BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

VIRTUAL MEETING

MAY 18, 2021

CONDUCTED REMOTELY VIA MICROSOFT TEAMS
BOARD MEMBERS:
Makeda Scott, Board Chair
Julie Henn, Vice Chair
Erin Hager
Moalie Jose
Russell T. Kuehn
Lisa Mack
Rodney McMillion
Joshua Muhumuza, Student Member
John Offerman
Cheryl Pasteur
Lily Rowe
Makeda Scott
Kathleen Causey

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PROCEEDINGS
CHAIR SCOTT: Good evening. This is Chairwoman Makeda Scott. We apologize for the delay of our Board of Education meeting for tonight's meeting. We were running into some technical difficulties, which took a little bit of time to get resolved. So, we thank you all for your patience. But I wanted to let everyone know why there was a delay in the meeting.

So again, good evening, this is Chairwoman Scott and I now call to order the meeting of the Board of Education of Baltimore County for Tuesday, May 18 2021. I invite you to recite the Pledge of Allegiance to the flag, and we will have a moment of silence in recognition of those who have served education in Baltimore County. Mr. Muhumuza, would you please lead us in the Pledge of Allegiance?

MR. MUHUMUZA: I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

CHAIR SCOTT: Thank you, Mr. Muhumuza.

Baltimore County Schools and offices are currently
closed to the public in order to maintain the health and
safety of our students and staff. In accordance with the
Board of Education amended resolution approved at the
October 13 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 will allow the public to also remotely
attend those portions of the meeting that are open
pursuant to the Maryland Open Meetings Act by being able
to listen and or view those portions of the meeting. As a
result, tonight's hybrid Board of Education meeting is
being held both virtually and in person by board members
and broadcasted through Microsoft Teams live and BCPS TV,
Comcast XFINITY channel 73, files channel 34. In order to

CHAIR SCOTT: Yes, so the open meeting started
at 5:30 because we have a packed agenda, as well as our
closed session will also conclude at the end of this
meeting. So that was the rationale so that we could
process our agenda and process our business meeting, as
well as meeting the needs of everyone and making sure that
we have a well-run meeting.

MS. CAUSEY: Is that something that's agreed to
in the agenda setting meeting by the board officers?

CHAIR SCOTT: Yes.

MR. KUEHN: Is there a question?

MS. CAUSEY: Yes. Miss Scott, I have a question, and
I was wondering, would you be able to or be amenable to
switch the public comment and the new business so that we
could hear the comments, the public comments on the board
policies before we discussed the new board policies? So G
and F, just switching them? It's just a request. I don't
know if we need an actual motion to change it. But I just
was wondering if we could switch the order.

CHAIR SCOTT: Switch the order of G and F.

MR. KUEHN: Yes, that way the public can comment on
the policies Before we discuss them.

CHAIR SCOTT: Well, this is first reader so it would
not -- and several board members have
MR. KUEHN: Okay then. Then I'll just never
mind. Thank you very much.

CHAIR SCOTT: Okay. Thank you. Are there
additional questions? Okay, so the agenda stands as
presented. Earlier this evening, the board met in closed
session pursuant to the Open Meetings Act for the
following reasons: to 1) discuss the appointment
employment assignment, promotion, discipline, demotion,
compensation, removal, resignation or performance
evaluation of appointees, employees, or officials over
whom it has jurisdiction, or any other personal matter
that affects one or more specific individuals and
non-collective bargaining, negotiations, or consider
matters that relate to the negotiations. The minutes of
the closed session and informational summary can be found
on board docs under this board meeting agenda date.

The next item on the agenda is personnel matters.

And for that I call on Ms. Lowry.
MS. LOWRY: Good evening, Chairwoman Scott, Vice Chairwoman Henn, Superintendent Williams, and members of the board. I would like the board’s consent for the following personnel matters: retirements, resignations, deceased recognition of service.

CHAIR SCOTT: Thank you, Miss Lowry. Do I have a motion to approve the personnel matters as presented in exhibits D-1 through D-3.

MS. HENN: So moved.


CHAIR SCOTT: Thank you, it was moved by Miss Henn and seconded by Miss Mack. Thank you. Any discussion? Miss Gover, may have a roll call vote please.

MS. ROWE: Yes.

MS. CAUSEY: <inaudible>.

MS. MACK: Yes.

MR. McMILLION: Yes.

MS. JOSE: <inaudible>.

MS. HENN: Yes.

MR. MUHUMUZA: Yes.

MR. OFFERMAN: Yes.

MS. PASTEUR: Yes.

MR. KUEHN: Yes.

DR. HAGER: Yes.

CHAIR SCOTT: Yes.

MS. GOVER: Yes.

