including, you know, the virtual 4 environment, but also as plans are developed to 5 return students to school?</p> <p>6 DR. ZARCHIN: So they are still working 7 with schools, checking in. We are actually 8 getting ready to begin safety managers going into 9 schools and doing a checklist to make sure that 10 their mitigation strategies are in place and 11 being used consistently in schools and offices. 12 That is something we've worked through with the 13 Department of Health, we got their feedback on 14 the form, and just yesterday that was approved to 15 move forward, so that will be a big part of their 16 work in the near future. I have April Lewis on 17 as well if you'd like more details about the work 18 they've been doing.</p> <p>19 CHAIRMAN CAUSEY: Actually, that would 20 be great because we are hearing a number of 21 concerns, and it's good to hear from you and your</p>	<p style="text-align: right;">Page 112</p> <p>1 that they're ready to address the concerns that 2 come up.</p> <p>3 CHAIRMAN CAUSEY: Thank you. And my 4 final question to Dr. Zarchin is so, when we hear 5 concerns about the safety of students and staff 6 and dealing with the impact of the pandemic, you 7 feel that the schools are going to be able to 8 address the safety of our students as they return 9 to school?</p> <p>10 DR. ZARCHIN: Yes. So as we return, 11 there's going to be anxiety about a return with 12 students that we're trying to position ourselves, 13 to make sure that we have staff available to work 14 with students, and there is -- we're in a 15 different spot right now. Sadly, there's no 16 perfect plan for response. If we stay home we 17 worry about mental health issues; when we return 18 to school we worry about physical health issues, 19 and a combination on both sides of this equation. 20 So our MTSS folks are busy doing training; school 21 social workers are involved with tele-health</p>
<p style="text-align: right;">Page 111</p> <p>1 team and others that are directly addressing 2 these issues.</p> <p>3 DR. ZARCHIN: Thank you.</p> <p>4 MS. LEWIS: Good evening, everyone. And 5 so during the pandemic the safety managers 6 continue to consult with police, they have 7 established guidelines for when we involve law 8 enforcement in the virtual environment. They've 9 also been monitoring schools, going out to 10 schools visiting, even when the schools were 11 closed, to make sure that our facilities were 12 safe. We've been working on the divisions in our 13 process drill; because of COVID the schedule's 14 going to be quite different so we're having to 15 customize the plans in a different way because 16 the expectations for our schools will be 17 different as we return to school. So they've 18 been quite busy working with the principals and 19 working on the visions to the comprehensive 20 safety plan during this time, just making sure 21 that once our students start to return to school,</p>	<p style="text-align: right;">Page 113</p> <p>1 services; psychologists are providing social 2 emotional supports, parent workshops. Trauma 3 informed support training has been and will 4 continue to be a critical part of the adult 5 learning that we do.</p> <p>6 CHAIRMAN CAUSEY: Thank you very much, 7 but it's also, the adult learning, but it's also 8 what you're translating to provide to the 9 students, and I'm glade to hear about the trauma 10 informed, because the pandemic has provided a lot 11 of trauma to our students and families and staff, 12 and we know that those need to be addressed. 13 Thank you.</p> <p>14 DR. ZARCHIN: Thank you.</p> <p>15 CHAIRMAN CAUSEY: Board members, any 16 other discussion before we move to the next 17 agenda item? Well, thank you, Dr. Zarchin, 18 Dr. Jones, Mr. Roberts -- oh no, Dr. Roberts and 19 Ms. Lewis, and also Ms. Somerville, thank you.</p> <p>20 Now moving to the next agenda item which 21 is the presentation on curriculum -- excuse me,</p>

<p style="text-align: right;">Page 114</p> <p>1 it's a report on reading from Dr. McComas, our 2 chief of curriculum. So welcome, Dr. McComas. 3 DR. MCCOMAS: Hi, good evening, 4 everyone, it's so good to be here this evening 5 with you. So I'm sorry, I should be more formal. 6 Good evening, Dr. William, Chair Causey and 7 members of the Board. I am Dr. McComas, our 8 chief academic officer, and I'm joined this 9 evening by two fantastic literacy leaders within 10 BCPS, Ms. Jennifer Craft, our director of English 11 language arts, and Ms. Megan Shay, our executive 12 director of academics. 13 This evening we're very pleased to bring 14 to the Board and all of our stakeholders who are 15 joining us this evening a high level overview of 16 effective literacy instruction within BCPS. And 17 as we get started I also would just like to 18 remind everyone because I know you will be 19 excited and you will want to understand more, I 20 would encourage everyone to go back at some point 21 and view the March 2019 curriculum committee</p>	<p style="text-align: right;">Page 116</p> <p>1 MS. SHAY: Thank you, Dr. McComas. Next 2 slide please, Mr. Corns. Good evening, everyone. 3 So when talking about reading it is really 4 important that we understand the complexities and 5 the multifaceted skills required for proficient 6 reading. Mr. Corns, if you could advance, I 7 apologize, I think there's animation, if you can 8 click through a few more times. Thank you so 9 much. One more, thank you, perfect, right there, 10 thank you so much. 11 So our esteemed members of the 12 curriculum committee will recall this graph, I'm 13 sure, and the pipe cleaner activity that we did 14 along with it. This is a rope model developed by 15 a researcher, Hollis Scarborough, and what this 16 rope model attempts to do is to help visualize 17 the multifaceted skills required for proficient 18 reading. So if you look on the bottom of this 19 diagram you'll see the area of word recognition. 20 This encompasses areas of reading including 21 phonological awareness, decoding and spelling or</p>
<p style="text-align: right;">Page 115</p> <p>1 archive, and you'll be able to have an even 2 deeper dive and take that at your leisure. So on 3 that we're going to go ahead and get started, and 4 Mr. Corns, if you could kindly go to the next 5 slide? 6 Thank you. And so this evening as 7 always, we would like to ground into our 8 presentation this evening and insure that 9 everyone understands how it fits into the 10 critical work of our organization and 11 specifically our strategic plan. Under the 12 leadership of Dr. Williams as everyone is aware, 13 we've launched our new strategic plan this year 14 which we affectionately refer to as the Compass: 15 Our Pathway to Excellence, and it has five focus 16 areas. Focus area number one is of course our 17 core mission of learning, accountability and 18 results, and so what we will share you today is 19 really one of the fundamental aspects of learning 20 within any school system. So on that I will hand 21 it over to Ms. Shay and she will pick up.</p>	<p style="text-align: right;">Page 117</p> <p>1 phonics, as well as sight recognition. On the 2 left-hand side with the rainbow colored boxes, 3 these represent the five critical areas of 4 reading as defined by the National Reading Panel, 5 and you'll see how those areas of reading overlap 6 with the Scarborough's rope. The bottom 7 component of word recognition is the primary goal 8 and focus area for primary grade instruction. 9 This is also the area that our strategy 2-A 10 within that goal area of learning accountability 11 and results is focused on the implementation of 12 our curriculum resource in Open Court, so thanks 13 to the support of this Board and our budget we 14 have been able to implement the Open Court 15 curriculum which Ms. Craft will talk about in a 16 few moments. 17 At the top of the rope, this is the 18 additional area of important language 19 comprehension necessary for skilled reading. 20 This is where we instruct students to develop 21 background knowledge, vocabulary, the structure</p>

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<p>1 of language or syntax, as well as develop first</p> <p>2 verbal reasoning and literacy knowledge. As our</p> <p>3 readers move explicitly through the primary</p> <p>4 grades they are developing the skills necessary</p> <p>5 to become increasingly automatic and increasingly</p> <p>6 strategic, so that they can ultimately become</p> <p>7 skilled readers, who then move into the</p> <p>8 intermediate grades as well as middle and high</p> <p>9 school using those proficient reading skills to</p> <p>10 learn across the disciplines.</p> <p>11 You'll see on the orange arrow the goal</p> <p>12 of curriculum in reading instruction is to</p> <p>13 develop these explicit and systematic skills by</p> <p>14 the end of grade two, so that as students move</p> <p>15 into grade three and beyond, they are able to</p> <p>16 apply with fluent execution and coordination both</p> <p>17 word recognition and text comprehension. What</p> <p>18 can make reading instruction very complex for</p> <p>19 students and families and teachers is that the</p> <p>20 needs of an individual reader might demonstrate a</p> <p>21 need in any one of these strands because, again,</p>	<p>1 K through three. In addition to the elementary</p> <p>2 grades it is critically important that students</p> <p>3 have daily opportunities to read and interact</p> <p>4 with text of sufficient complexity and increasing</p> <p>5 text complexity in both literature and nonfiction</p> <p>6 as they move through those elementary grades, and</p> <p>7 that they have opportunities to write daily, both</p> <p>8 in short timeframes and extended timeframes for a</p> <p>9 range of tasks, purposes and audiences.</p> <p>10 As we move into middle school and high</p> <p>11 school, we now want our students to have</p> <p>12 authentic disciplinary literacy experiences and</p> <p>13 opportunities. This is where we are hoping our</p> <p>14 students will use that skilled reading developed</p> <p>15 through that explicit and systematic instruction</p> <p>16 in the elementary grades to apply to authentic</p> <p>17 learning within the disciplines of science,</p> <p>18 social studies, reading, fine arts and career</p> <p>19 technology education for example. We want</p> <p>20 students to have already mastered the individual</p> <p>21 skills necessary for proficient reading so that</p>
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<p>1 it is that coordination and that bleeding</p> <p>2 together of those discrete skills that result in</p> <p>3 proficient reading. Next slide please.</p> <p>4 This visual model of what it means to</p> <p>5 develop proficient readers is also reflected in</p> <p>6 our expectations for the classrooms. So as</p> <p>7 Dr. McComas shared, within focus area one,</p> <p>8 learning accountability and results in our</p> <p>9 Compass, we have our teaching and learning</p> <p>10 framework. The teaching and learning framework</p> <p>11 sets forth clear expectations for teaching and</p> <p>12 learning in every classroom every day. Here we</p> <p>13 outline how these expectations are applied for</p> <p>14 literacy.</p> <p>15 On the left-hand side you can see some</p> <p>16 of the explicit expectations for literacy</p> <p>17 instruction in the primary grades that reflect</p> <p>18 the systematic and explicit instruction in</p> <p>19 phonemic awareness, phonics and word study.</p> <p>20 Again, these are accomplished through our new</p> <p>21 curriculum that we now have implemented in grades</p>	<p>1 they might focus their cognitive effort on</p> <p>2 applying those literacy skills to read and write</p> <p>3 authentically within the discipline. Our reading</p> <p>4 curriculum is also centered around a multitiered</p> <p>5 system of supports, and as I transition I want to</p> <p>6 introduce our director of English language arts,</p> <p>7 Ms. Jennifer Craft. She did join us last year</p> <p>8 just before we closed for the pandemic and went</p> <p>9 into virtual learning, and so this is her first</p> <p>10 opportunity to be with the Board this evening,</p> <p>11 and I'm so pleased to have her join our team.</p> <p>12 She's going to walk us through how these</p> <p>13 expectations for literacy instruction are</p> <p>14 reflected in a multitiered system of curriculum</p> <p>15 resources and implementation. Next slide please,</p> <p>16 and Ms. Craft?</p> <p>17 MS. CRAFT: Thank you, Ms. Shay, and</p> <p>18 good evening. So happy to be here tonight. What</p> <p>19 should be in front of you is our elementary</p> <p>20 reading multitiered system of supports. And so</p> <p>21 on the pyramid you'll see on one side our</p>

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<p>1 comprehension and the other side decoding. And</p> <p>2 when we think about a multitiered system of</p> <p>3 supports it's going to have four basic</p> <p>4 components. It's going to have multitiered</p> <p>5 levels of prevention and support, evidence-based</p> <p>6 programs with high quality instruction, ongoing</p> <p>7 assessment and data-based decision making and</p> <p>8 problem solving.</p> <p>9 MTSS has three tiers, so you'll see at</p> <p>10 that bottom level, tier one is our universal</p> <p>11 instruction. This is the differentiated</p> <p>12 evidence-based core instruction that all students</p> <p>13 receive. Core instruction will meet the needs of</p> <p>14 most students but some students will require tier</p> <p>15 two. So that blue tier two band really is</p> <p>16 supplemental short-term leveled intervention to</p> <p>17 improve students' specific reading skills. And</p> <p>18 then finally at the top of the pyramid, our</p> <p>19 yellow strip is tier three, intensive</p> <p>20 intervention which is extremely focused</p> <p>21 standalone interventions for students who</p>	<p>1 interventions to insure that we meet the needs of</p> <p>2 all students through a comprehensive and</p> <p>3 coordinated approach.</p> <p>4 And so while we are looking at the</p> <p>5 elementary right now and you can see the</p> <p>6 different programs that we do have in place to</p> <p>7 support our students, we're not going to take a</p> <p>8 minute and look at our secondary reading</p> <p>9 multitiered systems of support. Next slide</p> <p>10 please.</p> <p>11 So the same tiers are in effect, I just</p> <p>12 want to add a couple more layers to the</p> <p>13 multitiered system of supports. So when we're</p> <p>14 talking about a multitiered system of supports we</p> <p>15 should be using evidence-based interventions, and</p> <p>16 an evidence-based intervention is one that is</p> <p>17 supported by strong research evidence</p> <p>18 demonstrating its effectiveness, so it has</p> <p>19 demonstrated a statistically significant effect</p> <p>20 on improving student reading outcomes, or it will</p> <p>21 demonstrate a rationale based on high quality</p>
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<p>1 continue to have a huge difficulty with their</p> <p>2 reading despite efforts at tier one and tier two.</p> <p>3 It's important to recognize that the</p> <p>4 tiers describe intensity of instruction, not</p> <p>5 specific programs, students or staff. Each tier</p> <p>6 is layered on the previous tier's level of</p> <p>7 support. So BCPS, for our tier one we have</p> <p>8 Wonders, our BCPS written curriculum and Open</p> <p>9 Court as part of our tier one instruction.</p> <p>10 Additionally we have trained many of our teachers</p> <p>11 on LETRS which helps teachers understand that</p> <p>12 effective reading instruction is complex with</p> <p>13 several related key components based on current</p> <p>14 scientific research. LETRS explains spoken and</p> <p>15 written English language structures to students</p> <p>16 and how to implement structural routine</p> <p>17 activities and approaches to differentiate</p> <p>18 instruction to meet literacy needs for all</p> <p>19 students. Importantly, we have collaborated with</p> <p>20 both the Office of ESOL and the Office of Special</p> <p>21 Education around both core instruction and</p>	<p>1 research findings or positive evaluations as to</p> <p>2 activities tied to your intervention is likely to</p> <p>3 improve student outcomes or other relevant</p> <p>4 outcomes.</p> <p>5 Research indicates that one of the most</p> <p>6 common reasons that teachers do not get the</p> <p>7 anticipated results is that they have not</p> <p>8 properly implemented the program as intended or</p> <p>9 with fidelity. Fidelity of implementation occurs</p> <p>10 when teachers use a program in exactly the same</p> <p>11 way that it was designed to be used to deliver,</p> <p>12 and so one thing that we focus on in the Office</p> <p>13 of Special Education and the Office of ESOL is</p> <p>14 insuring that all of our teachers have training</p> <p>15 in the programs as well as job embedded support</p> <p>16 and opportunities to come together to learn the</p> <p>17 program, and so we have several layers of support</p> <p>18 to insure that the programs can be delivered with</p> <p>19 fidelity.</p> <p>20 It's also important to note that the</p> <p>21 shifts that we're making in elementary schools</p>

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<p>1 such as implementing Open Court in grades K 2 through three ultimately will result in lower 3 numbers of students in high school and middle 4 school needing reading intervention over time. 5 Next slide.</p> <p>6 MS. SHAY: Thank you, Ms. Craft. So Ms. 7 Craft just described all of the curriculum 8 resources and some of the universal professional 9 learning offered at each of the tiers of support. 10 But at the Division of Curriculum an Instruction 11 we know equal to our responsibility to provide 12 high quality evidence-based resources for 13 curriculum, so to are we committed to providing 14 instructional support through professional 15 learning and a service and support model for 16 schools.</p> <p>17 One way that we provide universal 18 supports to all schools is through our support of 19 reading specialists in the elementary schools and 20 department chairs in the middle and high schools. 21 We work each month to provide professional</p>	<p>1 well as building capacity for that leadership 2 team to continue to provide support towards the 3 goals outlined in the school's progress plan.</p> <p>4 In addition, the English language arts 5 office supports the instructional course which is 6 an additional layer of support identified by the 7 Division of School Support and Achievement. Also 8 outlined in our Compass is our commitment to 9 providing support for general education and 10 content teachers' knowledge of the necessary 11 support for English learners. English learners 12 are continuing to develop literacy in their L-1 13 or first language while also working to 14 explicitly develop literacy in English.</p> <p>15 In the same manner, we collaborate 16 closely with the Office of Special Education. As 17 Ms. Craft noted, it is through a rating of our 18 funds and our profession learning opportunities 19 that we are able to provide supports for both 20 general and special educators who are working to 21 support the needs of students receiving special</p>
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<p>1 learning, opportunities for data analysis and 2 collaborative planning, as well as research to 3 support specific programs or curriculum materials 4 for both reading specialists and department 5 chairs each month.</p> <p>6 In addition we work collaboratively, you 7 saw this graphic earlier when the Division of 8 School Support and Achievement was talking about 9 their interaction with school climate and safety. 10 We also work collaboratively with the Division of 11 School Support and Achievement to support our 12 schools, our school leaders and our classroom 13 teachers through what we call our residency 14 model. In the residency model resource teachers 15 from the Office of English Language Arts are 16 assigned to support an individual school for a 17 specific length of time. During that time they 18 provide job embedded coaching working 19 collaboratively with the school-based 20 instructional leadership team to support the 21 literacy need of students and of teachers, as</p>	<p>1 education services, specifically in the areas of 2 developing literacy.</p> <p>3 And finally, we also provide 4 collaboration and services and support to support 5 the advanced needs of students receiving advanced 6 academics. In some cases this even includes 7 providing opportunities for more complex texts or 8 for opportunities for a true integration across 9 the multiple disciplines. Next slide.</p> <p>10 And finally, we know that our literacy 11 data that we have been working through for 12 several years tells us that the efforts that 13 we've made universally for redefining our 14 curriculum and supporting professional learning 15 are not enough. We know that in addition to the 16 efficacy of courses aligned to standards, it is 17 equally critical that we interrogate our 18 curriculum to disrupt the inequities and outcomes 19 for reading achievement by race. To do this we 20 have a renewed emphasis and focus on insuring 21 culturally relevant pedagogy in all of our</p>

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<p>1 literacy classrooms.</p> <p>2 Culturally responsive teaching teaches</p> <p>3 to and through students' personal and cultural</p> <p>4 strengths and intellectual capabilities by</p> <p>5 providing curriculum content and teaching</p> <p>6 strategies through their cultural frames of</p> <p>7 reference to make the context more personally</p> <p>8 meaningful and easier to master. You can see</p> <p>9 reflected here on the slide, this means teachers</p> <p>10 approach students' cultural and linguistic</p> <p>11 differences through an asset mindset and</p> <p>12 incorporate them fully into the learning process.</p> <p>13 In addition, teachers understand the</p> <p>14 importance of representation, and promote student</p> <p>15 identities by intentionally selecting curriculum</p> <p>16 resources and material. To this end in the last</p> <p>17 several years we have made some very deliberate</p> <p>18 steps, including working to form an affinity</p> <p>19 group for our curriculum writers, and to provide</p> <p>20 exclusive training, resources and pedagogy to</p> <p>21 support culturally responsive instruction as well</p>	<p>1 much for that information. So one of the slides</p> <p>2 indicated that students are expected to read</p> <p>3 independently at the secondary level. Yet as I</p> <p>4 often bring up, 68.3 percent of our sixth graders</p> <p>5 and 66.4 percent of our tenth graders are not</p> <p>6 reading at grade level. I appreciate the</p> <p>7 information provided about tiered supports. I am</p> <p>8 encouraged by the fact that our youngest learners</p> <p>9 are being taught the right way, but I am very</p> <p>10 concerned that so many of our students are not</p> <p>11 reading on grade level and I wonder if there's,</p> <p>12 if we can actually catch them up. One of the</p> <p>13 questions I often ask is with that many students</p> <p>14 not being proficient in reading, why do we have a</p> <p>15 practice of continuing to push kids on to the</p> <p>16 next grade? Many teachers tell me all of the</p> <p>17 time that they try to hold students back and</p> <p>18 they're not allowed to do that.</p> <p>19 So I'd like to understand our rationale</p> <p>20 about continuing to grade level promote kids who</p> <p>21 are not ready. I'd like to understand if we</p>
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<p>1 as developing tools to conduct an audit of our</p> <p>2 own curriculum resources to insure that we are</p> <p>3 intentionally selecting those resources to truly</p> <p>4 reflect and represent the students that we serve.</p> <p>5 Next slide.</p> <p>6 And Dr. McComas, I will turn it back to</p> <p>7 you.</p> <p>8 DR. MCCOMAS: Okay, thank you, and I</p> <p>9 believe that according to the agenda we have</p> <p>10 about 12 minutes in this part of the agenda, and</p> <p>11 we're open to questions.</p> <p>12 CHAIRMAN CAUSEY: Thank you very much</p> <p>13 for that presentation. Board members? I see</p> <p>14 Ms. Mack, and then other board members can use</p> <p>15 the hand icon or if you do not have it, just</p> <p>16 chime in when you would like to speak. Ms. Mack?</p> <p>17 MS. MACK: Thank you very much,</p> <p>18 Dr. McComas and Ms. Shay, and I'm sorry, I forgot</p> <p>19 the other person's name.</p> <p>20 DR. MCCOMAS: Ms. Craft.</p> <p>21 MS. MACK: Ms. Craft, thank you very</p>	<p>1 anticipate any changes in that, given that so</p> <p>2 many kids are struggling in virtual learning.</p> <p>3 And then finally, I'd like to know that given our</p> <p>4 virtual attendance policy, how do we know that</p> <p>5 students who are being marked present are even</p> <p>6 attending ELA, math or any academic subject, and</p> <p>7 what are we doing to insure that the students are</p> <p>8 getting the instructional hours they need to</p> <p>9 truly be successful?</p> <p>10 DR. MCCOMAS: Thank you, Ms. Mack, I</p> <p>11 know there were, that's a multitiered series of</p> <p>12 questions, so if you will just bear with us as we</p> <p>13 try to remember all of them and work through</p> <p>14 them.</p> <p>15 MS. MACK: If you have questions, just</p> <p>16 ask me.</p> <p>17 DR. MCCOMAS: Yes, ma'am, thank you. So</p> <p>18 I will, and my team will also help with these</p> <p>19 questions. So I'll get it started here by saying</p> <p>20 first, it's really important, first we too have</p> <p>21 concerns about our data, right, because we know</p>