CHAIR SCOTT: Motion carries.

MS. CAUSEY: Madam Chair Scott. This is Miss Causey. I had a technical issue, but I am voting affirmative for this motion. Thank you.

MS. GOVER: Thank you.

DR. WILLIAMS: So our first recommended appointment is for the director in the Department of Special Education. Kanya J. Bailey. She brings to us over 23 years of service in Baltimore County. Currently, she's the coordinator of placement in the Office of Special Education, Compliance and Placement.

Unidentified: Kanya Bailey just got promoted to the Director of Special Education.

CHAIR SCOTT: Sorry, that must have been some feedback.

DR. WILLIAMS: Continuing on, she served as a supervisor in Compliance. And prior to that she served as a teacher resource in the Department of Special Ed, as well as a teacher special ed and self-contained at Summit Park Elementary. So congratulations, Miss Bailey.

Our next recommended appointment is Douglas H. Handy, Executive Director in the Department of Equity and Cultural Proficiency. He brings to us 13 years of experience in Baltimore County. Currently, he's The Director of Office of Career and Technical Education and Fine Arts. He serves at the Coordinator in Career and Technical Education. Prior to that he served as a Supervisor of Technology Education and Manufacturing.
### Proceedings

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| 1. engineering technology programs. He has had prior experience at the Maryland State Department of Education, Howard County Public Schools, W. H. Gore and Associates and Wellman Incorporated Fibers Division. Congratulations, Mr. Handy.  
2. The next recommended appointment is Maria A. Ramos principal at Hillcrest elementary school. She brings to us over 11 years of service in Baltimore County. Currently, she's the acting principal at Hillcrest. She served as assistant principal at Hillcrest Elementary. Prior to that experience, she was a stat teacher at Chatsworth, as well as a classroom teacher at Chatsworth and Logan Elementary. Congratulations, Miss Ramos.  
3. And our last candidate is Miss Ranesha Ann Thompson, Principal of Perry Hall Elementary School. She brings 25 years of service in Baltimore County. Currently, she serves as the assistant principal at Glenmar Elementary. She served as assistant principal at Perry Hall Elementary. She also served as assistant principal at Westchester Elementary, as well as Woodhome and she served as a classroom teacher, health elementary and was a part of their SPINE leader in 2004. So congratulations to all of our appointments this evening. I would like to acknowledge the staff IN the Office of Human Resources, curriculum and instruction, organizational effectiveness and the division of school support and achievement and other offices for their efforts when there are vacancies at the School of central office level. Again, this is the season where we typically see an increased number of vacancies. And I'd like to thank our staff for their hard work during this process.  
4. It is my goal to fill all school based leadership positions by June so these new teams will have the sufficient time to prepare for the new school year, and participate in professional development opportunities throughout the summer months. There may be a few exceptions that come to the board in July. But I wanted to express my gratitude for this incredible work. Thank you, Madam Chair.  
5. CHAIR SCOTT: Thank you so much, Dr. Williams, and congratulations to everybody.  
6. So, again, I wanted to give an update, we've been having some technical difficulties again, and we greatly apologize for that. And thank you for your patience with us. So for public comment, I just wanted to say all public commenters, please check your emails for a revised meeting number and call in information. So if you signed up for public comment, even if you've received an email with that information, a revised email has been sent to you with meeting number and call in information. So that will be coming up shortly. But I wanted to make sure that I put that out there. So you're signed up for public comment, please check your email for a revised number.  
7. The next item on the agenda is the report on board policies. Members of the Board, the Policy Review Committee asked that the board accept this report of the committee's recommendation to amend the following board policies: Policy 100 equity, policy 3800 land use planning and zoning activities, policy 4011 professional learning, policy 5210 grading and reporting, policy 5600 students responsibilities and rights. These recommendations are presented to you on tonight's agenda as Exhibit F. They are also presented for public comment prior to the final vote. Do I have a motion to accept the recommendation of the board's policy review committee?  
8. MR. OFFERMAN: So moved. Offerman.  
9. CHAIR SCOTT: Thank you. No second is needed since the recommendation comes from the committee. Is there any discussion? DR. HAGER:  
10. DR. HAGER: Sorry, I was just wondering if you could discuss 5210 separately?  
11. CHAIR SCOTT: Yes, you can. 5210 grading and reporting. Yes. You had questions about that?  
12. DR. HAGER: Yeah, I didn't know -- to jump in now. Is that okay?  
13. CHAIR SCOTT: Yes, you can ask your question now.  
14. DR. HAGER: Thank you. So this policy, it looks like the main changes I tried to pull up the old policy as well -- is the adding of assigned minor major assignments, which I guess is in part this new verbiage that we use in our online learning. And, but also discussions, and so I didn't know if there was a rationale for adding graded discussions or if this meant -- was meant to be the kind
of online forum discussions that happen where people type it in, it's easy to apply a rubric. I just wanted to know a little bit more kind of information about the different additions to the policy on practice minor and major assignments and discussions specifically.

CHAIR SCOTT: Yes. Dr. Williams. Is there stuff on hand? I guess Dr. McComas, or whoever you would choose to answer that.

DR. WILLIAMS: Thank you, Dr. Boswell McComas. Dr. McComas: Yes. Good evening. I'm sorry. Dr. Hager. Could you repeat your question? Sure.

DR. HAGER: I tried to compare the old policy and the new policy. And I imagine your answer is going to be that it has a lot to do with how we call things now with virtual learning. But it specifically mentions the addition of minor and major assignments and discussions. And so I know it's difficult to grade a class discussion. Did you mean kind of typed discussions like in a discussion forum? Or, you know, basically, I was hoping you could expand a little bit upon what where the additions came from to how things will be graded?

Dr. McComas: Absolutely. So I'm actually going to invite Miss Shay to join us, and Miss Shay has been working with our grading and reporting committee throughout this semester, to revisit and revise, you know, review the policy is all just part of their process. And so she's had the most direct engagement with their entire committee around that. So Miss Shay?

Ms. Shay: Sure. Good evening. Thank you, Dr. McComas. And thank you, Dr. Hager for the question. You are going down the exact right path that a lot of the discussion with the committee did stem from reflecting many of the 21st century instructional practices that we've adopted. But it also reflects in many of our -- especially in some of our high school seminar courses, we use strategies such as Socratic seminar, philosophical chairs, and some other especially in our AP classes and some of our advanced coursework where there are specific discussion rubrics, as well as the speaking and listening standards. And so part of what the committee also felt was important is that we're broadening the concept of grading to go beyond the traditional test to really reflect

additional definitions of those things that made a lot of sense the way you described it.

Ms. Shay: Sure. I can absolutely take that back to clarify that language.

DR. HAGER: Yeah, I mean, you know, the students get a practice grade for things, but they're not counted towards their grade. You know, just things like that would hate to be confusing.

Ms. Shay: Yep, you were right. We used the term practice to also reflect a category that is not graded, so I can see how that would warrant further clarification. Thank you. I appreciate the feedback. Thank you.

DR. HAGER: Sure.

Ms. Shay: Thank you, Dr. Hager.

CHAIR SCOTT: Yes, thank you staff for those interesting bit of information. Miss Causey? Miss Causey, are you there?

MS. CAUSEY: Yes, thank you, Madam Chair. So in the policy review committee when this came up, and we've discussed policy 5210 a couple different times, but most
recently in the fall, and there were expressed by a number
of board members concerns about grading and reporting
around the procedures, because the policy itself is very
high level and general and the Grading and Reporting
Procedures Manual, I think it's 58, 59 pages, is really
where the rubber hits the road for our children and in
evaluating how they show what they know. And that we can
be confident in their achievement or if there are areas
where they need support that that would be provided timely
by the by the teachers. So if I think it would be helpful
for the board to receive the former Grading and Reporting
Procedures Manual and then they -- I understand, if you
could explain the draft additions that are being
considered.

Miss McComas: Yeah, so Miss Causey again I'm gonna
invite Miss Shay as she's been working with the committee
working through the Procedures Manual keeping in mind that
the manual is our way of operationalizing our policy. So
Ms. Shay, if you would like to share some of the
discussion at the committees?

Ms. Shay: Sure. Thank you for the
opportunity, Dr. McComas. Ms. Causey, you're exactly right
that the policy language in fact, when the grading
committee came back together, we really reflected on how
strong we felt the policy language was. But we also
acknowledged that a lot of the clarification and further
professional learning lived in the Procedures Manual. And
so the way the grading and reporting steering committee
has been operating, is that each time we come together, we
tackled two of the grading practices at a time. And when
we approach each grading practice, we identify what's
working well, that should be kept, what warrants changing,
and then what type of clarification or professional
learning or communication we need to support that. So
we're approaching each of the guiding practices in that
Procedures Manual in that same vein. So we actually have
another meeting this week, where we are still working
through those grading practices, our original timeline, we
had hoped to have our final recommendations ready for the
summer so that we could begin in August with professional
learning. We're gonna see how far we get on Thursday. But
of course, like with everything else, some of our

processes have been slowed as we make a lot of other
adjustments, but that's the trajectory of the work. So as
Dr. McComas said, we meet with the Grading and Reporting
Steering Committee, which is comprised of a variety of
stakeholders. It includes teachers, administrators,
community stakeholders, students, as well as parents and
then executive staff. And so that is the approach and I
certainly can defer to Dr. McComas about next steps of
bringing that forward through Dr. McComas and Dr.
Williams.