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<p>1 our fundamental mission is to help our students 2 fundamentally become literate so that they can 3 then be successful in all other realms of their 4 life, so we truly are equally as urgent about 5 improving our outcomes for our children. 6 I must also say that, as you know, 7 because I know when we had that curriculum 8 committee presentation, we really spent some time 9 identifying how important it is to have a good 10 diagnostic understanding of the root cause of a 11 child struggling to become a fluent and 12 proficient reader, right, and that it was 13 important for us as a system to have that 14 multitiered system of supports so that we can 15 match the right treatment for the root cause or 16 the need of the student as they're striving to 17 become more proficient. So we, and I want to say 18 that we as a team greatly appreciate the 19 opportunity always to talk to whoever about the 20 need to have that menu, so that we can match the 21 right supports to our learners as it becomes</p>	<p>1 that a student who goes into the tenth grade able 2 to read at the tenth grade level gets. They're 3 always running behind because they're always 4 trying to catch up. 5 DR. MCCOMAS: Well, I would certainly 6 agree, Ms. Mack, that it is double work when a 7 student is working to overcome a challenge. It's 8 important also to recognize that brain 9 development does occur at different rates, and 10 while we like to have a conventional model where 11 all students arrive at a certain level or grade, 12 I can speak specifically as a mom of one of my 13 own children who had a reading disability, and it 14 just took her longer to get to where most 15 children could get to. That wasn't a defect of 16 her, it wasn't a defect of her teachers, it was a 17 function of human brain development, and I think 18 that that's important for us to keep in mind too 19 so that, you know, while we like to have 20 conventions, we need to recognize each and every 21 child will grow and develop in their space, and</p>
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<p>1 evident what their support need is, so that is a 2 step in the right direction that we are doing. 3 You know, just as recent as, I think it 4 was last January, we were bringing forward the 5 visualizing an verbalizing, I think it was 6 January, it's starting to blur together because 7 of the COVID. And so that was a new intervention 8 that we were layering in, so that is part of the 9 work going forward. Now I would also, I'll come 10 back at the end and talk about attendance, so I 11 want to make sure I hear from Ms. Shay and 12 Ms. Craft if they have other comments to add to 13 sort of the piece around how do we address 14 students and moving them forward. 15 MS. MACK: Dr. McComas, can I just add 16 something to that? Because in a perfect world 17 when a student hits the tenth grade, there is 18 tenth grade curriculum that that student should 19 be focused on, but when we're putting efforts 20 with that student in catching that student up, he 21 or she is never getting the same opportunities</p>	<p>1 our challenge as the educators and adults in 2 their life is to truly take the time to 3 understand them, to understand their needs and 4 then to find what is the right resource along 5 that journey. And so I just add that we always 6 keep the compelling human quality in this 7 conversation as well. 8 And then I would also speak 9 authentically as someone who was a high school 10 teacher, who did teach tenth grade, and often had 11 students in my content classes that were striving 12 readers, and it was incumbent on me when I spoke 13 with the reading specialist that they may have 14 been working with to recognize that it's not one 15 before the other, at that point you need to work 16 together in tandem, that's why it's important for 17 our content teachers to really have disciplinary 18 literacy skills and to understand what are those 19 specific literacy strategies to help students 20 become proficient in the robustness of their 21 content, whether it's biology or economics, or</p>

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<p>1 some of the other areas.</p> <p>2 I'm sorry, I am going to turn it over,</p> <p>3 because I get passionate about this, but I want</p> <p>4 to give others an opportunity. Ms. Shay?</p> <p>5 MS. SHAY: I think you're doing a</p> <p>6 wonderful job, Dr. McComas, and I appreciate you.</p> <p>7 Ms. Mack, just to add to what you</p> <p>8 already shared, and you and I have had many</p> <p>9 conversations because I know you're equally</p> <p>10 passionate about this. And so it is a</p> <p>11 multifaceted approach as Dr. McComas described.</p> <p>12 So we are, you're right, we are encouraged by</p> <p>13 having a much more systematic and explicit tier</p> <p>14 one for our primary grades to see those numbers</p> <p>15 shrink in terms of the students who need specific</p> <p>16 intervention.</p> <p>17 What Ms. Craft mentioned briefly but</p> <p>18 certainly warrants further exploration is we are</p> <p>19 also redoubling our efforts to provide specific</p> <p>20 interventions targeted for the needs of</p> <p>21 adolescent readers who are striving. And so she</p>	<p>1 that I think is really important is that that 200</p> <p>2 just fell out, that we can only consider</p> <p>3 retention once we have documented specific</p> <p>4 intervention strategies. This is why we were</p> <p>5 describing to you about our multitiered systems</p> <p>6 of support and all the number of contracts we've</p> <p>7 brought and professional learning we've brought,</p> <p>8 is designed to make sure that we have done a</p> <p>9 really good job in effectively documenting those</p> <p>10 evidence-based interventions, exclusively taught</p> <p>11 and systematically used so that that conversation</p> <p>12 can happen in alignment with what you said.</p> <p>13 There may be an instance where a child at some</p> <p>14 point in their elementary career should be</p> <p>15 retained, but not until we can sufficiently</p> <p>16 document and support that we have implemented</p> <p>17 these specific intervention strategies. So</p> <p>18 essentially every child we're describing is</p> <p>19 actually moving in the same direction you're</p> <p>20 talking about, which has not been in place across</p> <p>21 the board in every grade level and the explicit</p>
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<p>1 mentioned programs such as System 44 and</p> <p>2 Read 180. These are high quality evidence-based</p> <p>3 resources for interventions that we are putting</p> <p>4 in place and continuing to expand opportunities</p> <p>5 for students to have access to in the middle and</p> <p>6 high school grades to do exactly what you just</p> <p>7 described, which is really about accelerating</p> <p>8 learning, so the problem you surfaced about</p> <p>9 students who are striving readers need to make</p> <p>10 more than a year's gain in a year's time if we're</p> <p>11 going to close that gap that you described.</p> <p>12 And so we are being really intentional</p> <p>13 about identifying specific programs as well as</p> <p>14 continuing to provide training of professional</p> <p>15 learning procedures in general education and</p> <p>16 special education so that we are coming at that</p> <p>17 from multiple perspectives.</p> <p>18 In terms of your questions around</p> <p>19 retention, so I know you well know that we have a</p> <p>20 policy rule that outlines the specifics about</p> <p>21 promotion and retention, and one of the things</p>	<p>1 and systematic way that Ms. Craft just described.</p> <p>2 MS. MACK: Ms. Shay, can I just address</p> <p>3 that real quick please?</p> <p>4 MS. SHAY: Sure.</p> <p>5 MS. MACK: Thank you. I appreciate that</p> <p>6 information and I guess what I'm seeing, I've</p> <p>7 spent a lot of time in schools this whole</p> <p>8 pandemic, I've had porch meetings and walking</p> <p>9 meetings with teachers, but I'm hearing from</p> <p>10 teachers that they do all the tier support, they</p> <p>11 document it, they then say that this child is not</p> <p>12 ready because he or she does not have the basic</p> <p>13 foundation of reading to move to the next grade,</p> <p>14 and the principals say everybody has to pass.</p> <p>15 And I just think we need to take a look at that,</p> <p>16 because, I mean, in my two years on the Board I</p> <p>17 have only identified two children who have been</p> <p>18 retained, and in both cases the parents fought</p> <p>19 very hard for their children to be retained. I</p> <p>20 just think we have to look at it differently.</p> <p>21 You know, it's like building a house.</p>

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<p>1 If you don't have a strong foundation on your 2 house, you can go ahead and put the walls up but 3 at some point when the wind blows the walls are 4 going to shake and I just, I think that's what 5 we're doing to our students. And I think my time 6 is up. You can answer, I just can't ask any more 7 questions.</p> <p>8 DR. MCCOMAS: So thank you, Ms. Mack, 9 for your comments. We hear and received what 10 you're saying.</p> <p>11 And I just also quickly just want to 12 touch on -- I know we come back to the attendance 13 conversation every meeting and again, I would 14 just like to reiterate that it's really incumbent 15 upon every one of us to, we do freak out when we 16 have students that are not attending or are 17 struggling, either way, they may be attending but 18 not doing well, or not attending. Whether that's 19 virtual or in person, there is a whole series of 20 outreach that occurs, and I know we've talked in 21 previous meetings about some of those school</p>	<p>1 brought in, Ms. Shay I think it was, brought in 2 the culturally varied material, and then saying 3 the examination of different learning needs. But 4 what you all really were saying, which is what I 5 want folks to hear all the time, is that they are 6 not separate, that you recognize and we've got to 7 make sure that our administrators, our teachers, 8 all of us on the Board, parents understand that 9 even as Ms. Mack was talking about it about 10 retention, that we don't all mature, 11 intellectually mature or in our skills at the 12 same time. And so all of those things are 13 happening together, just like things moving in 14 that manner, that sometimes it is wonderful to 15 have the culturally varied materials, children 16 need to see people who look like them, but we 17 don't want them to just look at pictures, and we 18 don't want them just to know that the writer was 19 of this particular orientation, cultural 20 orientation. We want them to read what's behind 21 the pictures and read the names of those writers</p>
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<p>1 structures that routinely operate to help with 2 that. Is that perfect? Probably not, but it is 3 enduring work, it's work that, we constantly have 4 to work on that, so I know in the interest of 5 time, we are trying to make sure that we monitor 6 things, but I have confidence we'll come back and 7 talk again about that, so thank you, Ms. Mack, 8 for being a crusader for our children.</p> <p>9 MS. MACK: Thank you very much.</p> <p>10 DR. MCCOMAS: Of course.</p> <p>11 CHAIRMAN CAUSEY: And next we have 12 Ms. Pasteur.</p> <p>13 MS. PASTEUR: Thank you. Dr. McComas, 14 Ms. Shay, Ms. Craft, truly if I had faith in 15 folks to spread the message correctly, it would 16 be among the three of you, or with the three of 17 you, I know you know what you're saying. And 18 what I'd like to hear more of is what you said 19 tonight in your comments, because it's not just 20 the tiered support as you mentioned, and also 21 mentioning developing the skills, and then you</p>	<p>1 as well, at the same time.</p> <p>2 So I would just like, and this is what I 3 like about the ideas of Compass that we are now 4 doing, and I will come back to that professional 5 development and I know you ladies know how to do 6 that and make it stick, that all of these things 7 are happening all the time and together, and that 8 our children, and helping parents understand, so 9 they don't go into crisis mode about where their 10 children are. All of the children are not going 11 to be at the same spot at the third grade or at 12 the fifth grade or at the tenth grade, they just 13 aren't, but what is important is that we all have 14 that professional development that helps us to 15 understand that, and from your office and the 16 other offices where the specialists are, the 17 people who go out are saying let's take a look at 18 what's going on, and that's why we have all these 19 materials that you're always bringing, because no 20 one thing is ever going to be the panacea, and I 21 appreciate what you all have said.</p>

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<p>1 I just want you to keep saying it, and I</p> <p>2 hear my bell ringing so I'm going to stop, and</p> <p>3 I'm not even going to act like I'm asking another</p> <p>4 question, I'm just going to stop right there, but</p> <p>5 just keep saying it over and over and over until</p> <p>6 people get that we don't always get to a spot at</p> <p>7 the same time. Thank you for the presentation.</p> <p>8 DR. MCCOMAS: Thank you, Ms. Pasteur.</p> <p>9 CHAIRMAN CAUSEY: Dr. McComas, if there</p> <p>10 was a question you wanted to answer or a response</p> <p>11 you wanted to make to Ms. Pasteur, you have that</p> <p>12 time to do that.</p> <p>13 DR. MCCOMAS: Thank you. Ms. Pasteur, I</p> <p>14 didn't really hear a question. I think you were</p> <p>15 just affirming in your experience that it is</p> <p>16 complex work and that it's not, children learning</p> <p>17 to read is not mechanical, it's not like making</p> <p>18 widgets, but it's true craftsmanship and it takes</p> <p>19 time as an individual journey with each child,</p> <p>20 rightly so, and we do need to do better.</p> <p>21 MS. PASTEUR: Thank you.</p>	<p>1 Balanced Learning and other materials, so I think</p> <p>2 that's great. One of the questions I have is,</p> <p>3 what is in place for evidence-based writing</p> <p>4 instruction?</p> <p>5 DR. MCCOMAS: Yes, and I will ask</p> <p>6 Ms. Shay and Ms. Craft to join in that</p> <p>7 conversation because that is an area, Mr. Kuehn,</p> <p>8 that we are working to strengthen, so thank you</p> <p>9 for identifying that.</p> <p>10 MS. SHAY: Yes, thank you, that's a</p> <p>11 great question, Mr. Kuehn, and it is an area of</p> <p>12 need. We don't currently have a specific</p> <p>13 intervention identified in the same way we have</p> <p>14 for reading, we have really had a very laser-like</p> <p>15 focus. There are some out there, in tier three</p> <p>16 we have begun, I -- and now again my months are</p> <p>17 going to get confused from the pandemic, so</p> <p>18 Ms. Craft can interject. I believe it was last</p> <p>19 fall we initiated our request for information</p> <p>20 which as you know, is the first step in looking</p> <p>21 to begin the process of having a contract for a</p>
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<p>1 CHAIRMAN CAUSEY: Thank you. Next we</p> <p>2 have Mr. Kuehn.</p> <p>3 DR. MCCOMAS: Yes, hi, Mr. Kuehn.</p> <p>4 MR. KUEHN: Hi, good evening. Thank you</p> <p>5 for the presentation, I appreciate it. Just one</p> <p>6 note. If you could make these presentations</p> <p>7 available in BoardDocs before the meeting it</p> <p>8 would be useful, it's a lot of information to</p> <p>9 cover, and I unfortunately can't go back and look</p> <p>10 at the different slides that were just used to</p> <p>11 provide us all this great information.</p> <p>12 DR. MCCOMAS: Yes, sir.</p> <p>13 MR. KUEHN: So I guess my first question</p> <p>14 is, you know, and there's a lot to reading my</p> <p>15 notes later, and I know that it's, you know, we,</p> <p>16 what do they say, we teach to read until about</p> <p>17 third grade, and from third grade on we read to</p> <p>18 learn. So it's extremely important and I</p> <p>19 understand that we've changed the materials and</p> <p>20 the curriculum that we use and have moved to Open</p> <p>21 Court and I believe LETRS, and we moved away from</p>	<p>1 tier three intervention for writing. We did that</p> <p>2 in collaboration with the Office of Special</p> <p>3 Education.</p> <p>4 So right now the explicit writing</p> <p>5 instruction is aligned to the standards we've</p> <p>6 worked on as part of, in the elementary school it</p> <p>7 is included in the Wonders Anthology resource</p> <p>8 that you saw reflected on that chart, and in the</p> <p>9 secondary we do have our Collections Anthology,</p> <p>10 which does have within it explicit modules for</p> <p>11 the writing process and writers workshops, as</p> <p>12 well as additional opportunities for students to</p> <p>13 engage in interactive writing opportunities</p> <p>14 across content using additional resources infused</p> <p>15 from nonfiction sources such as the History</p> <p>16 Channel and science journals. And in those</p> <p>17 interactive writing experiences, the writing</p> <p>18 modules, students do have an opportunity to get</p> <p>19 realtime feedback.</p> <p>20 So there is definitely instructional</p> <p>21 resources that I would say are more aligned to</p>

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<p>1 that tier one if you think about that multitiered 2 system of support diagram that Ms. Craft shared. 3 You really do want to identify an area of need, 4 which is about those supplemental tier two and 5 tier three supports for explicit writing 6 instruction, which is an area of focus moving 7 forward. Ms. Craft, I don't know if there's 8 anything you want to add to that?</p> <p>9 MS. CRAFT: No, I think you were right 10 on with the fact that we were right before the 11 pandemic hit, we had been working with the Office 12 of Special Education and ESOL to look for some 13 tiered writing interventions.</p> <p>14 But I did want to offer at the secondary 15 level that Reading Apprenticeship, although I 16 know reading is in the title, actually does 17 reading, writing, talking and reasoning, and so 18 within that tier one instruction Reading 19 Apprenticeship is designed in each discipline to 20 learn how to write like you would write as a 21 scientist, or to write like a historian, and so</p>	<p>1 I know I need to move things along. You know, we 2 talk a lot about professional development and I 3 can't imagine a more important place where we 4 need professional development than in teaching 5 teachers, and hiring and finding teachers that 6 understand the science of teaching and how to 7 correctly teach reading. So I would like you if 8 you could, and I don't know if this is outside of 9 C&I but I would think you'd be focused on it, 10 what steps are we taking and how is this priority 11 playing out through the system?</p> <p>12 DR. MCCOMAS: Right, so I will get us 13 started and then I'll invite Ms. Shay and 14 Ms. Craft to join. So first, absolutely, 15 Mr. Kuehn, we could not agree with you more in 16 that, you know, the need and the urgency to have 17 teachers enter the profession already truly 18 skilled in a scientific foundation of reading 19 instruction is really evident and again, I think 20 there is a great deal of work to be done at the 21 university level and teacher preparation programs</p>
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<p>1 there are some -- and that is graded by asset as 2 having strong evidence, so it's the highest level 3 of evidence, and so that is something we have in 4 place for tier one and we are going to put in 5 place for tier two and tier three as soon as we 6 are able to pilot some things in schools and 7 things are back on track.</p> <p>8 MS. SHAY: And just to add to that 9 really quickly, you may recall Reading 10 Apprenticeship was part of what we used in the 11 Striving Readers Comprehensive Literacy Grant's 12 funds to provide for our middle and high school 13 teachers, just to connect those dots. Thank you, 14 Ms. Craft.</p> <p>15 MR. KUEHN: Thank you for that 16 information, it sounds like there's work to be 17 done in the writing area.</p> <p>18 MS. SHAY: Always.</p> <p>19 MR. KUEHN: So hopefully we can get this 20 evidence-based curriculum soon.</p> <p>21 So I've got some follow-on questions and</p>	<p>1 to actually create a workforce that is ready to 2 hit the ground, and I will say that that is work 3 that I think is happening at different paces at 4 different universities.</p> <p>5 So to balance that, we have offered 6 extensive professional learning and continue to 7 offer extensive professional learning for our 8 teachers in the LETRS program that you will often 9 here us refer to. And on that, I'll ask Ms. Shay 10 or Ms. Craft to kind of expand a little bit more 11 on that program and the professional learning 12 system that goes with that.</p> <p>13 MS. SHAY: Absolutely, thank you, 14 Dr. McComas.</p> <p>15 So LETRS is an acronym that stands for 16 Language Essentials for Teachers of Reading and 17 Spelling, and we've been able to train nearly 18 2,000 teachers in the last several years through 19 our partnership with special education, and that 20 training consists of three full days, three 21 modules, which is close to 20 hours of explicit</p>

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<p>1 professional learning that's really written at a</p> <p>2 graduate course level that really begins with the</p> <p>3 science of learning to read, as Ms. Craft talked</p> <p>4 about. It begins with brain research and</p> <p>5 functional MRI imaging that helps us understand</p> <p>6 the neuro development and the neuro diversity of</p> <p>7 learning to read, and continues on through the</p> <p>8 step down spelling correspondences and the</p> <p>9 decoding and encoding required in spelling.</p> <p>10 So that is something we initially</p> <p>11 offered, we started doing it two years ago where</p> <p>12 we would offer cohorts multiple times a year.</p> <p>13 We're still doing it, we were even, we shifted</p> <p>14 and are doing it in a virtual setting to insure</p> <p>15 that we don't miss a beat, because what we know</p> <p>16 is with teacher turnover we have, often every</p> <p>17 year we hire many new teachers in the primary</p> <p>18 grades, and so we continue to offer that.</p> <p>19 In addition, I just wanted to quickly</p> <p>20 mention we do also work closely in partnership</p> <p>21 with our local universities, so we do have</p>	<p>1 improve the teacher preparation programs to</p> <p>2 better align to what we know is so critical for</p> <p>3 our students learning to read.</p> <p>4 MR. KUEHN: Thank you, Ms. Shay. That's</p> <p>5 a key point and I think that at some level, and I</p> <p>6 would say that in hiring, we need to make it</p> <p>7 clear that we're not going to bring in teachers</p> <p>8 that don't understand this, because 20 hours is</p> <p>9 what you mentioned, 20 hours professional, that's</p> <p>10 a half a week of activity from my measure. And I</p> <p>11 understand we can't do everything overnight, but</p> <p>12 working with these, basically our providers,</p> <p>13 these universities that are turning out teachers,</p> <p>14 and they're the resource that we need, but we</p> <p>15 need them to understand this, because this is</p> <p>16 critical to our success. I don't know if I can</p> <p>17 like make it work, but everybody on this call, if</p> <p>18 there's one thing we do, we need teachers that</p> <p>19 know how to teach reading.</p> <p>20 MS. SHAY: You will get no argument from</p> <p>21 us, sir. We agree. We know teachers are the</p>
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<p>1 partnerships where we do meet periodically with</p> <p>2 staff for example from Goucher College and from</p> <p>3 Towson University to really expand on these</p> <p>4 needs. And I know staff in our organizational</p> <p>5 effectiveness, that helps us work on what</p> <p>6 certificate programs do we want to add for</p> <p>7 cohorts through organizational effectiveness. We</p> <p>8 have identified reading and the need for teachers</p> <p>9 to develop that additional expertise both at the</p> <p>10 undergraduate level and then certainly at the</p> <p>11 graduate level.</p> <p>12 And then last I will say that this is</p> <p>13 also a statewide initiative, talking about</p> <p>14 legislative initiatives about shifting the</p> <p>15 expectations required for teacher certification</p> <p>16 in the State of Maryland to require an increased</p> <p>17 level of expertise around reading. Because as</p> <p>18 Dr. McComas said, there's what we do in a</p> <p>19 reactive mode from the teachers that we hired to</p> <p>20 insure that we have that explicit understanding,</p> <p>21 but there are also efforts underway to try to</p>	<p>1 number one factor for student success, and</p> <p>2 reading is at ground zero for it all. Thank you.</p> <p>3 MR. KUEHN: Thank you very much.</p> <p>4 CHAIRMAN CAUSEY: Ms. Rowe?</p> <p>5 MS. ROWE: Good evening, Dr. McComas.</p> <p>6 DR. MCCOMAS: Good evening.</p> <p>7 MS. ROWE: So the question I have is</p> <p>8 what is culturally significant pedagogy, and</p> <p>9 specifically how is it different than traditional</p> <p>10 pedagogy besides incorporating culturally diverse</p> <p>11 instructional materials?</p> <p>12 DR. MCCOMAS: Well, one of the -- and</p> <p>13 again, I'll get us started and I'll invite my</p> <p>14 team to join to make sure that we have a robust</p> <p>15 response for you. So I will begin it by saying</p> <p>16 first and foremost it's recognizing that the</p> <p>17 cultural nuances that students bring to the</p> <p>18 classroom are benefits to learning, and it's not</p> <p>19 that differences are disadvantages, but really</p> <p>20 differences add strength and quality to learning.</p> <p>21 So that is one sort of like a frame of mind to</p>

<p style="text-align: right;">Page 158</p> <p>1 begin with, and certainly layering in and 2 bringing that frame of mind into the classroom 3 day in and day out is insuring that students have 4 opportunities to read about multiple 5 perspectives, right? Because most of us as young 6 people and within our families grow up within a 7 singular culture in our early lives, and as we 8 grow older we get deeper and deeper into 9 diversity, right, whether that's in our school 10 environment or our work environment. And so it's 11 helping students understand that differences are 12 assets and not deficits, it's recognizing how to 13 understand multiple perspectives through a 14 variety of, exposure to a variety of literature, 15 a variety of, I know as a historian it would not 16 only just be literature but it would also be 17 media, it would also be speeches, it could be a 18 variety of formats. 19 So that begins us down this road of 20 cultural proficiency, and understanding that 21 education is not from a singular cultural</p>	<p style="text-align: right;">Page 160</p> <p>1 insuring the relevance, so that the context 2 within which we are explicitly instructing our 3 students, the authentic literacy experiences that 4 we referenced before are all situated in 5 authentic culture reflective of the multiple 6 perspectives and identities of our students. And 7 so with that, Ms. Craft, I want to give you an 8 opportunity to chime in, because I know this is 9 an area of particular passion for you. 10 MS. CRAFT: Yeah. I guess I would say 11 when we're talking about culturally relevant 12 pedagogy that you're really drawing on that 13 asset-based approach to instruction in which 14 teachers affirm the identity of all students. 15 And so within a culturally responsive classroom, 16 all students' identities and experience are 17 valued, and they're used as a bridge to new 18 learning. And so when you think about the fact 19 that learning doesn't take place in a vacuum but 20 rather it's influenced by both social and 21 cultural context, the fact is that we have to</p>
<p style="text-align: right;">Page 159</p> <p>1 perspective or a single narrative. I would 2 invite Ms. Shay and Ms. Craft to join in on that. 3 MS. SHAY: Absolutely. Once again, you 4 did a great job. I will add, and then I want to 5 quickly turn to Ms. Craft because I know this is 6 an area of passion for her. So in addition to, 7 Dr. McComas talked about specific areas of 8 representation and multiple perspectives. 9 Instruction is culturally mediated when it also 10 incorporates and integrates diverse ways of 11 knowing, understanding and representing learning, 12 and so it all takes place within that asset 13 framed mindset to understand how the cultural and 14 linguistic differences are viewed as assets, and 15 they need to understand students are taught 16 specifically to understand that their cultural 17 differences can be assets in terms of 18 demonstrating their knowledge. 19 And so yes, it is partly about, as you 20 mentioned Ms. Rowe, definitely examining the 21 resources that we're using, but it's also about</p>	<p style="text-align: right;">Page 161</p> <p>1 make sure that we are not only recognizing but 2 valuing all of those different contexts that our 3 students bring with them, and that we don't see 4 different as negative but then as that difference 5 actually enriches our classroom and our 6 experiences to live in a multilingual diverse 7 world. And so it's really important when we 8 think about it, is that what we're saying is that 9 we're going to affirm the identity of all of our 10 students so that they can learn and reach their 11 full potential. 12 I mean, I could go on for a long time 13 there. 14 MS. SHAY: Thank you, Ms. Craft, but I 15 would also add, and I think we'd be remiss if we 16 didn't also underscore that culturally relevant 17 pedagogy insures the communication of high 18 expectations for all students, so it's truly 19 living out the expectations realized in our 20 equity policy and communicating clearly those 21 high expectations for all students.</p>

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<p>1 MS. ROWE: So would it be accurate to</p> <p>2 say that, a more collaborative style of classroom</p> <p>3 versus competitive space?</p> <p>4 MS. SHAY: You bring in a really good</p> <p>5 point, Ms. Rowe, because in the collective and</p> <p>6 cultural approach in terms of collective success</p> <p>7 is a hallmark of many of our diverse cultures.</p> <p>8 So I think that that certainly can be an aspect</p> <p>9 of it in terms of less focus on one single right</p> <p>10 answer or the needs of an individual, but more of</p> <p>11 a collectivist approach would certainly be</p> <p>12 indicative of someone framing it through a</p> <p>13 culturally relevant pedagogy, certainly.</p> <p>14 MS. ROWE: Okay, thank you.</p> <p>15 MS. SHAY: Sure. Thank you.</p> <p>16 CHAIRMAN CAUSEY: So, I had some</p> <p>17 questions. I wanted to just pass a little bit</p> <p>18 the current attendance procedures, and I'm just</p> <p>19 going to list a couple of questions and then I'll</p> <p>20 let you respond.</p> <p>21 So I want to understand how the current</p>	<p>1 state expectations on attendance. Did I get</p> <p>2 that, did I understand your question correct,</p> <p>3 that first part?</p> <p>4 CHAIRMAN CAUSEY: Yes.</p> <p>5 DR. MCCOMAS: Okay. I believe that we</p> <p>6 had sent a detailed explanation in a weekly</p> <p>7 update, but we are aligned with the MSDE</p> <p>8 expectations and so that is something that I, I</p> <p>9 don't have that MSDE guideline right in front of</p> <p>10 me this evening, but that is something that we</p> <p>11 can work to provide you a more detailed</p> <p>12 explanation on.</p> <p>13 CHAIRMAN CAUSEY: Okay, because the</p> <p>14 school system and the Board need to provide</p> <p>15 information to the Maryland State Department of</p> <p>16 Education about attendance, so we certainly as a</p> <p>17 Board want to make sure that that is accurate and</p> <p>18 in alignment with their expectations.</p> <p>19 DR. WILLIAMS: So, Ms. Causey, let me</p> <p>20 just respond, Dr. Williams. So this has been --</p> <p>21 thank you for those questions. You know, the</p>
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<p>1 attendance practice at elementary school where if</p> <p>2 a student logs in to any class, including a</p> <p>3 special, during the day, that they are checked as</p> <p>4 being in attendance for the day. How does that</p> <p>5 align with the state and MSDE requirements for</p> <p>6 daily instruction?</p> <p>7 Second, how is it effective to not</p> <p>8 understand which child has missed key instruction</p> <p>9 time as you've been talking about with literacy</p> <p>10 that needs to be made up, and how is it effective</p> <p>11 when a student could have lack of mastery that</p> <p>12 relates to missed instruction, versus a student</p> <p>13 that is struggling but has attended almost all</p> <p>14 the instruction, where that information would</p> <p>15 then lead the school system to decide to do an</p> <p>16 assessment, to do a specific intervention, the</p> <p>17 assessment for learning differences or learning</p> <p>18 disabilities? So that's the first round.</p> <p>19 DR. MCCOMAS: Okay. I will go ahead and</p> <p>20 get started so at, your first part was asking</p> <p>21 about our attendance and how it lines up with</p>	<p>1 state board is going to be working with each of</p> <p>2 the local school systems to look at the first</p> <p>3 term performance metrics, so in terms of the</p> <p>4 synchronous learning, in terms of the enrollment</p> <p>5 of students, their success, there's several</p> <p>6 points in which we are working collaboratively</p> <p>7 with Dr. Salmon and Dr. Williamson,</p> <p>8 Dr. Williamson is the deputy state</p> <p>9 superintendent. We're going to look at all of</p> <p>10 those, but I want to go back to a comment that</p> <p>11 was made earlier here.</p> <p>12 The work of the school is still</p> <p>13 happening with the teacher, the student and the</p> <p>14 family to triangulate and to look at how</p> <p>15 successful students are doing or not, and whether</p> <p>16 the parent is raising concerns or whether the</p> <p>17 teacher is raising concerns, and those</p> <p>18 interventions that are happening at the school</p> <p>19 level. But right now because of the pandemic,</p> <p>20 this, there hasn't been any strict rules or next</p> <p>21 steps other than what was shared earlier about</p>

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<p>1 how we're doing our attendance at the elementary, 2 how we're doing our attendance at the secondary, 3 and if there are problems, that triangle of the 4 student, the teacher and the parent or guardian 5 caregiver are collaborating to work through what 6 are those signs. You know, our supports in the 7 school building, our counselors, our social 8 workers, our PPWs are still working and 9 collaborating with staff or collaborating with 10 families if they're seeing a change, if they're 11 seeing that the student is not engaged or the 12 student is not logging in, it is still that work 13 at the local school level.</p> <p>14 We are continuing to work with MSDE in 15 terms of how we are progressing during this first 16 semester and there are some next steps that I'm 17 sure we constantly will have some updates 18 regarding how we're reporting our success, what's 19 the learning, but I really think as we work, as I 20 shared, the EDs and CSs have weekly meetings with 21 their principals and they provide updates. It's</p>	<p>1 number of ways. As you know, we are fortunate we 2 have funds through COVID relief resources, the 3 governor has provided funds to support tutoring, 4 so providing actual supplemental time for 5 students to work on areas that they are 6 struggling with is one strategy to help a student 7 recover ground that they may be behind on.</p> <p>8 In terms of students who are behind, if 9 you will, because either they have missed school 10 for whatever reason may be, or if they're 11 attending but they are struggling, in those 12 instances what's really important is to 13 understand what is the root cause of those 14 troubles. Certainly if we have a child who is 15 not attending, we need to dig into the root cause 16 of what that is, and I think that Dr. Williams 17 really just spoke to the qualitative work that 18 must happen to be able to help with that.</p> <p>19 And likewise, as we were describing 20 earlier, understanding what the root cause of a 21 child struggling with reading, it's important to</p>
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<p>1 really the work of our classroom teachers and 2 what they're doing every day and when they're 3 seeing problems, they're collaborating with the 4 families as well as the school-based leaders.</p> <p>5 CHAIRMAN CAUSEY: Thank you. So my 6 other question's going to be addressed related to 7 children having missed instruction time that 8 needs to be made up and the difference between 9 students not demonstrating mastery and the 10 difference between a student who has not been 11 able to attend content versus students who have 12 attended but have other reasons they are 13 struggling and need different interventions.</p> <p>14 DR. MCCOMAS: Right, so thank you, 15 Ms. Causey, I will work to answer both those 16 questions. And thank you, Dr. Williams, for your 17 contribution to our questions as well.</p> <p>18 So Ms. Causey, I think your first 19 question is about students that may have missed 20 time and how do we provide supports to compensate 21 for that time. And so that can be done in a</p>	<p>1 understand is it a fluency issue, is it a 2 decoding issue, is it a phonemic issue, and 3 understanding really where in that pyramid of 4 response and intervention does the child fit, so 5 to speak, what tier intervention do we begin 6 with, and monitor the progress. And if that is 7 not working, then we come back to the table and 8 we look at what are the other resources? And 9 some of those interventions can occur throughout 10 the school day, some can be provided as 11 tutorials, as a tutoring complement. It really 12 does come down to customizing the intervention 13 approach to how the student accelerate from where 14 they are to where we would ideally like them to 15 be.</p> <p>16 So I hope I provided some framework to 17 help answer that question.</p> <p>18 CHAIRMAN CAUSEY: Thank you. I still 19 have concerns but I'll move along.</p> <p>20 If students cannot read on grade level, 21 it seems that, to me and please clarify, that</p>

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<p>1 it's also harder for them to do math, which is</p> <p>2 more problem solving verbiage oriented than it</p> <p>3 used to be; is that correct?</p> <p>4 DR. MCCOMAS: Well, certainly literacy</p> <p>5 is key to all the other subject areas and I would</p> <p>6 include that with mathematics because as you</p> <p>7 said, as the standards around mathematical</p> <p>8 practice have become more demanding in terms of</p> <p>9 literacy, so they can understand the context of a</p> <p>10 problem, be able to identify what is the key</p> <p>11 information within a problem, and then understand</p> <p>12 what formulas to apply to the context of that</p> <p>13 problem, you're right, their reading capacity is</p> <p>14 very influential in demonstrating their math</p> <p>15 capacity. No longer are we in the days where</p> <p>16 math is just computational skills. Therefore</p> <p>17 with reading, we talk about decoding and fluency,</p> <p>18 and ultimately we put those together to be</p> <p>19 proficient in your comprehension so that those</p> <p>20 foundation skills are habitual and you don't have</p> <p>21 to spend your energy on that, you can spend it on</p>	<p>1 get so many of our words from other languages,</p> <p>2 when we go beyond the explicit instruction and</p> <p>3 systematic instruction in decoding and encoding,</p> <p>4 we then go on to multisyllabic words with roots</p> <p>5 and prefixes and suffixes. The students have</p> <p>6 explicit instruction in what we call word study,</p> <p>7 which is another pathway for vocabulary</p> <p>8 development and also spelling.</p> <p>9 CHAIRMAN CAUSEY: Thank you. Are there</p> <p>10 other board members with questions or comments?</p> <p>11 Mr. Kuehn, I see your hand up again; is that</p> <p>12 still relevant?</p> <p>13 MR. KUEHN: I'm sorry, I thought I had</p> <p>14 taken it down. I could ask more questions but we</p> <p>15 don't want to be here until 1:30 again.</p> <p>16 CHAIRMAN CAUSEY: That's correct, and</p> <p>17 board members, thank you, we are implementing our</p> <p>18 efficient strategies, so thank you. So board</p> <p>19 members, is there anything else before we move</p> <p>20 from this agenda item? Okay. I'm not seeing any</p> <p>21 hands. Okay. We will move on then, thank you</p>
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<p>1 more complex tasks, the same is true for math,</p> <p>2 right? So that your computational skills</p> <p>3 ultimately ideally, we would like them to become</p> <p>4 habitual so that you're not spending too much of</p> <p>5 your time and your energy on that, but you're</p> <p>6 able to apply your time and energy to more</p> <p>7 complex problem solving situations.</p> <p>8 CHAIRMAN CAUSEY: Thank you for that.</p> <p>9 My last question is, do we explicitly teach</p> <p>10 spelling in similar ways to the improved program</p> <p>11 that you have for literacy?</p> <p>12 MS. SHAY: Yes. I'm sorry, Dr. McComas.</p> <p>13 DR. MCCOMAS: Go right ahead, thank you.</p> <p>14 MS. SHAY: Yes. So the sound spelling</p> <p>15 correspondences that we teach children to decode</p> <p>16 words are the same as we use to help them spell</p> <p>17 or what we call encode. So that is explicitly</p> <p>18 taught through the Open Court curriculum and then</p> <p>19 as we move into the intermediate grades, because</p> <p>20 English is actually morphophonemic, meaning that</p> <p>21 we spell by sounds but also by meaning because we</p>	<p>1 very much for that robust discussion, and then</p> <p>2 also, the presentations from tonight are going to</p> <p>3 be attached to BoardDocs.</p> <p>4 The next item on the agenda is Item K,</p> <p>5 the report which is the update on water sampling,</p> <p>6 and for that we call forward Mr. Dixit.</p> <p>7 MR. DIXIT: Good evening, Chair</p> <p>8 Ms. Causey, Vice Chair Ms. Henn, Dr. Williams and</p> <p>9 members of the board. My name is Pete Dixit, I'm</p> <p>10 executive director of facilities management and I</p> <p>11 have two of my team members with me today,</p> <p>12 Mr. Chris Roberts, director of facilities support</p> <p>13 services, and under his team rests the</p> <p>14 environmental office, so we have David Glassman,</p> <p>15 who is the supervisor of environmental services,</p> <p>16 with me here to make this presentation.</p> <p>17 We are presenting to you today an update</p> <p>18 on the progress of water sampling. The water</p> <p>19 sampling is for checking the lead level in water</p> <p>20 in compliance with the 2018 Maryland regulations.</p> <p>21 We have already done a lot of work and made a</p>

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<p>1 presentation to you last year. The purpose of 2 this presentation is to share the progress and 3 for the benefit of some of the new board members, 4 we have included introductory slides to show how 5 we started and how we were supposed to complete 6 it, and also included in tonight's presentation 7 is the work that we have done in support of the 8 motion that made the lead requirement even more 9 stringent than the state regulations require.</p> <p>10 So with this, and a couple of other 11 things, while all of this work is going on, every 12 school has bottled water, and so even those that 13 have passed the testing have bottled water, so we 14 have been extremely careful about the health of 15 our students. With that introduction, I will 16 pass this to Mr. Roberts for further conversation 17 on this presentation. So Chris?</p> <p>18 MR. ROBERTS: Thank you very much, 19 Mr. Dixit, if we could go to the next slide 20 please? Perfect.</p> <p>21 So Mr. Dixit hit on a lot of these</p>	<p>1 drinking sources must be sampled, so our protocol 2 includes flushing of the fixtures, that's the 3 first step. Then the water must sit idle in the 4 pipes for anywhere between eight and 18 hours. 5 After the minimum of eight, you know in between 6 the eight and 18 hours we begin our sample 7 collection, which is the first 250 milliliters of 8 water out of the dispensing fixture after the 9 water has set for that minimum time. This is 10 designed really as a worst case scenario under 11 normal building operations where the water would 12 have sat that long, and then we take our sample. 13 So the sample is then sent to state certified 14 laboratory and then we receive the results. Next 15 slide please.</p> <p>16 So with the results, we have an 17 extensive communication protocol. Our protocol 18 was developed in partnership with our Office of 19 Communications and Community Outreach. So once 20 we receive the results, all schools send a 21 notification home with all staff and students via</p>
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<p>1 talking points in this slide regarding the 2 regulations. So quickly, our sampling is guided 3 by Maryland State Regulations from April of 2018. 4 With that all schools must be sampled every three 5 years, so every potential drinking source in 6 those schools must be sampled. Mr. Dixit also 7 shared that with that, we have provided bottled 8 water to all schools that are covered by these 9 regulations as a preventative and proactive 10 measure while we embarked on the sampling 11 process.</p> <p>12 Some potential sources of lead that 13 exist, we can start from our municipal supply 14 from Baltimore City and that supply piping, both 15 of which must meet federal regulations, and then 16 we come to our building piping and our dispensing 17 fixtures which are listed here. Next slide 18 please.</p> <p>19 So our sampling protocol is outlined 20 here. Our water sampling must be done during 21 normal school operations and again, all potential</p>	<p>1 their typical communication process, which means 2 some schools do that electronically via email, 3 some via hard copy, and some may be a hybrid 4 approach of both, but all staff and students are 5 notified of their school's individual results. 6 And in addition to that, those results are also 7 posted on the BCPS website for all schools, so 8 that information is available to the public at 9 any time for any school. Next slide please.</p> <p>10 So our actions taken to this point with 11 our sampling is any fixture with results that 12 were above the action level were immediately 13 turned off the day the results were received, and 14 again I should start back, that the initial 15 sampling year was school year 18-19, which has 16 been completed. So any fixture that was found to 17 be above that action level was immediately turned 18 off. All of those fixtures which we designated 19 as failed have since been replaced. Those 20 replacement fixtures have then been resampled 21 prior to, which is protocol, prior to them being</p>

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<p>1 placed back in service. So the resampling 2 process of the failed fixtures occurred from 3 October of 2019 to February of this year, and all 4 of that resampling data was received and is 5 available to us now.</p> <p>6 So with that I'm going to turn it over 7 to Mr. Glassman, who will get into more of the 8 details on that, and you can advance to the next 9 slide please. David?</p> <p>10 MR. GLASSMAN: So stepping back quickly 11 to our initial sampling year, 95 percent of 12 fixtures that we sampled were below the action 13 level of 20 parts per billion. There were 380 14 fixtures that required replacement as they were 15 elevated above that action level. In addition to 16 that, we identified, or through maintenance there 17 were 346 additional fixtures that had been 18 replaced during that year. Any time a fixture is 19 replaced it must be sampled under the regulations 20 within 12 months of replacement so because of 21 that, last year during that sampling period we</p>	<p>1 turning that many taps off, especially in the 2 current situation where hand washing is so 3 critical. And bubblers are being removed 4 permanently from the buildings.</p> <p>5 The number of fixtures between five and 6 20, we had 136 schools and just over 2,000 7 fixtures that we were taking action on. It is 8 our plan to have all of these fixtures addressed 9 before any students return to school, and the 10 four schools that are scheduled to reopen in the 11 next few weeks are all completed. Next slide 12 please.</p> <p>13 So as Chris noted, we are required to do 14 our sampling while the school is occupied, so all 15 of our sampling stopped last March when normal 16 building operations ceased. Our ongoing plan is 17 to sample one-third of the schools each year so 18 that we can, within a three-year period all the 19 schools will be sampled according to the 20 regulation but we can spread out the load. It's 21 a more efficient way for us to do this, and last</p>
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<p>1 sampled 727 different fixtures in 129 different 2 schools and of those fixtures that we sampled, we 3 had 152 of those that were above the action level 4 for different reasons, but our response to those 5 is to do a more extensive mediation of the 6 fixture. Next slide please.</p> <p>7 In addition to responding to the 8 regulation, last year the Board asked us to take 9 action on all fixtures that had exceeded five 10 parts per billion, so we went back and reviewed 11 all of the data from the previous year and then 12 took the data that we received last year, and we 13 were taking action on those fixtures the 14 following ways. Water fountains, drinking 15 fountains are being turned off until we have 16 eliminated, until we decide that it's time to 17 take bottled water out of the school. Our taps 18 are being identified as hand and dish washing 19 only. We were concerned about turning off -- we 20 have over a thousand taps that exceeded five 21 parts per billion and we were concerned about</p>	<p>1 year we had completed 27 schools before the 2 shutdown, so we were about halfway through our 3 plan. All sampling will resume as soon as school 4 returns to normal occupancy.</p> <p>5 So with that, thank you for your 6 attention, and I will hand it back to Mr. Dixit.</p> <p>7 MR. DIXIT: Thank you very much, Chris 8 and David. I must acknowledge that there was a 9 tremendous amount of work added to our 10 environmental office and David and his team, a 11 small team, did an outstanding job to meet all 12 the requirements under the regulation, and pretty 13 much most of it under the Board's resolution 14 until we had to stop because of the COVID. And 15 we'll continue to do our work, we are on the 16 right path, and we have had tremendous success. 17 So with that, we are open for questions. We are 18 all going to try to answer if you have any 19 questions and if we can't answer, we'll get back 20 to you.</p> <p>21 CHAIRMAN CAUSEY: Board members, is</p>

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<p>1 there any discussion? So the first hand I see is</p> <p>2 Mr. Offerman, then Ms. Scott, then Dr. Hager,</p> <p>3 then Mr. Kuehn.</p> <p>4 MR. OFFERMAN: I would simply ask how we</p> <p>5 check the quality of the bottled water that we</p> <p>6 use. Thank you.</p> <p>7 MR. DIXIT: David?</p> <p>8 MR. GLASSMAN: We get a report from our</p> <p>9 bottled water company regarding their test</p> <p>10 results, so that's what we are required to do by</p> <p>11 the regulation and that's what we've been</p> <p>12 provided from our water supplier on an annual</p> <p>13 basis.</p> <p>14 CHAIRMAN CAUSEY: Mr. Offerman, if</p> <p>15 you're finished, we can move on to Ms. Scott.</p> <p>16 MS. SCOTT: Thank you for that,</p> <p>17 Mr. Dixit, for your report, and everybody who</p> <p>18 worked hard on providing us with the updated</p> <p>19 information about the lead test results. I'm</p> <p>20 just curious and I wanted to know because as I</p> <p>21 was looking on the website at the update, there</p>	<p>1 sure, number one, that everybody had access to</p> <p>2 bottled water; number two, as soon as we found,</p> <p>3 we immediately disabled that fixture. And if it</p> <p>4 fails again after replacing, then the plan is to</p> <p>5 go take a deeper dive into the piping system and</p> <p>6 keep on going until we find the cause of it, so a</p> <p>7 sort of root cause analysis to do that, and so</p> <p>8 far we are hopeful that we eventually will be</p> <p>9 able to find what is the problem. Because we</p> <p>10 know the supply water coming meets all federal</p> <p>11 regulations, so it is somewhere from the main to</p> <p>12 our building, our pipe. And if most of the</p> <p>13 fixtures in the building pass the test and it's</p> <p>14 only one or two fixtures that fails, then it has</p> <p>15 to be either that fixture or the associated</p> <p>16 piping to that fixture, and that's the work that</p> <p>17 we do.</p> <p>18 David, if I missed anything, feel free</p> <p>19 to chime in.</p> <p>20 MR. GLASSMAN: I think you covered most</p> <p>21 of it. Just to be a little more specific, once a</p>
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<p>1 were still some that were quite high. Like for</p> <p>2 instance at the Owings Mills High School, it</p> <p>3 looks like there was a land sink that's still 884</p> <p>4 parts per billion, another land sink that's 244</p> <p>5 parts per billion. And I understand you said</p> <p>6 that the fixtures were replaced and that it was</p> <p>7 turned off so that no one was drinking or using</p> <p>8 that water, but I wanted to know what steps you</p> <p>9 all would be taking if there was a larger issue</p> <p>10 as far as it was not just the fixture. I just</p> <p>11 wonder, if it's still 884, if it's not the</p> <p>12 fixture that's the issue, it could be something</p> <p>13 else, and what are you all doing to explore that?</p> <p>14 MR. DIXIT: I'm going to try to answer</p> <p>15 that and then maybe David can join me later on.</p> <p>16 So the first thing is that there is a tremendous</p> <p>17 amount of variation we have found from fixture to</p> <p>18 fixture, and we really don't know why, other than</p> <p>19 different fixtures are from different</p> <p>20 manufacturers that used different manufacturing</p> <p>21 processes. In order to manage that, we made</p>	<p>1 fixture, if a fixture fails a second time, that</p> <p>2 location fails a second time, as Mr. Dixit said,</p> <p>3 we're going deeper. So we're replacing the lines</p> <p>4 that feed that fixture, we're replacing the</p> <p>5 fixture again, the lines that feed it, we go all</p> <p>6 the way back to the next valve, because those</p> <p>7 were the most likely sources.</p> <p>8 MS. SCOTT: Okay, thank you for that.</p> <p>9 And just, my second question is just again,</p> <p>10 because I was looking at Owings Mills and it</p> <p>11 looked like they had quite a few fixtures that</p> <p>12 were still elevated on the second go round, so I</p> <p>13 was curious about that. And then I believe you</p> <p>14 answered it already where you said, because there</p> <p>15 was some water fountains that were still above</p> <p>16 the 20 parts per billion, like at Northwest</p> <p>17 Academy, like at Lansdowne High School. And at</p> <p>18 Battle Monument you also said that was taken care</p> <p>19 of, but it looked like there is still a land sink</p> <p>20 that's at 199 parts per billion. So I guess I</p> <p>21 would say, what is your plan, is there a time</p>