Dr. McComas: Okay. And thank you for that
explanation. Specifically, in in policy review, one of the
concerns, and I'll express this as my concern, is that
there are some of the grading practices where our students
are not given high expectations to complete work timely,
to study really aggressively for the first test, because
they have a chance of a redo. And so part of the issue
is, is the implementation faithful to the policy in terms
of what is allowing our children to achieve, and what is
the board's mission, vision and goal around our students'
achievement, and I have concerns that many of the grading
practices could be improved along those lines. So, again,
I think it would be helpful for the full board to receive
the current manual, and then the draft manual, but also
has there been evaluation of how the grading and reporting
then aligns with students' results on testing. So does
that grade of an A reflect a passing grade on Advanced
Placement Test? Does the grade of an A reflect on reading
on grade level at third grade? So has there been basically
an evaluation of the effectiveness of the implementation
of the grading policy?

Ms. Shay: So I can speak to the first part.

DR. WILLIAMS: Ms. Shay, let me just stop. I
think this these are good questions that we can take back
to the committee. It was good hearing these questions for
the first time. I will be careful about looking at grades
and comparing it to any type of national assessment or
state assessment. But I think what we'll do, since you are
going to have a meeting on this week, and probably a
future meeting to just raise these questions with the
stakeholder group.

Ms. Shay: Okay, thank you.
Dr. McComas: Thank you. Okay. And I want to make sure we get to everyone also, I would remind board members, please make your questions germane to the policy that we're actually discussing. So, next is Mr. Muhumuza.

MR. MUHUMUZA: Yes. My questions/comments are for policy 56 series. Can you hear me now? My comments would be on policy 5600. And we had a discussion in PRC. I think even Miss Pasteur chimed in, and my concerns was about, under the policy statement, Part B, the board recognizes, says the need to provide students with information regarding their rights and responsibilities. And I was kind of concerned based on my knowledge from schools and talking to other students, that at times, administrators, teachers don't give students this information or remind them of these rights. I know that they do a presentation in the beginning of the school year. But my concern is, if a student is being disciplined, or there's something that concerns their rights later on in the school year, and the only notification they received was in the beginning of the school year, I didn't think that was adequate enough, and I don't think -- I didn't believe that was really implemented the policy. And I know Dr. Nieves, and Miss Howie chimed in, they talked about how in each step of whether a kid is being punished, or they're appealing their decision, there are some times notified, or they might use the signature that was used in the presentation earlier on to show that that kid received a notification of their rights, but I didn't think that was adequate enough. So my question to Dr. Nieves is, apart from -- actually, I think that will be Dr. Williams and Dr. Nieves. In terms of the implementation of the policy, can you tell us at what steps are students notified of their rights? Are there other events where those rights are being read to the students apart from that presentation that was given? And how do we adequately note those somewhere like -- is there somewhere it's recorded that the student was notified of these rights, so and so, so that we know a student is not going through like some type of suspension or something without them even knowing they have an option to appeal or go to another office?

DR. WILLIAMS: So I don't know if Dr. Nieves is on the line, but it sounds like you want to ensure that students are aware of their responsibilities and rights, and how do we make sure that that is happening at every level?

MR. MUHUMUZA: Yeah.

DR. WILLIAMS: So it sounds more that that's a question we can take back to our chief, Dr. Zarchin and our school's community superintendents to look at what process that we have in place to ensure that usually at the beginning of the year, that is when schools are sharing information and making sure that students are aware. But it sounds like how do we confirm or document that is happening?

MR. MUHUMUZA: Yeah.

DR. WILLIAMS: Okay.

MR. MUHUMUZA: And actually, I was kind of like, in the discussion, I didn't feel that was adequate enough, just because I use the example let's say, a kid, it's the beginning of the school year, and let's say they're an athlete, and they get the presentation. If I'm a kid, I'm not really paying attention to that. Or I'm gonna probably remember those rights later on in the school year when let's say I'm facing some type of suspension or I want to appeal some type of decision. And the only notification the rights -- if the only notification of my rights, is this one presentation at the beginning of the school year, I didn't feel that was adequate enough. And my concern was, is does the county or the individual schools provide -- notify the students of their rights, apart from that occasion in the beginning of the school year? And are we tracking that? Thank you.

DR. WILLIAMS: Thank you. We'll follow up. At this point, Dr. Nieves, anything you want to add, or Dr. Zarchin?

MR. MUHUMUZA: Yeah, an email is fine if you don't have the information now.