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<p>1 line on places like Owings Mills High School 2 where there's still quite elevated levels? 3 MR. GLASSMAN: Well, we've already 4 addressed the fixtures, we've been working with 5 our contracted services to replace those fixtures 6 and to enact our strategy. Where we're kind of 7 stuck right now is we can't use those fixtures 8 until we resample them, and we can't resample 9 them until the schools return to normal use, so 10 we really can't gather any information on whether 11 our strategy has been successful until we're able 12 to get back in and do the sampling. 13 MS. SCOTT: Okay, thank you. 14 VICE CHAIR HENN: Thank you, and 15 Chairwoman Causey stepped away so I'll be 16 facilitating until she returns. The next hand 17 raised was Dr. Hager. 18 DR. HAGER: Yes, thank you. Thank you 19 for the presentation and I actually love talking 20 about water access in schools, it's one of the 21 things that I'm also quite passionate about. I</p>	<p>1 they don't just sample the water at the pumping 2 stations, they're required to do sampling 3 throughout their distribution system and then 4 publish that information. 5 DR. HAGER: Thank you. So my other 6 question is, the first is, I probably imagine you 7 have similar concerns about the amount of sitting 8 water right now in the pipes in schools and just 9 the concern that when we do go back to test, the 10 levels might be artificially inflated because the 11 schools aren't being used and haven't been since 12 March, so do you have a plan in place for when, 13 about test water, how to flush the system so that 14 when folks do return to the buildings, that the 15 water is clean and usable? 16 MR. GLASSMAN: Well, we have a flushing 17 protocol that we do at the end of every summer 18 anyway, so we were already aware of that, and 19 that's something that actually, the Maryland 20 Department of the Environment has a flushing 21 protocol for schools, we get a reminder email</p>
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<p>1 want to follow up first on one of Ms. Scott's 2 questions. Do you work with our public works 3 department to identify whether there is a 4 community piping issue in the schools where you 5 see consistent high levels of lead in the water 6 source, again recognizing that we know that 7 community overall water source is not 8 contaminated like it was in the plant or 9 something like that. 10 MR. GLASSMAN: We don't really work 11 with, we haven't had any conversations with our 12 public water source, because they publish their 13 testing results on an annual basis, so we have 14 information about, that's already provided to the 15 public. 16 DR. HAGER: Yeah, I was just thinking 17 about the pipes in the community that are feeding 18 into the school, you know what I mean? 19 MR. GLASSMAN: Right. Well, they're 20 required to do sampling at the user end, so if 21 they do sampling of their distribution system</p>	<p>1 every August, but we're already aware of that and 2 we sent that information out to our schools, and 3 we've already sent information out to our 4 facilities people in the schools and we're having 5 them flush now on a regular basis. We don't want 6 to wait until a couple of days or a couple of 7 weeks, or even a month before school, we want 8 them to be flushing. So we've given them a 9 protocol to flush their schools on a, some areas 10 on a daily basis, some areas on a weekly basis, 11 and so we're hopeful that we can stay ahead of it 12 not just from a lead perspective but just in 13 general, making sure that we don't have our 14 chlorine levels drop and we have an infection 15 issue, so we're on top of that. Thank you. 16 DR. HAGER: Wonderful, and we know that 17 there are teachers and administrators in the 18 buildings, in many of the buildings now, so 19 that's wonderful that you've already gotten 20 started on that. 21 I have two other questions. One is,</p>

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<p>1 have you ever included students in your water</p> <p>2 testing protocols?</p> <p>3 MR. GLASSMAN: You mean having students</p> <p>4 do testing for us?</p> <p>5 DR. HAGER: Yeah, like clubs or science</p> <p>6 classes or anything like that?</p> <p>7 MR. GLASSMAN: Well, one of the issues</p> <p>8 we have is that because our building has to sit</p> <p>9 for eight to 18 hours, a lot of our buildings</p> <p>10 don't have eight hours of downtime except for on</p> <p>11 the weekends, so we do all of our sampling at</p> <p>12 7:30 on Saturday, between 7:30 and noon on</p> <p>13 Saturday mornings, so we have not. And also, one</p> <p>14 of our protocol require, even though the</p> <p>15 regulation doesn't require it, we require that</p> <p>16 all of our sample collectors are certified water</p> <p>17 samplers, because we want to make sure we have</p> <p>18 that level of expertise.</p> <p>19 DR. HAGER: Thank you. And then my last</p> <p>20 question is, has the county considered installing</p> <p>21 water bottle filling stations in schools at any</p>	<p>1 30 percent a year; is that accurate?</p> <p>2 MR. DIXIT: Yes, approximately one-third</p> <p>3 of the total number of schools.</p> <p>4 MR. KUEHN: Okay, so here's my question.</p> <p>5 Are you sampling one-third and you're sampling</p> <p>6 the entire school?</p> <p>7 MR. DIXIT: That's correct.</p> <p>8 MR. KUEHN: And how are you choosing</p> <p>9 those schools, is it randomized or -- because I</p> <p>10 would hope that you're doing it in all areas of</p> <p>11 the county.</p> <p>12 MR. GLASSMAN: Yeah, we are spreading it</p> <p>13 out around the county. We're not trying to do</p> <p>14 like one-third in one area, no, it's been spread</p> <p>15 out.</p> <p>16 MR. KUEHN: So is it randomized? I'm</p> <p>17 just curious as to how you're actually making</p> <p>18 these decisions so that we are indeed, you know,</p> <p>19 spreading it out.</p> <p>20 MR. GLASSMAN: Well, what we're trying</p> <p>21 to do is just, we have to sample each school once</p>
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<p>1 point?</p> <p>2 MR. GLASSMAN: I know Mr. Dixit could</p> <p>3 probably answer that but yes, that's actually, we</p> <p>4 have been -- I believe that's part of some of the</p> <p>5 new construction and improvement, that's part of</p> <p>6 what they're looking at in new schools and in</p> <p>7 renovations, is putting in bottled water filling</p> <p>8 stations. I know we have several schools that</p> <p>9 have them.</p> <p>10 DR. HAGER: Yeah, there's really great</p> <p>11 science around the positive impact of those on</p> <p>12 kid's health. Those are all my questions, thank</p> <p>13 you.</p> <p>14 VICE CHAIR HENN: Thank you, Dr. Hager.</p> <p>15 Next we have Mr. Kuehn.</p> <p>16 MR. KUEHN: Thank you, Ms. Henn. Thank</p> <p>17 you for the presentation, I appreciate it.</p> <p>18 The first thing I would like to talk</p> <p>19 about is, and unfortunately I'm not sure which</p> <p>20 slide this is on, but you were talking about</p> <p>21 going forward and continuing to sample I believe</p>	<p>1 every three years, and that's under the</p> <p>2 regulation, and so our idea, what our plan was is</p> <p>3 divide the schools into thirds so that we're</p> <p>4 sampling one-third of the schools every year.</p> <p>5 Every year is still going to get sampled once</p> <p>6 every three years. Some of the schools were</p> <p>7 selected based on the number of fixtures that we</p> <p>8 had to sample anyway either because of elevated</p> <p>9 levels or because of the number of fixtures that</p> <p>10 had been replaced for maintenance, so that was an</p> <p>11 easy selection. And then we just, it was one of</p> <p>12 my staff members who was doing the selection, and</p> <p>13 the only thing we asked him to do was make sure</p> <p>14 that we were doing it from each of the geographic</p> <p>15 areas to make sure we had coverage.</p> <p>16 One of the things we do when we sample</p> <p>17 is we try to do a cluster of schools in a day, so</p> <p>18 we can have a sampler who can go to multiple</p> <p>19 schools without having to travel a lot between.</p> <p>20 We do sampling on a Saturday, nobody can occupy</p> <p>21 that building until after we sample it, we are</p>

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<p>1 trying to limit our impact on the school usage on</p> <p>2 Saturday. So there will be things, it's not like</p> <p>3 we will do five schools around an area, we will</p> <p>4 do a grouping of a couple schools each sampling</p> <p>5 day, but we spread that out.</p> <p>6 MR. KUEHN: Thanks for sharing that. So</p> <p>7 here's the concern. Based on what Ms. Scott just</p> <p>8 asked about the high levels of lead that have</p> <p>9 been found in the northwest, I believe it's</p> <p>10 Owings Mills that she was pointing out and</p> <p>11 perhaps even Lansdowne, I would like to know that</p> <p>12 we are going to sample those schools every year,</p> <p>13 I don't want to wait three years to get back to</p> <p>14 that school that has an elevated problem until we</p> <p>15 realize, until there's zero problem, then we go</p> <p>16 to a three-year cycle. How are we going to fix</p> <p>17 that?</p> <p>18 MR. GLASSMAN: So when a fixture is</p> <p>19 elevated, we can't turn that fixture back on</p> <p>20 until we have data that shows that it's no longer</p> <p>21 elevated. So when we say we're going to sample a</p>	<p>1 essence leeching of lead from those fixtures</p> <p>2 somehow? And are there fixtures that just don't</p> <p>3 have lead issues that we can just buy and be done</p> <p>4 with this?</p> <p>5 MR. GLASSMAN: Well, stagnation or lack</p> <p>6 of use of a fixture increases leeching of lead</p> <p>7 from that fixture even if that fixture designated</p> <p>8 or has passed the standards to be qualified as a</p> <p>9 lead-free fixture, because lead free is just, is</p> <p>10 a function of how it leeches lead out of the</p> <p>11 brass.</p> <p>12 There are some truly lead-free fixtures.</p> <p>13 We haven't really approached that as a universal</p> <p>14 solution, but it may be a solution that -- you</p> <p>15 know, like one of the things we're doing when we</p> <p>16 replace lines, we're not replacing copper lines</p> <p>17 with copper lines, we're replacing it with</p> <p>18 plastic lines so that we've eliminated that as a</p> <p>19 potential source. So we are looking at reducing</p> <p>20 our potential for introducing lead into the</p> <p>21 system by using different materials.</p>
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<p>1 third of the schools every year, that's above and</p> <p>2 beyond testing every fixture that was replaced</p> <p>3 since the last sampling. So for example, Owings</p> <p>4 Mills, if I've got ten water fountains that are</p> <p>5 elevated and probably the primary reason they're</p> <p>6 elevated is because we have bottled water in the</p> <p>7 school and they've never used those water</p> <p>8 fountains, that's one of the reasons that they</p> <p>9 may be elevated. But if that's the case, those</p> <p>10 water fountains will not be in use, they will be</p> <p>11 turned off until such time as they, we have been</p> <p>12 able to correct the issue. So that, those water</p> <p>13 fountains may get sampled every year until they,</p> <p>14 until we've got data that demonstrates that</p> <p>15 they're no longer elevated. So yes, those</p> <p>16 fixtures that are at issue will get sampled on as</p> <p>17 frequently as necessary.</p> <p>18 MR. KUEHN: Okay. So if -- so let me</p> <p>19 just ask a basic question. We have bottled</p> <p>20 water, right? So we're not using the fixtures.</p> <p>21 Is that degrading the fixtures and leading to, in</p>	<p>1 MR. KUEHN: And then one final question</p> <p>2 and I'll let you go. Is there a point where we</p> <p>3 just stop replacing them and just go straight to</p> <p>4 bottled water and stay there?</p> <p>5 MR. GLASSMAN: Well, actually we do have</p> <p>6 a school that we made the decision because of the</p> <p>7 long-term plans for the school, and we had the</p> <p>8 number of fixtures that were elevated, we just</p> <p>9 worked with the school and you know, we're not,</p> <p>10 it had bottled water anyway, so we just made the</p> <p>11 decision that we're not going to continue to</p> <p>12 sample everything in that school, that we're</p> <p>13 going to use bottled water exclusively for</p> <p>14 drinking, except for a couple of fixtures that we</p> <p>15 do need like in the kitchen, and those are</p> <p>16 passing, they're below the five parts per</p> <p>17 billion, so we have, it is an option that we're</p> <p>18 utilizing.</p> <p>19 MR. KUEHN: All right, thanks for your</p> <p>20 time.</p> <p>21 VICE CHAIR HENN: Great, thank you,</p>

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<p>1 Mr. Kuehn. Ms. Jose?</p> <p>2 MS. JOSE: Thank you. Thank you,</p> <p>3 Mr. Dixit, Mr. Glassman, for your presentation,</p> <p>4 and Mr. Roberts, that was pretty good. A lot of</p> <p>5 my questions were asked by my colleagues.</p> <p>6 I do want to emphasize that last year</p> <p>7 our action level for lead for MDE is 20 parts per</p> <p>8 billion and last year this Board unanimously</p> <p>9 passed a resolution to reduce that to five parts</p> <p>10 per billion, because we all know there is no</p> <p>11 level of lead that's safe for our children. I</p> <p>12 get this question a lot as to why we're pushing</p> <p>13 it, because we do know that lead causes learning</p> <p>14 disabilities in our children so it's important</p> <p>15 that we provide them with safe clean drinking</p> <p>16 water.</p> <p>17 Having said that, when I looked at the</p> <p>18 results, and it is sporadic like Ms. Scott</p> <p>19 pointed out, there was some faucets that were not</p> <p>20 caught in January 2019 and in the followup you</p> <p>21 pick up X more fixtures that now have lead</p>	<p>1 addressing some of these issues that we're faced</p> <p>2 with because I think in the world's most</p> <p>3 developed country we should be able to provide</p> <p>4 safe water to our children.</p> <p>5 So how would you address this sporadic</p> <p>6 problem, because I really would have liked to</p> <p>7 have seen this in a map displayed to see, it</p> <p>8 really is sporadic, there really is no rhyme or</p> <p>9 reason what I see looking at the numbers, but a</p> <p>10 picture always would have helped. And also, I</p> <p>11 thank Mr. Glassman because I know the resolution</p> <p>12 we passed just increased the work that you have</p> <p>13 to do, so thank you for that.</p> <p>14 MR. DIXIT: So let me try to answer some</p> <p>15 of the questions. Before I answer any question,</p> <p>16 I do want to acknowledge all the help and</p> <p>17 guidance that Ms. Jose had provided to us since</p> <p>18 the inception of this program, so thank you very</p> <p>19 much.</p> <p>20 Our focus so far has been to make sure</p> <p>21 that we meet state regulation and also make sure</p>
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<p>1 exceeding the allowable limits that we have, so</p> <p>2 to me that points to a bigger problem or, having</p> <p>3 worked with public utilities I know for a fact</p> <p>4 the City of Baltimore or Baltimore County does</p> <p>5 not have any lead lines in its service, it's</p> <p>6 mostly cast iron, so how do you plan to address</p> <p>7 those fixtures that have now exceeded the lead</p> <p>8 levels but did not previously? And I heard you</p> <p>9 just talk about a school where you will be</p> <p>10 continuing with bottled water for -- is that a</p> <p>11 school that's being replaced, where you made a</p> <p>12 decision?</p> <p>13 And thirdly, I'm looking at the budget</p> <p>14 and we spend about half a million dollars on</p> <p>15 bottled water a year, so is that actual bottled</p> <p>16 water which ends up in the landfill or the ocean,</p> <p>17 or is it just those refillable bottles that we're</p> <p>18 using? Because we're talking about, and</p> <p>19 Mr. Kuehn talked about this, about being, you</p> <p>20 know, reducing waste and going to a strategic</p> <p>21 sustainability, and the way we start that is by</p>	<p>1 that we meet the Board's resolution as soon as we</p> <p>2 can. Now some of the questions that we are</p> <p>3 talking about here about the type of bottle that</p> <p>4 we are using and the sustainability of that, we</p> <p>5 haven't gotten to that level, but we know that</p> <p>6 eventually we will. Once we take care of the</p> <p>7 first phase, we'll get into those things too.</p> <p>8 Frankly we would like to, once the</p> <p>9 school passes, we would like to get rid of all of</p> <p>10 the bottled water and sustainability is a very</p> <p>11 good incentive for us to do that, but we haven't</p> <p>12 gotten there because there needs to be a</p> <p>13 conversation when we get to that point.</p> <p>14 And the second piece was what do you do</p> <p>15 when repeatedly something is failing, and if that</p> <p>16 happens, it hasn't happened to that extent yet,</p> <p>17 if that happens we just want to insure everybody</p> <p>18 here that we will not leave any step to make sure</p> <p>19 that we meet all the intent of the regulation and</p> <p>20 Board's motion, there will be no condition where</p> <p>21 we allow any tap or any fixture to not comply</p>

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<p>1 with those regulations and leave it at the 2 school. We'll turn it off, we'll take it out, 3 we'll replace it, we'll do whatever we have to do 4 to make sure that it has no impact on safety of 5 students. So that's about all we can say at this 6 point, that this is an ongoing thing, it's a 7 continuous effort. So 2018 was the first time 8 when there was an official regulation by a state 9 or federal government about the drinking water 10 and saying that you have to meet these standards, 11 and our focus so far has been to make sure that 12 we comply and keep a safe supply for all our 13 students. I hope I answered your questions.</p> <p>14 MS. JOSE: You did, so thank you for it, 15 and I think earlier somebody had mentioned about 16 the utilities test the school, they don't, 17 they're not required, but the new EPA rule that 18 should be coming out in 2020, the lead and copper 19 rule will ask, will enforce or mandate utilities 20 to test schools. At the end right now they are 21 only testing the treatment plan, so -- oh, I hear</p>	<p>1 gave up, I don't know if that's the right term, 2 you gave up exchanging fixtures for bottled 3 water; which school was that?</p> <p>4 MR. GLASSMAN: It's Bedford Elementary 5 and the main reason is that it's slated to be 6 replaced and we just, the school was not using 7 any of the fixtures for drinking anyway. This 8 was a, we had a conversation with the principal, 9 who was very supportive of our choice.</p> <p>10 CHAIRMAN CAUSEY: Okay, thank you. And 11 then when you are looking at patterns or looking 12 at issues in terms of what is the next cohort of 13 schools that you're going to do testing, do you 14 use the age of the school?</p> <p>15 MR. GLASSMAN: Well, we just started 16 this last year and we only got through about half 17 of the schools we were going to do, and the first 18 thing that we looked at was we selected schools 19 that had a significant number of fixtures that we 20 were already going to sample based on the 21 replacement sampling, so that was the first thing</p>
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<p>1 the bell ringing for me. Thank you.</p> <p>2 MR. GLASSMAN: I did want to answer your 3 question about bottled water a little bit more 4 completely. We use the five-gallon water bottles 5 with dispensers, we don't use individual water 6 bottles, and those are returned to the supplier 7 and they sanitize them, refill them, so our water 8 bottles are reused for as long as they last.</p> <p>9 MS. JOSE: Thank you, Mr. Glassman. 10 That could be something the Board can address 11 later on as we focus on becoming a more 12 sustainable school system, so thank you.</p> <p>13 VICE CHAIR HENN: Now I'll turn it back 14 over to Ms. Causey.</p> <p>15 CHAIRMAN CAUSEY: Thank you, Ms. Henn. 16 I did have a couple of questions, quick questions 17 related to the water. I too was very grateful 18 that we are doing a much better job related to 19 this, the regulations from 2018 are helpful 20 guidance.</p> <p>21 Earlier you mentioned a school that you</p>	<p>1 that we did, because it just made a lot of sense 2 to go ahead and if we're going to sample 50 3 percent of the fixtures just, if we're going to 4 be there that long, let's sample all of them. So 5 that was the first grouping that we selected.</p> <p>6 And then based on that we looked at the 7 areas where those had been and then we, you know, 8 in an attempt to be equitable to the different 9 areas we selected schools in other areas to 10 sample. So we actually, the schools that had 11 probably the biggest concerns were some of the 12 ones that we resampled fully again.</p> <p>13 CHAIRMAN CAUSEY: Okay, thank you, I 14 just realize I was muted.</p> <p>15 The next issue is along the lines of 16 Dr. Hager and Ms. Jose in terms of a map that 17 these I affected schools are in, communities 18 where there may be more action needed. So is 19 that something that is going to be evaluated?</p> <p>20 MR. WILLIAMS: If I may, I'm sorry, 21 Mr. Dixit, I think we can work and discuss that</p>

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<p>1 as a team. I don't know how detailed that can 2 be, but I think that's a followup for the team.</p> <p>3 CHAIRMAN CAUSEY: Okay, thank you. And 4 again, I'm just grateful for all of the progress 5 that has been made. It's been a big issue when I 6 originally was on the Board in 2015 visiting 7 Lansdowne High School and Dulaney High School and 8 others, so we appreciate it.</p> <p>9 Other board members before we move on to 10 the next agenda item? Okay. Thank you very 11 much, gentlemen, and we will move on to the next 12 agenda item.</p> <p>13 MR. DIXIT: Thank you very much.</p> <p>14 CHAIRMAN CAUSEY: Certainly. And we are 15 moving on to Item L, a report on the update on 16 reopening of schools, and so for that we will 17 call on Dr. Williams.</p> <p>18 DR. WILLIAMS: So good evening, 19 everyone. We have members of our design team 20 here this evening to provide an update to the 21 Board, several questions that surfaced from the</p>	<p>1 for Unserved Students grants.</p> <p>2 And as you can see from the information 3 on the slide, I tried to provide information that 4 would show you the primary places where we are 5 making expenditures using those grant funds, and 6 so they fall under food and nutrition services. 7 Curriculum writing and professional learning to 8 support virtual instruction, and the student 9 curriculum materials; that would be the supplies 10 and the distribution. The same for technology, 11 certainly the purchase of Chromebooks, headsets, 12 cameras, hotspots and Internet service; again, 13 that is supplies and distribution. And the 14 reengagement and tutoring grants, we spent most 15 of the money on stipends for teachers to work 16 with students that were not engaged during the 17 continuity of learning and who required 18 additional engagement opportunities, as well as 19 students who we knew that could benefit from 20 tutoring support, and that grant is still active 21 and working through December. Through those</p>
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<p>1 last meeting. So we have Dr. Brian Scriven, Dr. 2 Mary McComas, Dr. George Roberts and Mr. Burke at 3 this time, so I'll turn it over to them.</p> <p>4 MR. BURKE: Thank you, Dr. Williams. 5 Good evening, Chairwoman Causey, Vice Chairwoman 6 Henn, Dr. Williams and members of the Board. I'm 7 Billy Burke, the chief of organizational 8 effectiveness, and I'll start our reopening 9 update with some information about the COVID 10 relief grants. Mr. Corns, could you move to the 11 next slide please? Thank you.</p> <p>12 So right now we're operating under quite 13 a few COVID relief grants, I'll speak briefly 14 about what they are. There is the CARES Act 15 grants; the Elementary and Secondary Schools 16 Emergency Relief Fund which is called the ESSER 17 grants; the Governor's Emergency Education Relief 18 Fund which is called the GEER grant; Reopening 19 Schools Incentive grant; Coronavirus Relief Fund 20 Technology grants; the Coronavirus Relief Fund 21 Tutoring grant; and then finally the Broadband</p>	<p>1 grants we've also been able to provide 2 professional -- I'm sorry -- personal protective 3 equipment, cleaning supplies, hand sanitizers. 4 And we've been looking at the reorganization of 5 health suites in order to make it possible to 6 have the spacing available if a staff member or a 7 student is sick and the nurse needs to place 8 students in isolation.</p> <p>9 Those are the main expenditures on that 10 grants. We wanted to give you a brief update on 11 just the grants, what they are and how they're 12 being spent, and we can move on to the next slide 13 please.</p> <p>14 DR. SCRIVEN: So good afternoon, Madam 15 Chair, Vice Chair, Dr. Williams and members of 16 the Board. I just wanted to give you an update 17 on devices, and I know we had sent the 18 communication to the Board and there was a 19 request for a little more specificity around the 20 distribution of the devices so I want to give 21 that succinct detail at this time.</p>

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<p>1 From October 16th through the 22nd we 2 have distributed 3,500 Chromebooks and 600 PCs to 3 address new enrollment to the system. In 4 addition, in this same timeframe we have 5 distributed 1,800 PCs as part of our swap model 6 for devices that have been broken or damaged, 7 where at the high school level they're able to 8 contact their school and exchange the broken 9 device and receive a new or refreshed device. We 10 are looking between November 6th and November 9th 11 to deliver approximately 3,500 devices to schools 12 at the pre-K level, and we will also start to 13 deliver devices to para-educators and our AAs, 14 our adult assistants during this same window. 15 And then we're going to have approximately 8,000 16 to 9,000 devices at our distribution site, which 17 we will continue to swap out with schools on an 18 ongoing basis as we monitor the number of devices 19 that they are giving out. 20 So I am happy to say that our device 21 situation is a lot more positive than the last</p>	<p>1 do is ask that you ask the teacher, followed by 2 the school administration. If the teacher needs 3 support, the administration is always welcome to 4 reach out directly to our content offices and we 5 will work to look into our inventory across the 6 system and see where we can find a hard copy to 7 make available for families or students as 8 needed, and so we'll just continue to reiterate 9 what our process is. I do understand that people 10 have learning preferences where they may prefer a 11 hard copy or traditional text compared to a 12 digital copy and we will continue to work in that 13 manner to support those learning needs while 14 we're in virtual format and as we move towards 15 the hybrid format. In general we have worked 16 over the last several years to create a blended 17 environment whereby we have resources that are 18 available both in digital format and text, 19 traditional hard copy, to address differentiation 20 in learning styles, and will continue in that 21 manner.</p>
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<p>1 time that I reported out, because at that time we 2 were right on the verge of running out, so we 3 will be able to continue to meet the needs of 4 enrollment, continue to meet students' needs as 5 devices need to be swapped, meet the needs of our 6 faculty and staff who need the device support 7 such as para-educators and adult assistants, and 8 always also meet the needs of our pre-K students. 9 With that I will turn the presentation 10 over to Dr. McComas, who will give the overview 11 for textbooks and athletics. Dr. McComas? 12 DR. MCCOMAS: Yes, thank you, 13 Dr. Scriven, thank you. And so I just wanted to 14 follow up, I know there had been inquiries about 15 specific consumables and text copy, and that we 16 provide that detailed followup to the Board and 17 for the good of stakeholders. 18 We do have, a majority of our resources 19 are offered digitally for students in a virtual 20 format. If you find that you need a specific 21 hard copy of something, the first thing that we</p>	<p>1 And I guess lastly, as I shared at 2 previous meetings, more and more what is becoming 3 the industry standard are related to textbooks or 4 materials to be offered by the companies with a, 5 where there's a hard copy, they also, it's rare 6 these days to find them not also offer a digital 7 version as well, so we will continue to work 8 through specific requests and support as needed. 9 And then athletics. I know we have many 10 board members and families and students who are 11 excited about their athletics update today. I 12 believe the information was shared this 13 afternoon. There's two parts to our athletics 14 update. 15 I'll start with the fall. So this, you 16 know, we have been on the starting of a 17 two-semester model. The fall semester has been a 18 virtual coaching model with a second semester 19 being the competitive season's connect. Our fall 20 virtual model will now also have a complementary 21 in person conditioning component, it's completely</p>

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<p>1 voluntary on behalf of students to participate or 2 not. The information is presently posted and was 3 posted this afternoon on our BCPS website and 4 it's our athletics reengagement program that 5 discusses that opportunity in more detail for our 6 students who are interested in that opportunity. 7 I know many are and have been anxiously awaiting 8 the opportunity. 9 Our second part of our update on 10 athletics for those of you who have been 11 following, and I shared just two weeks ago in our 12 last board meeting update that we were one of 22 13 local school systems that supported the MPSSAA's 14 recommendation to accelerate the competitive 15 season and have it begin in December. Yesterday 16 I'm pleased to share that the Maryland State 17 Board of Education did vote to support that 18 recommendation, and so we will be beginning our 19 competitive seasons semester starting 20 December 7th. 21 And just so that everyone's aware, the</p>	<p>1 back groups of students in a safe and healthy 2 manner, beginning with students who are in the 3 most need. 4 So the first phase of BCPS's transition 5 to hybrid instruction identified our four public 6 day schools as returning on November 2nd for 7 staff and students returning on Monday, 8 November 16th. I shared with the Board, our 9 public presentation with staff, and multiple 10 stakeholder groups earlier this week. A detailed 11 plan of transition to hybrid instruction for our 12 four public separate day schools occurred and is 13 undergoing a final review with integration and 14 feedback prior to sharing publicly with the 15 community later this week. We along with the 16 schools' leadership are excited to welcome back 17 students and staff in the upcoming weeks. 18 However, as we welcome back students and 19 staff to our public separate day schools, 20 planning continues in the development for the 21 next phase of additional small groups of students</p>
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<p>1 order of the seasons will be the winter season 2 followed by the fall season in the middle, and 3 with the spring season in the end. If you -- I 4 want to make sure I get them right; yeah, that 5 was the right sequence. Again, that information 6 is on our website. I know there's many student 7 athletes and families and parents who are very 8 excited to see the opportunity to get up and 9 moving and to see the competition seasons begin 10 sooner, so thank you. 11 And that really concludes the update on 12 my two portions, and at this point I will 13 transition over to Dr. Roberts, who will begin 14 talking to us about Phase One of our holistic 15 transition to hybrid learning. 16 DR. ROBERTS: Great, thank you, 17 Dr. Boswell-McComas. So good evening, board 18 members, Dr. Williams. I shared with our 19 community at the end of September, and for the 20 governor's state superintendent, school systems 21 must, school systems needed to begin to bring</p>	<p>1 to include outside general educational, regional, 2 and school-based elementary, middle and high 3 school programs, as well as our youngest learners 4 and a small number of students with specific CTE 5 programs who require the use of specific CTE 6 program equipment. 7 So as outlined in our MSDE-approved BCPS 8 reopening plan, by the end of the first semester 9 and if safety measures continue to allow, these 10 additional small groups of students are scheduled 11 to have the opportunity to return to hybrid 12 instruction. 13 So that does conclude our overall 14 presentation on the update on reopening and we 15 are available for questions. Thank you. 16 CHAIRMAN CAUSEY: Thank you. So I see 17 Ms. Scott and Ms. Pasteur thus far. Ms. Scott, 18 you may begin. 19 MS. SCOTT: Oh, I apologize. My hand 20 was up from before. 21 CHAIRMAN CAUSEY: Okay. Then</p>

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<p>1 Ms. Pasteur?</p> <p>2 MS. PASTEUR: Thank you. I want to ask</p> <p>3 a few questions about the opening of the public</p> <p>4 separate day schools. I want to know,</p> <p>5 considering they really are, as some of our</p> <p>6 speakers asserted, our very vulnerable students.</p> <p>7 So I'd like to hear what the plan is, what the</p> <p>8 strategies are, how our students are going to be</p> <p>9 even more protected than they are when we don't</p> <p>10 have a virus, and what we are going to do to</p> <p>11 support and safeguard our teachers, understanding</p> <p>12 that many of our students can't wear masks, have</p> <p>13 some very special needs. So can you please</p> <p>14 outline what safety guidelines, health and safety</p> <p>15 guidelines will be in place to safeguard all</p> <p>16 concerned?</p> <p>17 DR. ROBERTS: Yes, and thank you for</p> <p>18 that, Ms. Pasteur. What I can do is provide an</p> <p>19 overview, just a brief overview of the plan,</p> <p>20 Ms. Pasteur, and then certainly for health</p> <p>21 metrics questions lean on Ms. Somerville for some</p>	<p>1 goes into attendance procedures in the hybrid</p> <p>2 instruction, and then visitors to school, how</p> <p>3 would the four schools work with visitors who may</p> <p>4 randomly show up or visitors who have scheduled</p> <p>5 appointments. The last part of the plan, part</p> <p>6 three, really dives into the instructional model.</p> <p>7 This area of the plan, Ms. Pasteur, has five</p> <p>8 components. So it talks about cohorting and</p> <p>9 class assignment; so once parents do make the</p> <p>10 decision as to whether or not they choose to send</p> <p>11 their child to participate in the hybrid</p> <p>12 environment, then this particular part of the</p> <p>13 plan will unpack the cohort. How will a child be</p> <p>14 cohorted, what will be their class assignment, if</p> <p>15 a cohort were to need to be changed for any</p> <p>16 reason, specific steps for how that would happen,</p> <p>17 it gives guidance to principals on how the</p> <p>18 cohorting would occur.</p> <p>19 School scheduling. So it provide</p> <p>20 guidance for the principals and for the staff on</p> <p>21 how the schedule would be built.</p>
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<p>1 specific health metrics that we're moving forward</p> <p>2 with for our four public separate day schools.</p> <p>3 So the overall plan really is divided</p> <p>4 into three parts. Part one is a health and</p> <p>5 safety component and that part of the plan, that</p> <p>6 part one of the plan has six components to it.</p> <p>7 It outlines health metrics, mitigation</p> <p>8 strategies, screening, PPE strategies,</p> <p>9 ventilation, and health services protocols. Part</p> <p>10 two of the plan goes into specifics around school</p> <p>11 operations, so there's six components to our</p> <p>12 school operations. There's, which address parent</p> <p>13 drop-off and pickup, transportation, food and</p> <p>14 nutrition, determining a hybrid or virtual</p> <p>15 instruction, and that really speaks to how</p> <p>16 principals were communicating and speaking to</p> <p>17 parents, were outlined for parents so a parent</p> <p>18 could make a decision whether their child will</p> <p>19 participate in a hybrid or remain in a virtual</p> <p>20 instruction, a hundred percent virtual</p> <p>21 instruction. Then that part of the plan also</p>	<p>1 Substitutes. So how, a little bit of</p> <p>2 guidance on staffing substitutes and how that</p> <p>3 would work in our four public separate day</p> <p>4 schools.</p> <p>5 The use of device but quite specifically</p> <p>6 assistive technology, because we know there is a</p> <p>7 large use of assistive technology in our four</p> <p>8 public separate day schools.</p> <p>9 And then classroom layout. We know that</p> <p>10 in our four public separate day schools on</p> <p>11 average we could have up to seven to eight</p> <p>12 students in a normal environment, in a non-COVID</p> <p>13 environment. So based on the number of students</p> <p>14 we know in a cohort model, if we know half would</p> <p>15 come on an A day, half would be in a B cohort,</p> <p>16 that automatically takes us down to about three</p> <p>17 to four. And then based on the number of parents</p> <p>18 who obviously choose to send their students to</p> <p>19 participate in the hybrid environment, we could</p> <p>20 have even fewer number of students related to the</p> <p>21 four public separate day schools.</p>

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1	So I wanted to end with that question,	1	staff to know by school that you have enough
2	Ms. Pasteur, by saying that the plan that was	2	people, because you could well have one school
3	presented to the staff and to the stakeholders	3	that is very much understaffed and another one
4	earlier this week was presented to and worked	4	that has better staffing, so what's the timeline
5	with our Baltimore County Department of Health.	5	that goes with this?
6	So really when you talk about health metrics and	6	DR. ROBERTS: Thank you for that,
7	talk about guidance and PPE, this is really done	7	Ms. Pasteur, so a couple of other points here.
8	hand in glove with our Baltimore County	8	So let's start with the staff and the parents.
9	Department of Health, so the most current science	9	So a few weeks ago a survey was issued to the
10	and the most current information is included in	10	staff and that was part of the information that
11	this plan.	11	was shared with the stakeholders and the staff
12	MS. PASTEUR: Thank you, Dr. Roberts.	12	yesterday, so we know on average, and I don't
13	And I can certainly appreciate the relationship	13	have the specifics right in front of me,
14	with the health department and all of those	14	Ms. Pasteur, but on average we're looking between
15	things that go to that, but I'm really taken by	15	the four schools anywhere from 60, between 60 to
16	the fact that some of this has not been done and	16	65 percent of staff who indicated a few weeks ago
17	this is to begin on November 16th, I believe you	17	that they were willing to come back to school,
18	said.	18	and then another percentage of those who did
19	DR. ROBERTS: For students.	19	respond saying that they could potentially seek
20	MS. PASTEUR: I'm sorry, what did you	20	some leave option. But we know now with the
21	say?	21	release of the plan and with staff coming back on
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1	DR. ROBERTS: For students.	1	the 2nd, that if a staff member were to seek
2	MS. PASTEUR: For students, yes. So	2	leave options because students don't return for
3	we're talking essentially two weeks give or take	3	another two-and-a-half weeks, then that does,
4	a few days, and yet we still have to find out how	4	would give that cushion because we're talking
5	many parents are interested in bringing back	5	about a timeline. So with staff returning, all
6	their children, which then is going to impact who	6	staff returning on the 2nd, if there were staff
7	will be teaching them because you want to make	7	who were availing themselves of granting various
8	sure those numbers all work together, you want to	8	leave or were not able to return for any other
9	have enough staff to work with children who are	9	reason unrelated to COVID, that would give time
10	coming back. And then you would have to find	10	for the principal to schedule, reschedule based
11	those trained subs, not just any sub, because	11	on the number of students, which I'll transition
12	these are children that have special needs that	12	to with students.
13	staffing must take care of during the course of	13	So starting today and continuing, and
14	the day. So tell me if you can what that	14	keep in mind, these schools have anywhere from
15	timeline is, where we are with this, because I'm	15	about 80 to 120 students. I think we had a
16	hearing from parents and I'm just pretty much	16	stakeholder mention Ridge Ruxton is our largest
17	right now dealing with parents who are concerned,	17	public separate day school with about 120
18	and so I really would like to know what the	18	students, all the way down to about 80 or up to
19	timeline is in making, finding out who wants to	19	85. So the advantage to a small number, and this
20	bring their children back.	20	really speaks to the leadership of our principals
21	And then next, how you reach out to the	21	and certainly in so many ways of these four

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<p>1 schools, what was shared with me yesterday and 2 the stakeholders is they want to call the 3 parents. So what started today and what will 4 continue tomorrow and conclude if not tomorrow, 5 by Thursday, is the school leadership is calling 6 every one of the parents. So we received the 7 potential, the initial parent response back, but 8 again because that was a few weeks ago, what will 9 happen is to confirm to your point, how many are 10 coming back, because the principal needs to know. 11 And in order for them to know what they can take 12 advantage of in this small setting is they're 13 going to call each one of their parents and 14 they're going to say hey, Mrs. Pasteur, good to 15 talk to you, let's talk a little bit about some 16 of the questions you have, and provide a decision 17 ultimately by the end of the week. Because we 18 know as we look at part two of the plan, school 19 operations and transportation would have to be 20 involved. So principals again have to relay that 21 information to transportation so we can build out</p>	<p>1 been done. 2 DR. SCRIVEN: George, let me jump in to 3 take that one if you don't mind. 4 MS. PASTEUR: Thank you. 5 DR. SCRIVEN: So Ms. Pasteur, good 6 evening, ma'am. In response to that, facilities 7 has worked hand in hand with the principals and 8 done a walkthrough of those buildings. For 9 instance as it relates to the nursing suites, it 10 was determined that some isolation rooms were 11 needed for each one of those schoolhouses, that's 12 just one example, so those rooms have already 13 been identified and are already set up to meet 14 the needs once students return on November 16th. 15 So we took a process with the schools 16 that we do similar to on boarding new schools, 17 where we had wraparound services for the 18 principals to make sure that any of their 19 concerns, we had the appropriate staff available 20 to meet those concerns and again, worked with 21 principals to make sure that things would be in</p>
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<p>1 the transportation schedule to give them enough 2 time for pickup of the children to build a 3 schedule. 4 So that's the timeline, those are the 5 things that have been occurring, things that are 6 occurring right now, and ultimately the timeline 7 for determining the number of students who would 8 be coming back. So then the principals, once 9 they have all that information that the staff and 10 the children, they can then fill that schedule 11 out for when students return in about 12 two-and-a-half weeks. 13 MS. PASTEUR: So I know that the health 14 suites are being looked at to make any necessary 15 adjustments. So in this period of time, then, 16 whatever necessary structural changes or any kind 17 of physical plant changes that need to be made to 18 accommodate the most safe environment for them 19 will also be done, because you also want that to 20 be commensurate with the number of children and 21 staff coming back, or what things have already</p>	<p>1 place prior to the reopening. So that's where we 2 are, just not with respect to the nursing suites, 3 but holistically in respect to the school. 4 MS. PASTEUR: Okay. And I really 5 respect and appreciate all that, but I just 6 always pick up on words like determine and 7 identify, which means that it has not happened. 8 So it just seems to me that there are a lot of 9 things that have to happen in a short period of 10 time, and because I not only feel the importance 11 of what is about to happen for these young 12 people, and also feel for their parents who, I'm 13 sure many of them want to get their students back 14 in as well, and for the staff. I just really 15 want to, I just need to feel, and I'm 16 responsible, I mean the largest one is in my 17 district, so on that note I'm embracing this. I 18 just want to feel that it's not just a 19 walkthrough for all of this, that things in 20 place, parents get the real sense and that we're 21 not rushing to the finish line with these young</p>

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<p>1 people. I want to see some young people in and 2 certainly those who were probably behind before 3 the pandemic and who might well be behind, I just 4 have to have that feeling that we've done 5 everything possible beyond thinking through it, 6 and you've certainly done that and I commend you 7 for it.</p> <p>8 I'm just looking at the time but I'm 9 going to stop now just so I can hear if anyone 10 else has any other questions that I might have 11 missed or concerns, maybe I'm the only one who 12 feels like this.</p> <p>13 MR. MCMILLION: Mrs. Causey, this is Rod 14 McMillion. I have questions.</p> <p>15 CHAIRMAN CAUSEY: Mr. McMillion, please 16 go ahead.</p> <p>17 MR. MCMILLION: Okay. I've got a couple 18 questions on a couple different topics. I'm 19 going to start with athletics. I was informed 20 this morning that there's a lot of seniors that 21 front loaded their schedule in the fall semester,</p>	<p>1 I'm sorry, I don't have that right in front of 2 me.</p> <p>3 DR. ADAMS: Hi. Good evening, 4 Mr. McMillion, Dr. Williams and board members. 5 It is a, Mr. McMillion, I can't give you the 6 exact number, but it is an MSDE requirement that 7 students be enrolled in and attending school if 8 they are to participate in athletics.</p> <p>9 MR. MCMILLION: Okay. So if a kid front 10 loaded his schedule from the fall based upon 11 recommendations that we made, now he doesn't have 12 the two classes required in the spring, are we 13 going to tell him that he can't play because we 14 encouraged him to front load that schedule?</p> <p>15 DR. ADAMS: No, sir. We have 16 identified, the Office of Athletics worked with 17 the secondary executive director of schools and 18 identified that this was a concern and something 19 that we needed to address, and we are working 20 through that as a system to provide guidance for 21 students and schools on how to make an</p>
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<p>1 so how would that affect their participation in 2 the spring if they don't have any classes or they 3 have -- back in the day you needed two classes to 4 participate. Suppose they don't have any classes 5 or one class, how does that affect their 6 participation?</p> <p>7 DR. MCCOMAS: Yes, so thank you for the 8 question, Mr. McMillion. We'll have to work with 9 the schools through that, because we know that 10 the shift in the schedule is something that was 11 made really to be responsive to our context, and 12 that's something that we will have to work 13 together with schools and students to work 14 through that process, so thank you.</p> <p>15 MR. MCMILLION: And can you answer, is 16 that -- back in the day when I was the athletic 17 director you needed two classes. Now was that a 18 county directive or is that a state directive?</p> <p>19 DR. MCCOMAS: I'm going to ask Dr. Adams 20 to add to the conversation, I think he'll be able 21 to address that more specifically, Mr. McMillion,</p>	<p>1 adjustment.</p> <p>2 MR. MCMILLION: So if it is a state 3 requirement that they have two classes, are we 4 appealing to the state to waiver that?</p> <p>5 DR. ADAMS: There are no planned appeals 6 at this time that I could speak of, 7 Mr. McMillion. The state has also not given any 8 indication that they would be accepting any or 9 providing any of the waivers such that they did 10 in the spring.</p> <p>11 DR. MCCOMAS: I'm going to add as well, 12 if Mr. Sye -- I'm sorry, I just wanted to make 13 sure that we give Mr. Sye an opportunity also to 14 provide any clarification, so Mr. Sye, if you 15 could add to the conversation, that would be 16 great.</p> <p>17 MR. SYE: Yes, good evening. Can you 18 hear me?</p> <p>19 DR. MCCOMAS: Yes, thank you.</p> <p>20 MR. SYE: Okay. So Rod, to answer your 21 question, we've been working in conjunction with</p>

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<p>1 the guidance office. And again, it is a state 2 requirement under COMAR that students must be 3 enrolled and attending. So what we have decided 4 is that we should have the student athletes work 5 with their guidance counselors and again, if they 6 front loaded their schedule they have to be 7 enrolled and attending, but there is no number in 8 terms of the number of classes they need to take, 9 so we are kind of putting it back on the guidance 10 department to work with the student athlete to 11 determine what type of classes could either raise 12 their GPA, help them out to get into college or 13 whatever, you know, that they could actually do 14 to help them meet the requirement on enrolled and 15 attending to continue to play sports in the 16 second semester.</p> <p>17 MR. MCMILLION: Thank you.</p> <p>18 MR. SYE: Does that answer your 19 question?</p> <p>20 MR. MCMILLION: Yes, thank you very 21 much.</p>	<p>1 have Mrs. Lichter on the call as well, she 2 directly supervises our public education. So in 3 short, Mr. McMillion, our public separate day 4 schools are four schools, so let's talk about 5 three of them. So Maiden Choice, Ridge Ruxton 6 and Battle Monument, that serve all IEP students, 7 all special education students who range from, 8 whose disabilities could range from emotional, 9 range from physical, educational, that through 10 the IEP process are placed in one of those three 11 schools based on the geographic area. So Maiden 12 Choice serves our west side, Ridge Ruxton serves 13 our central area, and Battle Monument serves our 14 east side. And those students can enter anywhere 15 from two years old all the way up through the age 16 of 21 years old. So many of our students in 17 those three schools will oftentimes stay for 18 five, ten, 15 years, in some cases from two to 19 21. So that connection, that bond is very very 20 strong and the numbers are small.</p> <p>21 They are staffed by not only special</p>
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<p>1 MR. SYE: No problem.</p> <p>2 MR. MCMILLION: Now Dr. McComas, I have 3 another question. Does this, what applies to 4 athletics, does it also apply to theater, band, 5 chorus, clubs, et cetera?</p> <p>6 DR. MCCOMAS: Well, thank you for that. 7 We're going to take this one step at a time, 8 Mr. McMillion, and I know that everyone is 9 excited to get everything moving as quickly as 10 possible but we do need to take these one at a 11 time. Presently speaking, our vast majority of 12 things are being offered to the fullest extent we 13 can in virtual, so I'm not saying that we aren't 14 moving in that direction but as of right now 15 we're working through the athletics, so thank 16 you, and I will keep you posted.</p> <p>17 MR. MCMILLION: Okay. And now, 18 Dr. Roberts, can you explain to our listening 19 public, what does separate public day schools 20 mean, imply, signify or whatever?</p> <p>21 DR. ROBERTS: Okay, certainly, and I</p>	<p>1 educators, certified teachers, but adult 2 assistants, instructional assistants, 3 occupational therapists, speech therapists, so a 4 whole battery of related services to support the 5 students and meet their IEP needs and meet their 6 educational needs, where White Oak serves 7 elementary students more focused on emotional, 8 social emotional learning, and those students 9 ultimately transition to their home middle 10 school.</p> <p>11 So that's really a broad overview, 12 Mr. McMillion. Mrs. Lichter, is there anything 13 you wanted to add to that with respect to those 14 four schools?</p> <p>15 MS. LICHTER: The only real thing is 16 students with individualized education programs, 17 part of what's indicated on those programs is the 18 level of service and the hours of special 19 education services they receive, so it's called 20 their LRE, the least restrictive environment. 21 Students in our four public separate day schools,</p>