DR. WILLIAMS: Okay.

MR. MUHUMUZA: Thank you.

Dr. Zarchin: So I can share that we spend a great deal of time not only working on the rights and responsibilities, but making sure that they're conveyed in the Student Handbook every year. The past few years, we
have worked very hard to update the handbook so it addresses the needs of students and staff in addressing concerns as they come up and providing clear expectations. When there are individual concerns about a student, if he or she does not have that understanding, we can certainly follow up with the individual school. But for the most part, our push is really to get that out in the beginning of the year; make sure the handbook is a quality handbook so students have it whether it's a hard copy or online, but we will follow up specifically to address any concerns about communication. Thank you.

MR. MUHUMUZA: And just one more quick.

Dr. McComas: I think you're out of time, but go ahead.

MR. MUHUMUZA: I know that handbook is there and I have access to mine. My only concern is, we know that every student is not reading the handbook or reading for information that is provided. I think if we're talking about rights and responsibility and making sure that every student is informed of their rights, I think we can go a step further and being proactive, whether if a kid is meeting the principal about something, I think it might be good for that principal to notify them of their rights, or what they can do the next step or if it's the community superintendent, or the superintendent's designee, I think reiterating those rights is important. That's what I was looking for. That's my only comment. Thank you.

Dr. McComas: All right. Thank you, Mr. Muhumuzu. Next, we have Mr. Kuehn.

MR. KUEHN: Thank you. I have a quick question regarding policy 5210. Under Standards, Section 3, Part D, it says "To ensure educational equity, an equity lens shall be required for the implementation of creating procedures." Can someone explain what that means regarding grading procedures and just kind of so I can understand the framework of how that's going to be applied?

DR. WILLIAMS: Ms. Shay, Dr. Boswell McComas?

Ms. Shay: Dr. McComas, do you want me to go first? Or would you like to go first?

Dr. McComas: You can go ahead. It took me a minute to get to my microphone.

Ms. Shay: So thank you for the question, Mr. Kuehn. And we have talked a lot about this in the grading and reporting steering committee. The intent of that being in the standards is to be explicit in referencing policy 0100 in all of our other policies, so we try, wherever possible to make explicit connections, and part of the definition of educational equity, just like in our policy 0100, it talks about disproportionate outcomes based on race and other student groups is unacceptable. So too do we have to apply that equity lens when thinking about grading opportunities. And so in practice, when we look at our grading and reporting Procedures Manual, it's important that we're not taking an equal mindset where everything has to be the same, but really using an equity lens, in which we think about the disproportionate outcomes and how we're working to close those gaps in achievement. And so this could include culturally responsive grading practices, where we provide explicit training for our educators on how to utilize cultural reference of our students as assets, thinking about linguistic differences for English learners, and how that plays a role in our grading practices. And there's a number of others. I don't want to belabor the time, but other specific examples in the grading manual, where we will actually go from theory to practice to live out those expectations cited in our equity policy regarding grading.

MR. KUEHN: So, I'm sorry, just a follow on just so I'm clear that that the details and the procedures you're talking about will be laid out clearly in the procedures for teachers to follow?

Ms. Shay: Yes. So as Miss Causey mentioned, our Grading and Reporting Procedures Manual is where the rubber meets the road. So it's where we have very explicit references to implementation. And that's where the majority of the work of the grading and reporting steering committee lives, both in clarifying those procedures from implementation, but the committee is also working on identifying the professional learning required for educators to build that consistency, but also in providing communication for students so that they understand how to advocate for those rights and procedures to be implemented consistently and for parents and families as well.
MS. MACK: Thank you. Sure.

Ms. Shay: I appreciate the feedback.

MRS. KUEHN: Okay, well, I look forward to seeing that document as you modify it.

Ms. Shay: Sure. We are working hard on it.

CHAIR SCOTT: Thank you. Next is Miss Mack.

MS. MACK: Yes. Thank you, Miss Scott. I think this question is for Dr. McComas, or Miss Shay. Is your grading and procedures team looking at the lowest score, the efficacy of using lowest score and its impact on outcomes?

Ms. Shay: Yeah. Okay, I just want to be respectful.

So, we have talked consistently about the lowest score. Again, most of what has come up in the steering committee is in the misapplication or misinterpretation, so the discussion has not yet -- we have not engaged in that steering committee on any type of analysis as you referenced efficacy, but what we have talked about is the importance of clarifying the expectation. Part of that connects to the idea of the 50 point grading scale. And what the committee talked about was trying to make more explicit, the use of the LS and what its intention is around creating those evenly distributed grading ranges in the 50 point scale, as opposed to some of the common misperception about students don't have to do anything and get a 50 is some of the narrative that we've displaced. So while we have not done any type of correlation study or anything like that, we have talked about how that is an often cited area of the Procedures Manual that requires further clarification and training.

MS. MACK: Miss Shay, thank you for that information. I would just like to say and I don't know if you have a stakeholder on your team from the community college or the college world, but many students whom I encountered over the years I taught reference the lowest score when I did not allow them to redo work that had a very clear date on it. And I provided dates way ahead of time. So I do believe we build an expectation in students that this is going to be accepted in the real world and in college, and it's not. So I just thought I'd throw that out there.

Ms. Shay: I appreciate the feedback.

MS. MACK: Thank you. Sure.
Mr. Brousaides: Hello, Miss Scott, Eric Brousaides.

Mr. Offerman: This is Mr. Offerman. I'm calling for the orders of the day.

Chair Scott: Okay, Mr. Offerman has called for the orders of the day.

Unidentified: Wait, are we calling the orders of the day?

Ms. Rowe: I'd just like to point that out.

Chair Scott: I'm sorry, say again?

Ms. Rowe: This board has a custom of doing the agenda items in order and habitually ignoring the clock, which means we are following the orders of the day.

Chair Scott: Okay, so no. Orders of the day is a privilege motion, which means that we move on to the next agenda item. So Mr. Offerman, that's a privilege.

Ms. Rowe: Point of order.

Chair Scott: Excuse me, Ms. Rowe, if you need a point of order.

Ms. Rowe: You are skipping the rules improperly.

Chair Scott: Excuse me, Ms. Rowe, if you need a lesson in Robert's Rules, you raise a point of order. And then you wait to be recognized. You do not raise a point of order, and then start yelling and disrupting this meeting. This is a business meeting and we follow Robert's Rules. Now, Mr. Offerman called for the orders of the day.

And the orders of the day would require us to move on to the next agenda item. Now my one question for legal is Mr. Offerman called for orders of the day. Does that mean that we would do a roll call vote or we just move on to the next agenda item?

Mr. Brousaides: Hello, Miss Scott, Eric Brousaides.

Dr. McComas: So Ms. Causey, I'll add comment, and then I'll have Miss Shay join in. So one of the key pieces to understanding the lowest score is understanding the traditional as Miss Shay mentioned earlier, the equal increments of scores when you start with a 50% lowest score as opposed to the traditional increments that many of us are used to. Many of us grew up where you could get a zero all the way up to a 60. So 60% out of 100 chance of failing versus an equal increment. And so, Ms. Shay, I'll hand it over to you because again, I know you work much more closely with the committee around the implementation of this as well as the work around ongoing refinements or procedures.

Ms. Shay: Sure, so you're exactly right, Dr. McComas. The intention of the low score -- and I think one of the first areas I would start with is that people often talk about understanding the difference between 100 point scale and a 50 point scale because of the desire to have those equal increments that Dr. McComas shared. What I think is unclear, maybe for some people is that some might think a 50 point scale is from zero to 50. But what instead is the 50 point scale is from 50 to 100. So it's still, I think, if we had the scale be from zero to 50, people might have an easier time to understand it, because they'd still have a zero and they would understand that the highest score is 50. What I think is unclear is that the 50 point scale actually lives from 50 to 100. And I think that is the part that we didn't do enough to clarify at the outset, and was part of when I mentioned the professional learning that we really need to clarify. To your other question about it is not universal. It is a school based decision in the Grading Procedures Manual. It outlines what's a system decision, what's a school based leadership team decision, and then what's also a teacher level decision. And so the grading scale is at the school level, we do ask schools to have consistency so that students don't have different grading scales in math and science and social studies. But to answer your other question, it is not universal. I don't have in front of me the breakdown. I certainly can work to get that for probably for the next school year, as schools are making those decisions, if that would be helpful.
You would move on to the next agenda item unless the board by a two-thirds vote decides to continue with the current agenda item.

CHAIR SCOTT: Okay, because we still have not done the roll call vote to move through the policy review. So then we would move on to the next agenda item. All right. Our next agenda item is public comment.

MS. CAUSEY: Madame Chair, Ms. Causey.

I'm going to make a motion to overturn the orders of the day.

CHAIR SCOTT: Okay, so your motion is to overturn the orders of the day. Is there a second?

MS. HENN: Second Miss Henn.

CHAIR SCOTT: Okay, may we take a roll call vote Miss Gover, please to overturn the orders of the day. And again explanation for that for those who may not understand, if you are choosing to stay on policy and review and continue on that, then you would vote in favor of Miss Causey's motion to overturn the orders of the day. If you would like to move on and process our meeting, then you would vote no. Miss Gover, could you do a roll call vote please?