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<p>1 their whole day is all special education</p> <p>2 services, there are no students with, there's no</p> <p>3 typically developing peers in those schools, so</p> <p>4 it is the most restrictive environment that we</p> <p>5 have because it doesn't have any access to the</p> <p>6 general education student in this building. The</p> <p>7 difference, those buildings are all students with</p> <p>8 special needs. It would be the level for a</p> <p>9 nonpublic if they were to leave the county, but</p> <p>10 it's based on the services they need. So it's</p> <p>11 providing, like Dr. Roberts said, the most</p> <p>12 intensive services.</p> <p>13 That's why it's a separate case, it is a</p> <p>14 school for all students with special needs, where</p> <p>15 a lot of our other students with special needs</p> <p>16 are within our general education buildings, our</p> <p>17 comprehensive schools, so they have the ability</p> <p>18 to be integrated with their typically developing</p> <p>19 peers as well.</p> <p>20 MR. MCMILLION: Okay. So if we break</p> <p>21 down separate public day schools, we get separate</p>	<p>1 other source they have is to request a leave?</p> <p>2 DR. ROBERTS: They need to speak with</p> <p>3 human resources, right, so the guidance they've</p> <p>4 been given is if they have any questions</p> <p>5 regarding returning to work, that they reach out</p> <p>6 to our benefits office in human resources.</p> <p>7 MR. MCMILLION: Okay. So if they</p> <p>8 can't -- let's just suppose financially they</p> <p>9 can't afford to take a leave and so that's, a</p> <p>10 leave is not an option for them. So then they</p> <p>11 have, if they want to continue working for</p> <p>12 Baltimore County Public Schools then they have to</p> <p>13 go into that school building, correct?</p> <p>14 DR. ROBERTS: I can't go down that</p> <p>15 hypothetical with you, Mr. McMillion, because all</p> <p>16 of those are case by case. So again, our</p> <p>17 guidance has been clear from the beginning that</p> <p>18 if staff have questions, then they need to talk</p> <p>19 with the experts in human resources around</p> <p>20 options and what they could potentially avail</p> <p>21 themselves of.</p>
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<p>1 from the general public, from the general</p> <p>2 education schools, we get public versus private,</p> <p>3 and then we've got day versus residential.</p> <p>4 MS. LICHTER: Correct, you got it.</p> <p>5 MR. MCMILLION: Okay. Now I'm going to</p> <p>6 switch gears again. We've given those parents</p> <p>7 the opportunity, we surveyed them and we've given</p> <p>8 them the opportunity to choose whether they want</p> <p>9 to come into that school building or whether they</p> <p>10 want to be, continue being a virtual mode,</p> <p>11 correct?</p> <p>12 DR. ROBERTS: Correct.</p> <p>13 MR. MCMILLION: Okay. Have we given the</p> <p>14 teachers that same choice?</p> <p>15 DR. ROBERTS: No, teachers are</p> <p>16 reporting, all staff are expected to report on</p> <p>17 the 2nd.</p> <p>18 MR. MCMILLION: Okay. So teachers are</p> <p>19 expected to report and their only other option</p> <p>20 is, if they are scared of their life for going</p> <p>21 into that classroom for whatever reason, the only</p>	<p>1 MR. MCMILLION: Okay. And I just want</p> <p>2 to understand, so it appears to me that their</p> <p>3 only options are they either report to work or</p> <p>4 they pursue a leave through HR.</p> <p>5 DR. ROBERTS: That's the guidance that</p> <p>6 we've been providing to them, correct.</p> <p>7 MR. MCMILLION: Thank you very much.</p> <p>8 I'm finished, Ms. Causey.</p> <p>9 CHAIRMAN CAUSEY: Okay, next is</p> <p>10 Ms. Henn.</p> <p>11 VICE CHAIR HENN: Thank you, Madam</p> <p>12 Chair. Thank you for the presentation, everyone.</p> <p>13 Dr. Roberts, would you mind navigating to your</p> <p>14 last slide?</p> <p>15 DR. ROBERTS: I don't control that but</p> <p>16 you could ask Mr. Corns.</p> <p>17 VICE CHAIR HENN: Could we revisit that?</p> <p>18 Thank you. So you had mentioned beyond Phase One</p> <p>19 and the return of the public separate day</p> <p>20 schools, some other groups that were returning.</p> <p>21 Do we have those in writing, is that something</p>

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<p>1 that can be provided to the Board, those details 2 and a timeframe?</p> <p>3 DR. ROBERTS: I could work through 4 Dr. Williams on that request, Ms. Henn.</p> <p>5 VICE CHAIR HENN: So you had mentioned 6 those groups; is that not available in writing at 7 this point?</p> <p>8 DR. ROBERTS: Those weren't. So it's 9 back in the September notification, those, 10 specifically to those groups were identified in, 11 I want to say in late September, but we'd have to 12 go back and look.</p> <p>13 VICE CHAIR HENN: Okay. I was trying to 14 take notes since they aren't on the slide. Would 15 you remind repeating those?</p> <p>16 DR. ROBERTS: I didn't mention those 17 specifically. I mentioned the, outside general 18 education, regional and school-based elementary 19 and middle and high school programs, and then I 20 went on to CTEs -- the youngest learners, and CTE 21 programs that require specific CTE program</p>	<p>1 could be our pre, our preschool, kindergartners, 2 I don't have the specifics now, but those could 3 be considered and are our youngest learners.</p> <p>4 VICE CHAIR HENN: Okay. And at what 5 point will the Board receive a more detailed plan 6 with some of those specifics?</p> <p>7 DR. ROBERTS: So at that point we don't 8 have sufficient, I don't have specific 9 information at this point at this time to give 10 you a specific timeline. Again, that's why I 11 wanted to be specific in what has been approved, 12 presented to the Board and approved by the state 13 department in terms of that option, or not the 14 option, the option to return to hybrid 15 instruction by the end of the first semester.</p> <p>16 DR. WILLIAMS: Ms. Henn, this is 17 Dr. Williams. We are working with our design 18 team as we move through these phases. And 19 working with the design team that consists of 20 our, many of our stakeholders, we should be able 21 to provide how we are thinking about phasing in,</p>
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<p>1 equipment to meet their hours, so those were the 2 extent of my comments, Ms. Henn.</p> <p>3 VICE CHAIR HENN: Okay. And is there a 4 timeframe associated with those groups returning, 5 you had mentioned?</p> <p>6 DR. ROBERTS: Right. So I shared by the 7 end of the first semester if safety measures 8 continue to allow, those additional small groups 9 of students are to be scheduled for the option to 10 return to a hybrid instruction, based on our 11 being approved, our BCPS approved by the MSDE 12 plan.</p> <p>13 VICE CHAIR HENN: By the end of the 14 first semester?</p> <p>15 DR. ROBERTS: That's what's in our 16 current plan as approved by the state.</p> <p>17 VICE CHAIR HENN: Okay. And would you 18 mind defining youngest learners, what grades 19 would those be, K through two?</p> <p>20 DR. ROBERTS: Yes, our youngest learners 21 would be our youngest learners, correct, so those</p>	<p>1 like Dr. Roberts said, about these other groups 2 of students, so we will definitely make public 3 the plans for the four public separate day 4 schools that speaks to the health metrics and 5 mitigation strategies, and then we'll work 6 through the Phase Two looking at bringing back 7 additional small groups, still watching the 8 metrics, still watching the positivity rate, and 9 of course definitely working with our 10 stakeholders and our unions to finalize these 11 plans.</p> <p>12 VICE CHAIR HENN: Okay. So thank you 13 for that information. And I'll just again 14 reiterate the comments I made in our last 15 meeting, you know, in the absence of information, 16 the public is losing confidence in our plans, and 17 that we have those plans coming. They want to 18 see those plans, they want to see, even if those 19 timeframes could change, they want to see 20 something in progress. And it's very hard to 21 keep saying they're coming, it's coming, it's</p>

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<p>1 coming, and not have anything to show. So while 2 it's great we're moving forward with some returns 3 to in person instruction perhaps, that doesn't 4 bring that peace of mind or that confidence to 5 the rest of our stakeholders who want to see some 6 details, and to this Board who want to know what 7 the plan is. So a month ago I asked about the 8 plan, and that point I think it was November, 9 we're a few days away from November. We need to 10 see some details, we need a plan and we need to 11 start seeing some specifics pretty soon. So I'm 12 disappointed that we're not learning about this 13 tonight, because our public deserves to know 14 what's happening and what's going on. And like I 15 said, we need to restore confidence that our 16 focus on is a safe return, and the lack of 17 information does not do that.</p> <p>18 DR. WILLIAMS: So Ms. Henn, we will make 19 public once we share with the Board, we'll make 20 public our safety plan that Dr. Zarchin, Deb 21 Somerville and team, which speaks to the health</p>	<p>1 plan can be fluid, they understand that health 2 care needs change and they are understanding to 3 that. They would rather have the information 4 with that understanding that they need to be 5 flexible and that things can change, than not 6 receive any information, so I would encourage you 7 to put out what we can put out rather than not 8 putting anything out, which has been the case so 9 far. Thank you.</p> <p>10 CHAIRMAN CAUSEY: Next is Mr. Kuehn, 11 then Dr. Hager, then Mr. Offerman.</p> <p>12 MR. KUEHN: Thank you, Ms. Causey. 13 Thank you for this presentation. It's the main 14 event and we're finally getting to it after ten 15 o'clock, perhaps next time we'll move it up.</p> <p>16 But I know that there's a lot of 17 challenges that we're facing and I think one of 18 the things we need to really hammer out here, and 19 I think Ms. Pasteur started this line of 20 questioning and I'm going to continue for a 21 while. I want to go back to the day schools and</p>
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<p>1 and safety plan in general in terms of how we 2 plan to monitor, we will share that with the 3 Board and make that public, and then the specific 4 plans for the four public separate day schools.</p> <p>5 VICE CHAIR HENN: And even beyond that, 6 when can we expect to see the plans beyond the 7 public day schools? That's a very small group, 8 as you know, of our student population. The 9 others need to know what's happening, they want 10 to know when they can expect some in person 11 instruction.</p> <p>12 DR. WILLIAMS: Yes, we will work with 13 our design team, I hear you, we will finalize 14 that so we can work with our partners to make 15 sure we can finalize the next phase of students 16 as Dr. Roberts mentioned. So again, I understand 17 exactly what you're saying, the absence of 18 information, we want to make sure we are updating 19 our Board as well as our community.</p> <p>20 VICE CHAIR HENN: Thank you. And I 21 would add, the community understands that the</p>	<p>1 I'm concerned that these children that are 2 probably some of the most fragile, medically 3 fragile students we have are the first line that 4 we're reintroducing back into schools. Now I 5 know that the schools are limited, access will be 6 limited and what have you, and there will be some 7 kind of protocols, but as has been made very 8 clear, these kids will not be able to tolerate 9 masks on their faces and we don't have specific 10 rooms for every single one of them to be by 11 themselves. So I am curious as who how Baltimore 12 County, the Baltimore County Public Health 13 Department along with Baltimore County Public 14 Schools thinks this is where we should start. I 15 don't understand why we're not starting with K 16 through two, a fairly healthy population that 17 doesn't seem to have many issues with COVID. 18 We're going to a very different population in our 19 school system, so I would like someone to please 20 explain that to me.</p> <p>21 DR. MCCOMAS: I will begin, Mr. Kuehn,</p>

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<p>1 and thank you for that, because I know that all 2 of our students are important and our students in 3 our separate public day schools certainly are 4 particularly compelling in their needs. When we 5 think about the students that virtual instruction 6 is a match for or not a match for, we know that 7 our students with the most critical needs, our 8 students in our public day school often have the 9 least good match to a virtual context, and so 10 that is part of why they are the beginning place. 11 You know, it's a complex puzzle, and so 12 we're beginning with those that we know the in 13 person is most essential for, to try to bring 14 them back. But we're also aware and it's 15 important to keep in mind families will still 16 have a choice. And so as a mother, if I had a 17 student at one of these schools and I felt like 18 my child, I cannot take that risk for my child, 19 they have the ability to keep their child virtual 20 and the school and the school system will 21 continue to work with that family. If as a</p>	<p>1 insure that they are safe and that their lives 2 are not being recklessly put at risk. I know our 3 teachers who spoke earlier this evening shared 4 experiences over time of these students' 5 journeys, and so please know that it is not 6 without great thought that we are going to serve 7 the neediest students first, so I do appreciate 8 the opportunity to speak to that. Thank you. 9 DR. ROBERTS: I was just going to add, 10 Mr. Kuehn, and thank you, Dr. Boswell-McComas for 11 those comments. And certainly we echo those 12 comments, certainly Mrs. Lichter and I, 13 Mrs. Lichter going into her eighth year in 14 working with our four public separate day 15 schools, and me going int my fifth year of 16 working with them. We take that responsibility 17 very seriously of all the other schools we work 18 with, but particularly our four public separate 19 day schools. And looking at the survey data from 20 the parent I saw in the chat, Ms. Causey was 21 requesting that be shared, that there is a</p>
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<p>1 family they feel like they can and their child 2 would benefit, and they as a family would like 3 their child to have that opportunity then they 4 will be able to have that opportunity. We take 5 very seriously the lives of our students, we take 6 very seriously the medical needs and the learning 7 needs of these students. And so really in 8 working to address the most complex learning 9 needs of our students, it will really make 10 resolving the puzzle pieces of other phases less 11 complex because we are really addressing our 12 students with the greatest needs first and 13 foremost. 14 And so that's beginning to address your 15 question, Mr. Kuehn, and I appreciate your 16 raising it, because our public separate day 17 school students are very compelling for all of 18 us, in that we want them to have as much access 19 to professionals directly as we can get, whether 20 it's the related service providers that they need 21 or the academic teachers, but we also want to</p>	<p>1 significant number of parents who are indicating 2 that they would like their child back in because 3 as the governor and the state superintendent have 4 identified a few months ago, you know, it's the 5 students with the most need, and I think 6 Dr. Boswell-McComas, I won't add to her comments 7 because she did it very eloquently, but I think 8 the data at least initially is supporting. We'll 9 know more as the principals have these one-on-one 10 conversations, but the initial data was showing 11 that the parents at these four schools were at 12 least interested in returning, but now I think 13 the conversation with the parents will have some 14 more solid data as we get towards the end of the 15 week. 16 MR. KUEHN: Thank you, Dr. Roberts, I 17 appreciate that, and Dr. McComas. And as a 18 parent, I truly support parents making decisions, 19 so I will move on at this moment. 20 But my next question to you, because we 21 sit there and say those with the greatest need, I</p>

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<p>1 fully understand the special needs of those 2 students, but kindergarten through second grade, 3 I would lump them into the same group and you 4 would have, you should be planning to bring those 5 kids back immediately. They are not learning how 6 to read, they are not going to be successful 7 staring at a device for six-plus hours a day. We 8 already know that, and I know that teachers are 9 struggling and working to do their best and I 10 know that we've been hamstrung up to this point, 11 but I believe that it would be irresponsible for 12 us not to make plans to immediately introduce 13 those students back into schools. Can you please 14 tell me why that is not happening right now?</p> <p>15 DR. MCCOMAS: What I would share, 16 Mr. Kuehn, and thank you, we too agree that our 17 early learners are priorities in our groupings. 18 As we said, we're starting with our most needy 19 students first, which is our public separate day 20 schools. And Dr. Roberts shared what we view as 21 Phase Two, includes the earliest learners you're</p>	<p>1 would be like and the metrics would be like at 2 that time, but that would be the indication 3 according to the plan at this point.</p> <p>4 MR. KUEHN: So what from what I've heard 5 and what I've seen and what I've seen from the 6 Maryland Department of, or the -- I'm sorry -- 7 the Board of Education for all of Maryland was 8 clamoring for schools to return now. I'm 9 concerned and I'm wondering why we would delay at 10 least K through two at this point in time, and 11 perhaps even younger learners that we have. But 12 I'm focusing on them because they're, you know, 13 they're the bulk of the early learners that we 14 have that really need face-to-face activities.</p> <p>15 DR. ROBERTS: So Mr. Kuehn, I would at 16 this point certainly reiterate Dr. Williams' 17 comments around it's not, these are trains that 18 are moving simultaneously in many respects, it's 19 not as if okay, let's focus on this and not do 20 anything else. There's multiple plans going on 21 working with our stakeholders, working with our</p>
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<p>1 speaking to, along with students receiving 2 special education services outside the general 3 education classroom. And so if you think about 4 those groups that Dr. Roberts spoke to, it really 5 begins to lean forward in alignment with what 6 you're calling for around prioritizing.</p> <p>7 MR. KUEHN: So I know that Ms. Henn 8 pressed Dr. Roberts before for an answer 9 regarding the various groups and what I heard, 10 and you can correct me if I'm wrong, Dr. Roberts, 11 was that you're preparing for the end of semester 12 one, which is the current plan, that people go 13 back to school January 29th or whatever that day 14 is, that magic day when we will be prepared. Is 15 that accurate?</p> <p>16 DR. ROBERTS: That is accurate with what 17 I shared earlier, right, that the current plan as 18 on the website and approved by the state, 19 indicates by the end of the first semester. And 20 of course with the safety measures being in 21 place, we won't know what the safety measures</p>	<p>1 bargaining partners, and really all coming to the 2 table. So certainly the first, this initial 3 focus was on our public separate day schools, but 4 that shouldn't be taken as there wasn't work or 5 hasn't been work done on our youngest learners or 6 other groups, it's just this is the plan for our 7 public separate day schools, so going into the 8 next phase. Now that we're doing this, again, 9 now that we're getting deeper into the next 10 phase, but even then, so we're looking at -- you 11 know, we talked about outside general education, 12 but there's another group potentially of small 13 groups. So you know, you're talking about the 14 other students in the system so that work, again, 15 is also being looked at. So it's really phased 16 planning and phased approach as we go through, 17 not isolated planning, but it's phased planning 18 with, as Dr. Williams mentioned, with our 19 bargaining partners, with our stakeholders. We 20 have a reentry committee, we have a COVID-19 task 21 force, so all of that --</p>

<p style="text-align: right;">Page 258</p> <p>1 MR. KUEHN: Dr. Roberts, I'm sorry to</p> <p>2 interrupt you.</p> <p>3 DR. ROBERTS: You're fine.</p> <p>4 MR. KUEHN: I appreciate you answer but</p> <p>5 we are limited on time. One of the things that</p> <p>6 I'm concerned about as you sit here and say this</p> <p>7 is a phased approach and what have you, and</p> <p>8 basically you're just pointing to the plan that</p> <p>9 was initially brought forward to start in the</p> <p>10 second semester and that's it, that's all I'm</p> <p>11 hearing from you. That's correct, right, or am I</p> <p>12 missing something?</p> <p>13 DR. ROBERTS: Because that's the plan</p> <p>14 that's been approved, so once that plan adjusts</p> <p>15 or is changed then that's the plan, I'm sharing</p> <p>16 with you the information that has been approved</p> <p>17 up through the state level.</p> <p>18 MR. KUEHN: Okay, I understand. So have</p> <p>19 you shared a plan to start any earlier with</p> <p>20 younger learners?</p> <p>21 DR. ROBERTS: To the level, to the</p>	<p style="text-align: right;">Page 260</p> <p>1 discussed. So Mr. Kuehn, you may speak to your</p> <p>2 motion.</p> <p>3 MR. KUEHN: So my focus is to try and</p> <p>4 bring the youngest learners in Baltimore County</p> <p>5 into schools. They are not medically fragile.</p> <p>6 Give parents the option to allow the children</p> <p>7 that they are, you know, they're confident that</p> <p>8 they can go in there. We've been told that we</p> <p>9 have all the PPE we need, we've been told that</p> <p>10 the facilities are clean and that they're</p> <p>11 available, and what we need to do is get in gear</p> <p>12 and start actually serving and reaching out to</p> <p>13 all the parents out there to determine if people</p> <p>14 are willing to send their children back to</p> <p>15 school. And work with the teachers, because I'm</p> <p>16 sure there are teachers that are willing to go</p> <p>17 back to school. And if there needs to be a</p> <p>18 hybrid environment and an option for folks that</p> <p>19 aren't comfortable because of medical underlying</p> <p>20 conditions, that we give students those options</p> <p>21 to continue virtually if that's the case.</p>
<p style="text-align: right;">Page 259</p> <p>1 extent of the public separate day schools, no.</p> <p>2 What we're sharing with you now and what we</p> <p>3 shared with the Board earlier and the community</p> <p>4 stakeholder groups earlier was the plan, the</p> <p>5 detailed plan for the public separate day schools</p> <p>6 at this point.</p> <p>7 MR. KUEHN: All right, thank you.</p> <p>8 DR. ROBERTS: You're welcome.</p> <p>9 MR. KUEHN: So Ms. Causey, at this time</p> <p>10 I am going to move to make a motion that we are</p> <p>11 provided with a plan by the next meeting that we</p> <p>12 have on November, I believe it is the 14th, to</p> <p>13 bring K through two, at least K through two</p> <p>14 across the entire county into schools by</p> <p>15 November 30th.</p> <p>16 CHAIRMAN CAUSEY: Is there a second?</p> <p>17 VICE CHAIR HENN: Second, Ms. Henn.</p> <p>18 CHAIRMAN CAUSEY: Ms. Henn. Mr. Kuehn,</p> <p>19 so board members, just a reminder that we are per</p> <p>20 Roberts Rules speaking twice to motions, and we</p> <p>21 are trying to stick to the time limit we</p>	<p style="text-align: right;">Page 261</p> <p>1 I don't know if there are any questions.</p> <p>2 CHAIRMAN CAUSEY: We'll take discussion</p> <p>3 and what we're going to do is, Ms. Henn, if you</p> <p>4 can note the people that still have chosen to</p> <p>5 speak to this agenda item, and if everyone can</p> <p>6 take their hands down, and then if you want to</p> <p>7 speak to Mr. Kuehn's motion, raise your hand back</p> <p>8 up.</p> <p>9 VICE CHAIR HENN: And Mrs. Causey, I</p> <p>10 know I seconded the motion. I would like to</p> <p>11 offer an amendment when appropriate.</p> <p>12 CHAIRMAN CAUSEY: Now is appropriate.</p> <p>13 VICE CHAIR HENN: Thank you. I offer</p> <p>14 the following amendment. I move that the Board</p> <p>15 direct the superintendent to bring the Board a</p> <p>16 recommendation for consideration and approval no</p> <p>17 later than November 10th for providing the option</p> <p>18 for all students in grade pre-K through grade two</p> <p>19 to return to some amount of regularly scheduled</p> <p>20 safe in person instruction starting no later than</p> <p>21 December 7th, 2020.</p>

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<p>1 CHAIRMAN CAUSEY: Mr. Kuehn, do you</p> <p>2 accept that?</p> <p>3 MR. KUEHN: I'm curious as to the</p> <p>4 December 7th, is that just because that's one</p> <p>5 Monday later than I indicated, November 30th?</p> <p>6 MS. ROWE: Respectfully, members of the</p> <p>7 Board, I do not believe that's an appropriate</p> <p>8 amendment, I would defer to Mr. Brousaides. You</p> <p>9 are changing the motion, that is not amending the</p> <p>10 motion. This is Lily Rowe.</p> <p>11 CHAIRMAN CAUSEY: Ms. Rowe, I'll have</p> <p>12 Mr. Brousaides chime in unless Julie wants to</p> <p>13 modify something.</p> <p>14 MS. HENN: I will withdraw. I was</p> <p>15 proposing wording. I will withdraw my amendment</p> <p>16 and support Mr. Kuehn's original motion.</p> <p>17 CHAIRMAN CAUSEY: Okay, thank you. So</p> <p>18 board members, at this point we have a motion</p> <p>19 with a second and we will go around the dais --</p> <p>20 excuse me -- I will go according to hands for</p> <p>21 people to speak to the motion.</p>	<p>1 everyone can take their hand down or -- okay.</p> <p>2 Then put it up if you want to speak to this</p> <p>3 motion. Okay. So the order --</p> <p>4 MR. MCMILLION: Ms. Causey, this is Rod</p> <p>5 McMillion. At some time I would like to speak to</p> <p>6 the motion.</p> <p>7 CHAIRMAN CAUSEY: Thank you, I will put</p> <p>8 you in the lineup. So starting with what the</p> <p>9 participant list is showing me, Ms. Rowe, then</p> <p>10 Dr. Hager, then Ms. Scott, then Ms. Jose, and</p> <p>11 then Mr. McMillion and then Mr. Muhumuza.</p> <p>12 MS. ROWE: Thank you. So I just wanted</p> <p>13 to clarify that the motion is for a plan, a</p> <p>14 safety plan, which brings into effect things like</p> <p>15 when children get on the bus, are they evaluated</p> <p>16 for symptoms before getting on a bus. If they're</p> <p>17 not evaluated for symptoms before getting on the</p> <p>18 bus, does the entire bus have to be quarantined</p> <p>19 if a child is present with symptoms once they're</p> <p>20 at school. If the child has been sent home from</p> <p>21 school, does the parent have to get the child</p>
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<p>1 MS. PASTEUR: Is Ms. Henn going to first</p> <p>2 put down the names of us who have our hands up</p> <p>3 about the original, the agenda please? I want to</p> <p>4 make sure my hand is recognized because it's been</p> <p>5 up for a long time please.</p> <p>6 CHAIRMAN CAUSEY: Okay, Ms. Pasteur, and</p> <p>7 you already spoke to this agenda item?</p> <p>8 MS. PASTEUR: One time. I am trying to</p> <p>9 follow the rules, one question, one time.</p> <p>10 CHAIRMAN CAUSEY: I'm just clarifying</p> <p>11 because we've had a lot of questions and a lot of</p> <p>12 time, so --</p> <p>13 MS. PASTEUR: Wonderful. I have one</p> <p>14 question.</p> <p>15 CHAIRMAN CAUSEY: Ms. Henn, do you have</p> <p>16 the names for this agenda item, and then we can</p> <p>17 turn them off again and turn back on if you want</p> <p>18 to speak to the motion.</p> <p>19 VICE CHAIR HENN: One moment please.</p> <p>20 Yes, I have the names, Madam Chair.</p> <p>21 CHAIRMAN CAUSEY: Thank you. So</p>	<p>1 tested for COVID-19 before the child is allowed</p> <p>2 to return to school? If the parents aren't</p> <p>3 required to do it, can the child return to</p> <p>4 school, and if not, is the school nurse going to</p> <p>5 test the child for COVID-19. Should a child</p> <p>6 ultimately test positive for COVID-19, will</p> <p>7 everyone on the bus be notified and quarantined,</p> <p>8 and will that also include teachers, because the</p> <p>9 bus is for special ed students often anywhere</p> <p>10 from 45 minutes to an hour and a half bus ride,</p> <p>11 and that is a considerable amount of time to be</p> <p>12 sitting on a bus spreading a virus when no one's</p> <p>13 wearing a mask. And are the bus drivers going to</p> <p>14 wear masks, and are the bus drivers required to</p> <p>15 show up as well?</p> <p>16 You see this list of questions is fairly</p> <p>17 endless, and so I would like to know if by plan</p> <p>18 this is what we're talking about.</p> <p>19 MR. KUEHN: Ms. Rowe, are you asking me?</p> <p>20 MS. ROWE: Yes, I would like to know</p> <p>21 what, is what that you mean by a plan?</p>

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<p>1 CHAIRMAN CAUSEY: No. So I would</p> <p>2 actually ask Dr. Roberts, who has spoken</p> <p>3 extensively about the plan for the four public</p> <p>4 separate day schools, because I imagine that the</p> <p>5 plans related to those would have been</p> <p>6 transferred, so Dr. Roberts?</p> <p>7 DR. ROBERTS: I'm sorry. So I can</p> <p>8 address that for Ms. Rowe, could you --</p> <p>9 MS. ROWE: Okay. The Board is the one</p> <p>10 having the motion on the floor to ask staff for a</p> <p>11 plan. So it's unclear to me precisely what the</p> <p>12 plan is, that we're asking. I'm assuming it</p> <p>13 means all those things I just listed but I just</p> <p>14 don't know what's in the head of our other board</p> <p>15 members. I guess, Mr. Roberts, I wouldn't mind</p> <p>16 knowing if that's what you consider a plan to be,</p> <p>17 but I'd like to know that when we use this</p> <p>18 general term plan for safety that we all know</p> <p>19 what we're talking about.</p> <p>20 DR. ZARCHIN: Dr. Roberts, if I could</p> <p>21 jump in?</p>	<p>1 finish your questions?</p> <p>2 MS. ROWE: It does for the motion, yes.</p> <p>3 CHAIRMAN CAUSEY: Thank you. Next on</p> <p>4 the motion I have Dr. Hager.</p> <p>5 DR. HAGER: Thank you. I just wanted to</p> <p>6 say that I will support this because it is a plan</p> <p>7 and not necessarily something that will go into</p> <p>8 place, given that I honestly believe that we</p> <p>9 probably lost our window for reopening schools,</p> <p>10 which really makes me quite sad. You know, we</p> <p>11 are keeping with this plan that was released in</p> <p>12 September, it was released September 16th, which</p> <p>13 is nearly six weeks ago, and yet we haven't seen</p> <p>14 any additional plans in writing about how to get</p> <p>15 our kids back to some kind of groups back in some</p> <p>16 schools in that time. And the fact that we are</p> <p>17 told me may need to wait until the semester,</p> <p>18 which was the original plan, that's three months</p> <p>19 from now. And so I would love to see a plan.</p> <p>20 Again, it's just a plan. We saw what</p> <p>21 happened in Dorchester County where they reopened</p>
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<p>1 DR. ROBERTS: Sure.</p> <p>2 DR. ZARCHIN: I think what we are</p> <p>3 talking about are mitigation strategies that we</p> <p>4 do have in place, contact tracing, and</p> <p>5 transportation protocols and practices for</p> <p>6 students, and that is all information that we</p> <p>7 would have in a plan, and that we've been working</p> <p>8 on.</p> <p>9 MS. ROWE: So the types of things I</p> <p>10 listed would be in the plan?</p> <p>11 DR. ZARCHIN: Yes, so simple basic</p> <p>12 mitigation strategies like use of face covering,</p> <p>13 social distancing, hand hygiene, respiratory</p> <p>14 etiquette, cleaning and disinfecting, contact</p> <p>15 tracing, those would all be part of mitigation</p> <p>16 practices, and then it would go on to ongoing</p> <p>17 work with the Department of Health to monitor</p> <p>18 COVID-19 trends and metrics, that would be part</p> <p>19 of the plan as well, so if the community numbers</p> <p>20 spike we can address that very quickly.</p> <p>21 CHAIRMAN CAUSEY: Ms. Rowe, does that</p>	<p>1 and had to close again based on positivity rates</p> <p>2 which were not caused by the kids in the schools</p> <p>3 but a community transmission issue. But still</p> <p>4 they relied on the science, they looked at the</p> <p>5 transmission rates, and that is likely what we</p> <p>6 will do, and so we'll see if we actually end up</p> <p>7 reopening on, you know, November 30th for these</p> <p>8 youngest kids, but at least there will be</p> <p>9 something in writing, and so I appreciate the</p> <p>10 motion and I am definitely for it.</p> <p>11 CHAIRMAN CAUSEY: Thank you, and next is</p> <p>12 Ms. Scott.</p> <p>13 MS. SCOTT: Thank you for that. I just</p> <p>14 wanted to just make sure I understood clearly</p> <p>15 what the motion is. Russ's motion is a plan for</p> <p>16 elementary school students to return to</p> <p>17 classrooms in (unintelligible, breaking up)</p> <p>18 administration to bring up a plan describing how</p> <p>19 they would be doing that to bring back younger</p> <p>20 students, as opposed to the original plan that</p> <p>21 they presented, which was to open the four</p>

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<p>1 schools. I just want, do I have that correct?</p> <p>2 MR. KUEHN: So this is in addition to</p> <p>3 whatever else they're planning, so my, what I</p> <p>4 said was, and --</p> <p>5 CHAIRMAN CAUSEY: Yes, please restate</p> <p>6 your motion, Mr. Kuehn. It will not count</p> <p>7 towards your time.</p> <p>8 MR. KUEHN: I made the motion that we</p> <p>9 come up with a plan to be provided, a detailed</p> <p>10 plan to be provided to the public and to the</p> <p>11 Board by November 10th that will focus on</p> <p>12 bringing at least all K through two students back</p> <p>13 into the buildings for in person learning by</p> <p>14 November 30th.</p> <p>15 MS. SCOTT: Okay, great. Thank you for</p> <p>16 that.</p> <p>17 MS. MACK: Wasn't there a component in</p> <p>18 that motion, Mr. Kuehn, about choice?</p> <p>19 CHAIRMAN CAUSEY: Excuse me, Ms. Mack, I</p> <p>20 didn't see your hand up.</p> <p>21 MS. MACK: I'm sorry.</p>	<p>1 through two across the county into schools by</p> <p>2 November 30th.</p> <p>3 CHAIRMAN CAUSEY: So Mr. Kuehn, if</p> <p>4 you -- Mr. Brousaides, if he wants to add the at</p> <p>5 parents option, can he just do that and the</p> <p>6 second can approve?</p> <p>7 MR. BROUSAIDES: It can stay there and</p> <p>8 if someone wants to amend it, that's fine.</p> <p>9 MR. KUEHN: I recall talking about that.</p> <p>10 VICE CHAIR HENN: May I amend it to</p> <p>11 include it, or can Mr. Kuehn withdraw it and make</p> <p>12 a new motion?</p> <p>13 CHAIRMAN CAUSEY: No, it's on the floor,</p> <p>14 the motion is ton the floor with a second and</p> <p>15 discussion, so it can be amended, it cannot be</p> <p>16 withdrawn.</p> <p>17 VICE CHAIR HENN: Then I move to amend.</p> <p>18 CHAIRMAN CAUSEY: Okay.</p> <p>19 VICE CHAIR HENN: Let me make sure I get</p> <p>20 the wording right. I move that the Board direct</p> <p>21 the superintendent to bring a pan no later than</p>
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<p>1 CHAIRMAN CAUSEY: So I'm working</p> <p>2 through, so it was Ms. Scott, then Mr. McMillion,</p> <p>3 then Mr. Muhumuza and Ms. Mack.</p> <p>4 MR. KUEHN: And I also want to clarify</p> <p>5 that I threw in the ability for the parents to</p> <p>6 choose whether or not they were going to send</p> <p>7 their children back, so it would be a hybrid</p> <p>8 option in essence if people needed to stay home</p> <p>9 for a reason.</p> <p>10 CHAIRMAN CAUSEY: Ms. Henn, you are the</p> <p>11 second. Do you accept Mr. Kuehn's addition of</p> <p>12 parents having a choice?</p> <p>13 MR. KUEHN: That's not an addition,</p> <p>14 that's what I originally stated. I was just</p> <p>15 clarifying because I don't think I said that to</p> <p>16 Ms. Scott when she asked me to repeat it.</p> <p>17 MS. GOVER: Excuse me, Ms. Causey?</p> <p>18 CHAIRMAN CAUSEY: Yes.</p> <p>19 MS. GOVER: The original motion that</p> <p>20 I recorded was that the Board would be provided</p> <p>21 with a plan by November 10th to bring at least K</p>	<p>1 November 10th for providing the option for all</p> <p>2 students in grades pre-K through grade two to</p> <p>3 return to some amount of regularly scheduled safe</p> <p>4 in person instruction, starting no later than</p> <p>5 November 30th, 2020.</p> <p>6 CHAIRMAN CAUSEY: Is there a second?</p> <p>7 MR. KUEHN: I'll second it.</p> <p>8 CHAIRMAN CAUSEY: Okay.</p> <p>9 MS. MACK: What was different is it the</p> <p>10 someone else?</p> <p>11 VICE CHAIR HENN: It was providing the</p> <p>12 option.</p> <p>13 MS. MACK: Thank you.</p> <p>14 CHAIRMAN CAUSEY: So board members we</p> <p>15 have a motion on the floor to amend, and if</p> <p>16 people don't have, you know, a lot to say about</p> <p>17 it, we can take the vote on that. If anyone</p> <p>18 wants to speak to that, rather than have everyone</p> <p>19 drop their hands down, just one at a time.</p> <p>20 MR. MCMILLION: Mrs. Causey, I will</p> <p>21 speak to that, Rod McMillion.</p>

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<p>1 CHAIRMAN CAUSEY: Yes, Mr. McMillion.</p> <p>2 MR. MCMILLION: I'm curious, Russ and</p> <p>3 Julie. Do we have any accommodations or whatever</p> <p>4 with teachers? Do teachers, are they still</p> <p>5 forced to come back or approach HR, are they</p> <p>6 going to be given an option whether to stay</p> <p>7 hybrid or come into the classroom, are we going</p> <p>8 to consider the teachers in this amendment and</p> <p>9 this motion? Thank you.</p> <p>10 MR. KUEHN: So, I would suggest that the</p> <p>11 plan since it includes the possibility of a</p> <p>12 hybrid option, those details would need to be</p> <p>13 worked out by the superintendent and the staff to</p> <p>14 determine, you know, if teachers aren't willing</p> <p>15 to come back or are unable to for some reason,</p> <p>16 then perhaps they are the ones providing hybrid</p> <p>17 learning or virtual learning options for those</p> <p>18 that don't want to or can't come in person.</p> <p>19 MR. MCMILLION: Outstanding, thank you.</p> <p>20 CHAIRMAN CAUSEY: Any other board</p> <p>21 members who want to speak to this motion?</p>	<p>1 MS. GOVER: Mr. Kuehn?</p> <p>2 MR. KUEHN: Yes.</p> <p>3 MS. GOVER: Ms. Pasteur?</p> <p>4 MS. PASTEUR: Yes.</p> <p>5 MS. GOVER: Mr. Offerman?</p> <p>6 MR. OFFERMAN: Abstain.</p> <p>7 MS. GOVER: Mr. Muhumuza?</p> <p>8 MR. MUHUMUZA: Yes.</p> <p>9 MS. GOVER: Ms. Henn?</p> <p>10 VICE CHAIR HENN: Yes.</p> <p>11 MS. GOVER: Ms. Causey?</p> <p>12 CHAIRMAN CAUSEY: Yes.</p> <p>13 MS. GOVER: Ms. Jose?</p> <p>14 MS. JOSE: Abstain.</p> <p>15 MS. GOVER: Mr. McMillion?</p> <p>16 MR. MCMILLION: Yes.</p> <p>17 MS. GOVER: Ms. Mack?</p> <p>18 MS. MACK: Yes.</p> <p>19 MS. GOVER: Ms. Scott?</p> <p>20 MS. SCOTT: Yes.</p> <p>21 MS. GOVER: Ms. Rowe?</p>
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<p>1 Hearing no other discussion on the motion, all in</p> <p>2 favor of approving -- well, we will have to do a</p> <p>3 rollcall vote, so again --</p> <p>4 MR. MUHUMUZA: Madam Chair?</p> <p>5 CHAIRMAN CAUSEY: Yes, Mr. Muhumuza?</p> <p>6 MR. MUHUMUZA: Yeah. I just wanted a</p> <p>7 clarification. This motion states that we're</p> <p>8 voting on the reopening, or is it presenting the</p> <p>9 plan? I just wanted that clarification.</p> <p>10 CHAIRMAN CAUSEY: Go ahead, Mr. Kuehn.</p> <p>11 MR. KUEHN: This is for the amendment,</p> <p>12 but it is for a plan to be provided to us by the</p> <p>13 10th so we can vote on the 10th for the 30th.</p> <p>14 Does that make sense?</p> <p>15 MR. MUHUMUZA: Yes.</p> <p>16 MR. KUEHN: Great.</p> <p>17 CHAIRMAN CAUSEY: Any other discussion</p> <p>18 on the amendment? Okay. Ms. Gover, may I have a</p> <p>19 rollcall vote on the amendment?</p> <p>20 MS. GOVER: Dr. Hager?</p> <p>21 DR. HAGER: Yes.</p>	<p>1 MS. ROWE: Yes.</p> <p>2 CHAIRMAN CAUSEY: The motion carries.</p> <p>3 So board members, we now have the motion as</p> <p>4 amended. Is there any further discussion on the</p> <p>5 motion as amended?</p> <p>6 MS. JOSE: Ms. Causey, this is Moalie.</p> <p>7 CHAIRMAN CAUSEY: Yes, Ms. Jose?</p> <p>8 MS. JOSE: I believe Mr. Burke had his</p> <p>9 hand up, but I would also like to hear from</p> <p>10 Dr. Williams on this motion, how the system would</p> <p>11 facilitate this.</p> <p>12 CHAIRMAN CAUSEY: Okay, so I will call</p> <p>13 on Mr. Burke, and then call on Dr. Williams.</p> <p>14 MR. BURKE: Thank you, Mrs. Causey. I</p> <p>15 realize it's very uncommon for a staff member to</p> <p>16 raise their hand in the middle of all that. I</p> <p>17 just wanted to make sure that you all didn't lose</p> <p>18 the opportunity to understand the processes that</p> <p>19 would need to happen, like surveying staff,</p> <p>20 creating the cohorts, creating the bus routes,</p> <p>21 and that the timeframe from November 10th to</p>

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<p>1 November 30th might not be realistic, and I 2 thought staff should at least tell you that.</p> <p>3 CHAIRMAN CAUSEY: Thank you, Mr. Burke, 4 and I think that can all be part of the plan that 5 is presented with the understanding that there's 6 a goal for the plan, and certainly 7 recommendations and information that's brought 8 forward, discussing the plan can certainly 9 provide that information to the Board.</p> <p>10 MR. BURKE: Okay thank you. I just 11 appreciate the opportunity to say something, 12 thank you.</p> <p>13 CHAIRMAN CAUSEY: Absolutely, thank you 14 so much. Dr. Williams, Ms. Jose asked you a 15 question.</p> <p>16 DR. WILLIAMS: Thank you, Ms. Causey and 17 thank you, Ms. Jose. Actually Billy Burke shared 18 some information, but based on what I heard from 19 the Board, we will have a plan to be presented by 20 November 10th, and again, we will work with our 21 design team, our principals, our unions and</p>	<p>1 DR. MCCOMAS: Just let me, if I may just 2 add for the Board's benefit, in our current plan 3 that is approved by MSDE and posted on our 4 website, on page six you'll see the specific 5 language related to our intentions to provide a 6 hybrid model as we move into the second semester. 7 And I just also wanted to say that in our 8 attendance piece there's also COVID mitigation 9 strategies and some of the resources that you 10 inquired about earlier, that the resource is 11 available for your reference as well. Thanks for 12 letting me add that.</p> <p>13 CHAIRMAN CAUSEY: Thank you, 14 Dr. McComas. So I have not spoken to the motion 15 and I would just say that I think it is very 16 appropriate and as Dr. Hager pointed out, we have 17 missed windows of opportunity where the health 18 metrics were low enough that we could have had 19 students back in and I would just speak to 20 Dr. Karen Salmon, the state superintendent of 21 Maryland who said yesterday at the state board</p>
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<p>1 stakeholders, our parents, to try to bring back 2 small groups of students at the designated grades 3 of pre-K to two. It will require, we will have 4 our, as Dr. Zarchin shared, our mitigation 5 strategies to make sure that's available with the 6 detailed plan. We have work to do.</p> <p>7 CHAIRMAN CAUSEY: Thank you, 8 Dr. Williams. So board members, I have left to 9 speak to this issue Ms. Mack, and then I had 10 questions, and then we'll be able to take a vote. 11 Thank you, Ms. Mack.</p> <p>12 MS. MACK: My comments will be very 13 brief. I was just trying to point out that my 14 notes indicated that when Mr. Kuehn made his 15 motion, he did indeed say give parents the option 16 and students the option, send the survey out to 17 teachers and insure that there is a hybrid option 18 based on the feedback that we receive. But we've 19 cleared that up with the amendment, that's all I 20 had my hand up for.</p> <p>21 CHAIRMAN CAUSEY: Okay, thank you.</p>	<p>1 meeting that it is time to shift the discussion 2 away from risks of reopening to the risks of 3 keeping them closed, because we know there are 4 risks to our children, and I won't go into them 5 in the interest of time, but they were discussed 6 quite often at the state board and they've been 7 discussed here.</p> <p>8 So I support this motion and also, I 9 think everyone can be very comfortable with all 10 of the work that has been talked about tonight 11 that has been done for our four public separate 12 day schools, which is a heavy lift, and so that 13 to create the plans for the other schools where 14 students don't have those health issues, you 15 know, should come along quickly.</p> <p>16 Okay. Barring any other comments, we 17 will now have a rollcall vote.</p> <p>18 MS. GOVER: Dr. Hager? 19 DR. HAGER: Yes. 20 MS. GOVER: Mr. Kuehn? 21 MR. KUEHN: Yes.</p>

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1	MS. GOVER: Ms. Pasteur?	1	has already spoken to this agenda item.
2	MS. PASTEUR: Yes.	2	MS. PASTEUR: It should be Ms. Jose
3	MS. GOVER: Mr. Offerman?	3	because I have already spoken once.
4	MR. OFFERMAN: Yes.	4	CHAIRMAN CAUSEY: Yes. So I'm seeing
5	MS. GOVER: Mr. Muhumuza?	5	that Dr. Hager is next, is that --
6	MR. MUHUMUZA: Yes.	6	MS. PASTEUR: Or Dr. Hager, but I have
7	MS. GOVER: Ms. Henn?	7	already spoken once.
8	VICE CHAIR HENN: Yes.	8	CHAIRMAN CAUSEY: Okay.
9	MS. GOVER: Ms. Causey?	9	MR. MUHUMUZA: Can counsel be taken off
10	CHAIRMAN CAUSEY: Yes.	10	too?
11	MS. GOVER: Ms. Jose?	11	CHAIRMAN CAUSEY: Sure.
12	MS. JOSE: Yes.	12	MS. PASTEUR: Don't take me off though.
13	MS. GOVER: Mr. McMillion?	13	MS. MACK: You can remove me, Ms. Henn,
14	MR. MCMILLION: Yes.	14	Lisa Mack.
15	MS. GOVER: Ms. Scott?	15	VICE CHAIR HENN: You got it, Ms. Mack.
16	MS. SCOTT: Yes.	16	CHAIRMAN CAUSEY: Okay, we have Ms. Jose
17	MS. GOVER: Ms. Rowe?	17	then. Ms. Jose, we're not hearing you, are you
18	MS. ROWE: Yes.	18	on mute? We are not hearing anything. Ms. Jose,
19	MS. GOVER: Thank you.	19	sometimes -- well, star six is if you're on a
20	CHAIRMAN CAUSEY: Thank you, the motion	20	mobile device. Can tech support assist Ms. Jose,
21	carries, and I will point out that the motion	21	and we will move on to the next person while they
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1	does not preclude the system from bringing	1	try to help her rejoin the meeting. Ms. Henn,
2	forward plans for other small groups that	2	who was next?
3	Dr. Roberts mentioned verbally but were not in a	3	VICE CHAIR HENN: I had Mr. Muhumuza but
4	list currently, so if there is any additional	4	he asked to be taken off the list I believe, and
5	work and any other plans, please bring them to	5	so the next is Dr. Hager.
6	the Board.	6	CHAIRMAN CAUSEY: Dr. Hager?
7	So going back to who had not yet spoken	7	DR. HAGER: Thank you. I just, in
8	to the reopening agenda item, Ms. Henn, if you	8	response to Mr. Burke's comment from earlier
9	could read that list?	9	about the work that needs to be done to prepare
10	VICE CHAIR HENN: Yes, Madam Chair.	10	to reopen, I wanted to comment again that the
11	Just one moment. We have Ms. Pasteur followed by	11	original plan is nearly six weeks ago, and I know
12	Ms. Jose on deck.	12	the design team has been working really hard, so
13	MS. JOSE: You can take me off the list.	13	I would hope that a lot of this work to reopen
14	VICE CHAIR HENN: Okay.	14	the schools has already happened, so I just
15	CHAIRMAN CAUSEY: So I see that	15	wanted to say that again, that time is ticking by
16	Dr. Hager was next.	16	to, and so I'm optimistic that all the work the
17	VICE CHAIR: I had Ms. Pasteur,	17	design team has been doing will pay off and then
18	Ms. Jose, Mr. Muhumuza, Dr. Hager. I had	18	we will be able to actually make this plan go
19	Ms. Rowe, I have taken her off the list at her	19	into effect.
20	request, Ms. Scott, Mr. Offerman and Ms. Mack.	20	(Inaudible, breaking up) the first has
21	CHAIRMAN CAUSEY: Okay. So Ms. Pasteur	21	to do with the parent survey that was