MS. ROWE: Yes.

MS. CAUSEY: Yes.

MS. MACK: Yes.

MR. McMILLION: No.

MS. JOSE: No.

MS. HENN: Yes.

MR. MUHUMUZA: No.

MR. OFFERMAN: No.

MS. PASTEUR: No.

MR. KUEHN: Yes.

DR. HAGER: Yes.

CHAIR SCOTT: No. Required two-thirds. Did not have two-thirds so we move on. Our next item is public comment.

This is one of the opportunities the board provides to hear the views and receive the advice of community members. The members of the board appreciate hearing from interested citizens. As appropriate, we will refer your concerns to the superintendent for follow up by his staff. The Board of Education will conduct the public comment portion of the meeting by allowing those registered to call in by phone. Registration was open to the public one week prior to tonight's board meeting, and was closed at 3 p.m. yesterday for anyone wishing to speak at this evening's meeting. Board practice limits to 10 the number of speakers at a regularly scheduled board meeting. Speakers were selected randomly using an electronic selection process from all registrations received within the designated timeframe. Each speaker is allowed three minutes to address the board. Of course, if fewer than 10 registrants are received, all who registered will be permitted to speak.

While we encourage public input on policy programs and practices within the purview of this board, and this school system, this is not the proper forum to address specific student or employee matters, or to comment on matters that do not relate to public education in Baltimore County. We encourage everyone to utilize existing dispute resolution processes as appropriate. I remind everyone that inappropriate personal remarks or other behavior that disrupts or interferes with the conduct of this meeting are out of order. I ask speakers to observe the three minute limit and conclude remarks when time has expired and you hear the tone. The call will be ended and it could be turned off if a speaker addresses specific student or employee matters or is commenting on matters that not related to public education in Baltimore County. If not selected, the public may submit their comments to the board members via email. At boe@bcps.org. More information is provided on the board's website at bcps.org under Board of Education, Participation by the Public.

So I now call on our stakeholder group leaders to speak, and it looks like our first speaker is Miss Cindy Sexton from Tabco. Miss Sexton?

MS. GOVER: I don't see her on. Just Mr. Bassler's on.

CHAIR SCOTT: Okay, so it looks like our next
create a system that encouraged create employment for employees. Our own policy that directed human resources, doubt that the excellent programs attract excellent have the power to correct these inadequacies. There is no funding sources in Baltimore County government. You do competitive, even with those offered the employees of our no doubt that the salaries offered to our employee are not and diminished service by continued outsourcing There is economic engine. Other points it cites -- increased costs having these positions vacant, diminish the community effective loss of the economic support of the community by its own audit department. Document SP 2015 002 says cited in the document prepared for the Board of Education acceptable to us on many counts. Some of those reasons are of contractors to supplement the work of AFSCME is not aware of the current plight of our employees. Currently, too many of the AFSCME representative positions are vacant. This state is unacceptable, and creates a hardship on those folks that are working to do jobs necessary to support the work in the classrooms of Baltimore County Public Schools. In the past, I've addressed your predecessors on the shortcomings of our system that have created this current state for our system. The additions of contractors to supplement the work of AFSCME is not acceptable to us on many counts. Some of those reasons are cited in the document prepared for the Board of Education by its own audit department. Document SP 2015 002 says some things about using contractors affects the social wellbeing of the community, the employer loses effective control of the domain. Other negative effects are effective loss of the economic support of the community by having these positions vacant, diminish the community economic engine. Other points it cites -- increased costs and diminished service by continued outsourcing There is no doubt that the salaries offered to our employee are not competitive, even with those offered the employees of our funding sources in Baltimore County government. You do have the power to correct these inadequacies. There is no doubt that the excellent programs attract excellent employees. Our own policy that directed human resources, create a system that encouraged create employment for.
people for our students to develop those relationships, which research has proven again and again leads to student success. Let’s make sure we invest in our people, our educator, the boots on the ground working with our students. TABCO stands at the ready to work with BCPS and to make this happen. Our students deserve nothing less. Thank you.

CHAIR SCOTT: Thank you, Miss Sexton. And next is general public comment and our first speaker is Miss Erica Ma.

MS. MA: Hello, am I there now?

CHAIR SCOTT: Yep, Miss Ma, you can go ahead.

MS. MA: Okay, yes, you can hear me, I just want to make sure I didn’t hit the mute button.

I’m an elementary school teacher in our county and I wanted to tell you how hard work to rule is for teachers. I hated leaving parents and students hanging even if they were contacting me at 9 p.m. at night. I hated putting off extra context, special lessons, extra care for my students. I hated trying to prioritize duties and responsibilities for what to fit into my contract a day and leaving things hanging that would benefit my students.