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<p>1 disseminated. I know we didn't discuss that 2 during the presentation. However, I am a parent 3 of kids in three different grades and I also make 4 surveys for a living, so I love surveys. And so 5 I was a little disappointed it was only four 6 questions and two of them had to do with video 7 quality. And so I would love to know how that 8 survey was developed, what sort of input you 9 received from stakeholders to decide what exactly 10 to ask, knowing what an effort it is to get 11 people to respond to a survey, and how you plan 12 to utilize that data that you're collecting.</p> <p>13 DR. ROBERTS: So Ms. Hager, I think we 14 would have to, I would certainly defer to 15 Dr. Wheatley-Phillip on the design on the survey 16 so we can get back to you on that question, I'm 17 not sure if she's available to respond to the 18 design of the survey itself.</p> <p>19 I think I stopped hearing your 20 questions.</p> <p>21 DR. WHEATLEY-PHILLIP: Good evening,</p>	<p>1 to me when I saw that 50 percent of the questions 2 had to do with that versus, you know, something 3 regarding reopening or what their preference 4 might be, you know, the other types of questions 5 that seemed to be maybe more pertinent to the 6 move towards reopening for students.</p> <p>7 DR. WILLIAMS: So Dr. Hager, let me just 8 chime in. Back in July when I made the request 9 for a virtual start of the school year, it was 10 the Board that asked me to do a first semester 11 how virtual learning was going, and so the 12 original plan was just to respond to what was 13 requested, and so that's why there was a survey 14 for parents and a survey for students. Students 15 had more questions than the parent, but the 16 response was based on what was asked earlier on. 17 But since then we had given out a common email 18 where families could respond about their 19 reopening and from that, those points, messages, 20 emails were all sent to the design team and 21 reflected. I just wanted to give that context as</p>
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<p>1 this is Dr. Wheatley-Phillip. The Office of 2 Research works closely with members of the design 3 team to really help in developing questions that 4 would be objective questions that would get to 5 the heart of what the design team was seeking to 6 have answered. And so the development of the 7 questions was based on a collaborative effort in 8 working with members of the team, not only 9 working with parent groups that are part of 10 stakeholder groups as well as PTA to my 11 understanding, but also working with members of 12 the Office of School Climate as well as the 13 Department of Special Education to really get a 14 good idea of what the content of the question 15 should contain. So the development of the 16 question at our end really was around the design 17 of the questions and we did that in consultation 18 and working with members of the design team.</p> <p>19 So we received thousands and thousands 20 of emails and I don't recall seeing many on video 21 quality, and so that was really quite surprising</p>	<p>1 to what happened earlier this school year with 2 the request of a survey.</p> <p>3 And then there was going to be another 4 survey in, Dr. Wheatley-Phillip, I want to say 5 December, early December to talk about the second 6 semester. So there was a concern I recall that 7 Dr. Wheatley-Phillip and team expressed about the 8 number of surveys, but I just wanted to give that 9 context as to why that survey looked the way it 10 did based on what was directed earlier on in this 11 process of the school year.</p> <p>12 DR. HAGER: Well, you're right. I mean, 13 it's harder to get people to respond to two 14 surveys than it is to get them to respond to ten 15 questions on one survey, you know, so that's part 16 of the reason I was surprised to see the four 17 questions. So, thank you for that information.</p> <p>18 I -- and also it's difficult to sift 19 through open ended responses, so having someone 20 send an email means you have to code it and it 21 takes an enormous amount of manpower, so I'm</p>

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<p>1 asking, but a good quality survey is definitely a 2 better way to go.</p> <p>3 And I just have one other question, and 4 that goes back to the concept of, are teachers 5 told they have to come back to school or take 6 leave? Will there eventually be an option where 7 you can come back too school in person and teach 8 in person, continue to teach virtually, or take 9 leave if that is medically necessary for you, 10 will there be the third option in the future for 11 teachers or is really going to be, you know, just 12 these two options?</p> <p>13 DR. WILLIAMS: So as we look at our 14 plan, Dr. Hager, I think right now we only have 15 the two options, but I'm sure there's going to be 16 more conversations around that. It would then, 17 having a third option would lessen the number of 18 staff members in terms of coming back into a 19 building, so we just have to keep that in mind, 20 that the subset or the group is starting to 21 shrink when we provide those variety of options.</p>	<p>1 CHAIRMAN CAUSEY: Ms. Scott and then 2 Ms. Pasteur.</p> <p>3 MS. SCOTT: I want to let Ms. Pasteur 4 go, I can speak afterwards.</p> <p>5 VICE CHAIR HENN: Then Mr. Offerman was 6 after Ms. Scott.</p> <p>7 MR. OFFERMAN: Dr. Hager asked my 8 questions, but I would like to ask, have we given 9 any consideration in the four public separate 10 schools because of the nature of the students 11 there, that we might consider doing any initial 12 and/or periodic COVID testing that we could do 13 and get some kind of short-term response? Thank 14 you. That's all I ask.</p> <p>15 DR. ROBERTS: So Mr. Offerman, at this 16 time there isn't anything in this specific plan 17 around short-term or any other term for COVID 18 testing.</p> <p>19 MR. OFFERMAN: Thank you.</p> <p>20 DR. ROBERTS: You're welcome.</p> <p>21 VICE CHAIR HENN: Next we have</p>
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<p>1 But at the present time we have the two, but I'm 2 sure as we continue to discuss, that question 3 will come up as we well.</p> <p>4 DR. HAGER: Thank you. Those are all my 5 questions.</p> <p>6 MS. PASTEUR: It's my turn.</p> <p>7 CHAIRMAN CAUSEY: So Ms. Henn, is there 8 time for -- well, is there anyone else, because 9 I haven't spoken yet.</p> <p>10 MS. PASTEUR: It's my turn. It is my 11 turn.</p> <p>12 CHAIRMAN CAUSEY: Excuse me. Ms. Henn?</p> <p>13 VICE CHAIR HENN: Yes, I have on the 14 list Ms. Scott, Mr. Offerman and then 15 Ms. Pasteur.</p> <p>16 MS. PASTEUR: Okay, fine.</p> <p>17 CHAIRMAN CAUSEY: Okay. Can you put my 18 name on the list because I have yet to speak to 19 this agenda item. Thank you. Ms. Pasteur?</p> <p>20 VICE CHAIR HENN: Ms. Scott was next, 21 Madam Chair.</p>	<p>1 Ms. Pasteur.</p> <p>2 MS. PASTEUR: Thank you, Ms. Henn. My 3 question is to Dr. Williams. Dr. Williams, my 4 intent earlier and it still is sort of, was to 5 ask you to piggyback on Dr. Roberts' comments in 6 terms of other groups. Mr. Kuehn came in with a 7 motion, but in light of the fact that you, of the 8 positive response you gave to Ms. Jose's question 9 or request to hear from you, and what Mr. Roberts 10 said, clearly you are looking at and your design 11 team are looking at bringing in folks, and 12 clearly with the November 10th date in short 13 order. And so I'm not going to make a motion, 14 but I'm going to trust, because I trust 15 Dr. McComas, I trust you, I trust the state, that 16 there's no need for it, that your 17 professionalism, integrity and most of all, I 18 believe that all of you care about children.</p> <p>19 As you proceed because the reality, as 20 Ms. Causey said, all these things that are laid 21 out for these four schools, but what I heard, I</p>

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<p>1 wrote down the words that were said, there is a 2 mental plan but in terms of actually having 3 spoken to parents, getting the parents to say yea 4 or nay, and processing which teachers are coming 5 back, and all of the things that need to be done, 6 those are things that the words were determined 7 or identified that need to be done in the next 8 week. So I am hopeful that as all of you, the 9 design team takes a look at the things, the 10 myriad of things that still need to be done and 11 knowing what kinds of people you are, that if you 12 see that there is a glitch, a hole anywhere in 13 this that might be a glitch or a hole for other 14 children, but knowing that these children cannot 15 endure and survive any holes, that if the plan is 16 not tight for these children, because we just 17 skipped right along with them, and they are not 18 only our most fragile, we have to embrace them 19 differently. I'm trusting that you will go and 20 be ready to take on that next group or one after 21 that along with what Mr. Kuehn said in his</p>	<p>1 very serious issues that they will face in those 2 schools. And so I needed to say that, I said it 3 and I know that it will be considered, because I 4 know the people with whom I'm working. Thank 5 you. 6 VICE CHAIR HENN: Thank you, 7 Ms. Pasteur. Do we have, Ms. Jose, are you back 8 with us? Can you hear me? 9 MS. JOSE: Yes. I have nothing to say, 10 thank you. 11 VICE CHAIR HENN: Okay, thank you. 12 Ms. Scott? 13 MS. SCOTT: I think everything has 14 really been said. I just would say that, you 15 know, I think that we want, once we open, and I'm 16 looking forward to the plan that we're going to 17 get, but once we open our goal is to stay open. 18 And I heard someone say that, you know, loss of 19 learning can be overcome, but loss of life 20 cannot. So we need to be pragmatic, we need to 21 be direct and we need to be, you know, really</p>
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<p>1 motion. 2 I'm going to hold to that because these 3 children are so vulnerable, and I'm feeling in my 4 heart so badly -- normally I hate it when people 5 say it's my passion, but it's because it's my 6 truth, but this is my passion, that we are going 7 to take care of these babies like we take care of 8 all of them, but these are the fruits, the fruit, 9 the seeds if you will, of God's will, and that 10 we're going to protect them. 11 And with that, I want to say something 12 about teachers. I do have a problem with giving 13 them only two options, especially if down the 14 road there may be more conversation about more 15 than two, because they are the first group that 16 will come up. I don't think that that's fair. I 17 think because this is the first group of teachers 18 that come up, if anything, they ought to be given 19 a wider berth because, one, they are stepping up 20 first, and two, they're stepping up to handle 21 some very heavy lifting in dealing with these</p>	<p>1 look at what we're doing, how we're opening and 2 our plan for opening. Thank you. 3 VICE CHAIR HENN: Thank you, Ms. Scott. 4 Mrs. Causey? 5 CHAIRMAN CAUSEY: Thank you. So board 6 members, we had a tremendous amount of discussion 7 and we appreciate staff and their preparations 8 and also answers at the time. I do think it has 9 become clear that we need to do something a 10 little bit differently and you know, in this 11 pandemic it's unprecedented and people are 12 learning to work in many different ways, and I 13 think that we need to do something a little bit 14 differently here. 15 So I am going to as the board chair 16 create an ad hoc committee on parents and staff 17 survey to evaluate return to in person 18 instruction, and I am going to appoint Dr. Hager 19 as the chair of that ad hoc committee and she can 20 select, you know, as many members that want to be 21 involved in that. I would suggest board members</p>

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<p>1 that are interested in working with her email her 2 or contact her. And then Dr. Williams, I think 3 it would be appropriate to have staff for this 4 ad hoc from Dr. Monique Wheatley-Phillip's DRA 5 which develops the survey, Dr. McComas and other 6 staff that you feel will be able to help in 7 developing this next survey.</p> <p>8 DR. WILLIAMS: So I'm happy -- I'm 9 sorry, Ms. Causey, go ahead.</p> <p>10 CHAIRMAN CAUSEY: That's okay. I just 11 would point out that Dr. Erin Hager has a PhD, 12 she's in epidemiology at the Maryland School of 13 Medicine, and this is actually the job that she 14 does, creating surveys to evaluate wellness in 15 children and programs that are effective, so this 16 is right in her wheelhouse and I'm grateful for 17 her expertise. So Ms. Hager, or Dr. Hager, I 18 would just like to hear that that is, that you 19 will take on that role.</p> <p>20 DR. HAGER: I'm happy to, you know, as 21 long as Dr. Williams and his staff are on board</p>	<p>1 virtually.</p> <p>2 DR. ROBERTS: So Ms. Causey right now 3 the principals, and again, I will refer back 4 to -- there's certain components of this plan 5 that may scale up and others that may not scale 6 up as quickly. This is an area where the public 7 separate day schools because of their size, 8 because it is small, the principals are working 9 on a schedule where they will be able to adjust 10 their necessary staff, so they will be able to 11 build a schedule where a teacher could teach the 12 students who choose, or the parents who choose to 13 send their children to school, while another 14 group of teachers or a teacher, another group of 15 teachers in another part of the building could be 16 providing instruction virtually.</p> <p>17 So as of now, again, because it is that 18 size they have that flexibility and they will be 19 able to fine tune that as they know the number of 20 students who are returning by the end of the 21 week.</p>
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<p>1 with that. I love surveys, and if that's 2 something that is acceptable, then okay, I would 3 be happy to work with staff and the other board 4 members.</p> <p>5 CHAIRMAN CAUSEY: Okay, thank you very 6 much. So we will move forward with that. 7 Board members, so Ms. Henn? 8 VICE CHAIR HENN: That is all in terms 9 of speakers, Mrs. Causey.</p> <p>10 CHAIRMAN CAUSEY: Okay. So for -- oh, I 11 did have just a regular, or additional comment on 12 reopening in general, and Ms. Pasteur and some 13 others have already spoken to this, about the 14 teachers having that additional third choice. 15 What is the plan for the students at these 16 four -- it's getting late so I'll forget the 17 acronym, but our four special schools, what is 18 the plan for teachers to teach those students 19 that want to stay virtual? It would seem to me 20 that it would make sense to have some teachers 21 teaching virtually to students that want to learn</p>	<p>1 CHAIRMAN CAUSEY: Okay, thank you. And 2 I had one other comment related to this. So 3 Mr. McMillion had brought up about the 4 extracurriculars and Dr. McComas had said that 5 there's not a plan right now at this time and 6 that they're taking one thing at a time. And I 7 would just suggest that while sports are 8 important to a great many students and they are 9 good as well for physical health as well as 10 social emotional, but we know there's a lot os 11 students that don't to sports. And so I would 12 just really encourage similar plans to be put in 13 place, things that are optional, so again, it's 14 parents choosing what's safe for their children. 15 We know that teachers choose to be, have these 16 extra duties for these extracurriculars, so I 17 would just really encourage that we need to do as 18 much as we possibly can for our students, 19 especially at this time extends.</p> <p>20 DR. MCCOMAS: Thank you, Ms. Causey, I 21 do hear that and we will work in that direction.</p>

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<p>1 Thank you.</p> <p>2 CHAIRMAN CAUSEY: Thank you. Okay,</p> <p>3 board members, Julie, I'll take over now since</p> <p>4 I'm done speaking, if that's okay with you.</p> <p>5 VICE CHAIR HENN: Yes, Madam Chair.</p> <p>6 CHAIRMAN CAUSEY: Okay. And are there</p> <p>7 any other comments or questions on the reopening</p> <p>8 of schools? Okay. Hearing none, we will -- we</p> <p>9 have the choice, board members, to move board</p> <p>10 committee updates and board member comments to</p> <p>11 the next meeting.</p> <p>12 VICE CHAIR HENN: I move to move those</p> <p>13 to the next meeting. Ms. Henn.</p> <p>14 MS. MACK: Second, Mack.</p> <p>15 CHAIRMAN CAUSEY: Thank you. Is there</p> <p>16 any discussion on moving those agenda items?</p> <p>17 Ms. Gover, may I have a rollcall vote please?</p> <p>18 DR. HAGER: Ms. Causey, this is Erin</p> <p>19 Hager. I just want to point out that we moved</p> <p>20 them last meeting as well.</p> <p>21 MR. OFFERMAN: No shit.</p>	<p>1 details and the actual link to the previous</p> <p>2 committee meeting.</p> <p>3 Okay. Any other discussion related to</p> <p>4 this motion on the floor? May I have a rollcall</p> <p>5 vote please?</p> <p>6 MS. GOVER: I'm sorry, could you repeat</p> <p>7 what items you're moving, what letter?</p> <p>8 CHAIRMAN CAUSEY: Item M, board</p> <p>9 committee updates, and Item N, board member</p> <p>10 comments.</p> <p>11 MS. GOVER: Thank you. Dr. Hager?</p> <p>12 DR. HAGER: I'm sorry, are we also</p> <p>13 moving the discussion on Julie's budget</p> <p>14 committee?</p> <p>15 MS. GOVER: That would be part of the</p> <p>16 item, yes.</p> <p>17 CHAIRMAN CAUSEY: I'm going to make an</p> <p>18 amendment that we do not move --</p> <p>19 MS. HENN: I do not accept that.</p> <p>20 CHAIRMAN CAUSEY: I was going to make a</p> <p>21 motion to consider your budget committee, we</p>
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<p>1 CHAIRMAN CAUSEY: Excuse me. Excuse me.</p> <p>2 Let's keep our comments appropriate please.</p> <p>3 I'm sorry, Dr. Hager, could you say that</p> <p>4 again?</p> <p>5 DR. HAGER: I just made the point that</p> <p>6 we moved these last time as well and I know that</p> <p>7 our, you know, individual comments, I don't know</p> <p>8 how much people are, you know, staying on the</p> <p>9 edge of their seats to hear what each of us have</p> <p>10 to say, but at least the committee updates, it's</p> <p>11 been a while. And I know it's late, so I'm not</p> <p>12 saying I object, I'm just pointing that out.</p> <p>13 CHAIRMAN CAUSEY: Okay. And actually</p> <p>14 what I would like to do, that's a good point.</p> <p>15 Ms. Gover, if the Board moves it forward to the</p> <p>16 next meeting, I would like the BoardDocs updated</p> <p>17 to have the specific detail in the agenda item</p> <p>18 for each committee and the specific link for the</p> <p>19 most recent meeting for that committee as well as</p> <p>20 the agenda. Well, actually we don't have the</p> <p>21 agenda set for the next meeting, so just the</p>	<p>1 discussed it previously.</p> <p>2 VICE CHAIR HENN: I would not accept</p> <p>3 that amendment.</p> <p>4 CHAIRMAN CAUSEY: Okay. Withdraw. If</p> <p>5 there is no other discussion, Ms. Gover, if you</p> <p>6 can take the vote?</p> <p>7 MS. GOVER: Dr. Hager?</p> <p>8 DR. HAGER: Yes.</p> <p>9 MS. GOVER: Mr. Kuehn?</p> <p>10 MR. KUEHN: Yes.</p> <p>11 MS. GOVER: Ms. Pasteur?</p> <p>12 MS. PASTEUR: Yes.</p> <p>13 MS. GOVER: Mr. Offerman?</p> <p>14 MR. OFFERMAN: Yes.</p> <p>15 MS. GOVER: Mr. Muhumuza?</p> <p>16 MR. MUHUMUZA: Yes.</p> <p>17 MS. GOVER: Ms. Henn?</p> <p>18 VICE CHAIR HENN: Yes.</p> <p>19 MS. GOVER: Ms. Causey?</p> <p>20 CHAIRMAN CAUSEY: No.</p> <p>21 MS. GOVER: Ms. Jose?</p>

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1	MS. JOSE: Yes.	1	talented students and our latest test results,
2	MS. GOVER: Mr. McMillion?	2	and I'll give you more information when I go back
3	MR. MCMILLION: Yes.	3	and read my notes about what specifically it is
4	MS. GOVER: Ms. Mack?	4	that she asked for, but an update on where our
5	MS. MACK: Yes.	5	gifted and talented students are.
6	MS. GOVER: Ms. Scott?	6	CHAIRMAN CAUSEY: Thank you. Any other
7	MS. SCOTT: Yes.	7	board members?
8	MS. GOVER: Ms. Rowe?	8	MR. MCMILLION: Ms. Causey, I have one,
9	MS. ROWE: Yes.	9	Rod McMillion.
10	MS. GOVER: Thank you.	10	CHAIRMAN CAUSEY: Mr. McMillion?
11	CHAIRMAN CAUSEY: The motion carries,	11	MR. MCMILLION: I would like to have an
12	and so I ask Ms. Gover to update the board	12	update on the hybrid Board of Education meetings.
13	committee update agenda items.	13	CHAIRMAN CAUSEY: Yes. Any other board
14	And the next item is Item O,	14	members? Dr. Hager?
15	information. Attached to BoardDocs is the	15	DR. HAGER: I just went back to the
16	Southeast Area Education Advisory Council meeting	16	public comments. Ms. Mack made me recall that
17	minutes of September 28th, 2020.	17	Ms. Bergman did mention having someone from our
18	And Item P is agenda setting, where we	18	ESOL population in the stakeholder segment, I
19	go around, for this we do, whoever wants to	19	think thought that was a really great idea, so I
20	submit an item to be considered for upcoming	20	don't know if we'll be able to do it for the next
21	agendas, we'll go around and you can just state	21	meeting, but I think it should be a priority.
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1	what you want. So if board members can opt in if	1	CHAIRMAN CAUSEY: Okay. Other board
2	they have an agenda item. I see Mr. Offerman.	2	members? I would like as part of the reopening
3	MR. OFFERMAN: This is not a new item,	3	agenda item at the next meeting to include a
4	but I would like any discussion on any of the	4	report on the attendance for elementary schools
5	reopening plans to be further up in the agenda	5	as well as the attendance for the secondary
6	than they were tonight. Thank you.	6	schools, just what the metrics are to date, but
7	CHAIRMAN CAUSEY: Okay. Ms. Henn?	7	also to clarify the alignment with the state
8	VICE CHAIR HENN: I agree with	8	superintendent's guidance on instruction time.
9	Mr. Offerman, I would move that the reopening	9	Okay.
10	discussion be the first item, or the earliest	10	And Item Q, last item, announcements.
11	that it can possibly be the next time, and that	11	The next board meeting is Tuesday, November 10th,
12	it include the plan that we moved tonight for the	12	2020 at 6:30 p.m.
13	return of pre-K through two.	13	And everyone take care and stay safe.
14	CHAIRMAN CAUSEY: Okay, and Mr. Kuehn?	14	This meeting is adjourned.
15	MR. KUEHN: I would like to add an item	15	(Meeting adjourned.)
16	to talk further about teacher qualifications and	16	
17	understanding the science of reading.	17	
18	CHAIRMAN CAUSEY: Ms. Mack?	18	
19	MS. MACK: One of our stakeholders	19	
20	tonight, Ms. Miller-Breetz requested that the	20	
21	Board ask for information about our gifted and	21	

STATE OF MARYLAND.

BALTIMORE COUNTY: SS

I, Paul A. Gasparotti, a Notary Public in and for the State of Maryland, Baltimore County, do hereby certify that the foregoing is a true and accurate transcription of the recording to the best of my ability.

I further certify that I am not of counsel to any of the parties nor in any way interested in the outcome of these proceedings.

As witness, my hand and notarial seal this 2nd day of November, 2020.

Paul A. Gasparotti

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