Not that we’re not as much of a priority as priority A. I hated rushing in and trying to set up because those 15 minutes are simply not enough time to set up for the day. I hated packing up with the kids and leaving on time but leaving work behind. Most of all, I hated knowing that the only tool left in our teacher toolbox was this -- to do work to rule, because we had nothing more else we could do. But after a few days, I realized I loved drinking coffee while it was still hot. I enjoyed eating my lunch, all of it. I enjoyed making it home to pick up my own children from practices and activities after school and perhaps do a little bit of personal activities for myself. I love that my back didn't hurt and my eyes didn't blur from sitting in front of my computer for hours after school at night and over the weekend. And what I loved most was the solidarity of teachers and parents in accepting that this is what we had to do to get the attention of BCPS for all that we’ve been dealing with this year. And I want to thank you parents, especially so very much for your support during these weeks. No teacher...

wanted to work to rule. And now that’s over, I'm here to tell you that the work continues. We received acknowledgement that we could not work when the internet was out and we'll receive those 100 minutes. But we still need to work on the acknowledgement that we don't have enough planning time ever, even with perfect internet. We received information about our compromised data, but many of us are still waiting for back pay, lane changes and reimbursements left from November’s ransomware. Teachers and students do have better access to the internet in school and with an earlier timeline. But we still need projectors, working boards, access to programs and applications and other technology fixes in schools. And the buildings themselves still need to be addressed.

Overcrowding, dated HVAC systems with buildings literally falling down. And even brand new buildings with leaks and broken heat and AC. Our staffing is protected. But what will the system do to retain teachers in the future, especially ones with fewer than five years’ experience? They are our future and we need them to stay. We want them to -- we need them to want to stay. And apparently we’re going to continue our best through hybrid learning for the rest of this year and look to next year for improvements. But will BCPS learn lessons to bring to the future of virtual learning BCPS? Will you ask teachers who actually did the teaching and take their real classroom experiences about what will work best and what will flop? Will you bring in experts with experience and knowledge to create a better program? And will you support those students who choose this option to the best ability of BCPS? These are all the questions we still have. And while we continue to teach our students with time well beyond our contract, we also continue to fight for what we need to do best for our students. There's still more work to do. There's more work for you to do, BCPS. Thank you.

CHAIR SCOTT: Thank you. Looks like our next speaker is Miss Amy Adams.

MS. ADAMS: Hello, can you hear me?

CHAIR SCOTT: Yes, we can. Please go ahead.

MS. ADAMS: Okay, thank you. Good evening, Dr. Williams, Chair Scott and Board of Education members. Last June BCPS sent out a survey to parents, students and...
Last week there were no outbreaks in schools. Zero. Thank the highest level of community transmission. The BCPS for games, all the while Baltimore County was in the CDC guidelines related to sports. Sports have recommendation of six feet distancing. But BCPS does not bring back secondary students was tied to the Please open up. I want to point out that the resistance to that you bring back all secondary kids as soon as the CDC. Why didn't BCPS plan for this? I'm requesting of community transmission for over a week, according to targeted students. Metrics have been dropping since 4th I and other parents asked you to proactively plan to bring back all secondary students by May 17th, with other students back into school. In February metrics were again at good levels and some board members pushed to start athletics. I and so many families and student athletes are grateful that despite some hesitation, the kids were able to have modified fall and spring seasons. But why still no corresponding plan for in person learning? In January Governor Hogan and the State Superintendent stated that did start to bring back less than 10% of students on March 1 and rolled out the other phases over six weeks. The greatest number of students did not return until the week of April 6 for two days. At the last board meeting on May 4th I and other parents asked you to proactively plan to bring back all secondary students by May 17th, with other targeted students. Metrics have been dropping since mid-April. Baltimore County has been in the orange zone of community transmission for over a week, according to the CDC. Why didn't BCPS plan for this? I'm requesting that you bring back all secondary kids as soon as possible. We closed to flatten the curve. It's flat. Please open up. I want to point out that the resistance to bring back secondary students was tied to the recommendation of six feet distancing. But BCPS does not follow the CDC guidelines related to sports. Sports have been running for two months mixing cohorts daily, mixing schools for games, all the while Baltimore County was in the highest level of community transmission. The BCPS COVID data has been dropping over the last three weeks. Last week there were no outbreaks in schools. Zero. Thank
without direction from the district. We have a majority of children attending school only two days a week. Some board members argue that it is too late in the year to return off to them. It is not. The metrics are excellent. Teachers and many high schools are vaccinated. Studies have shown schools have lowered COVID transmission rates in the community pre vaccination and as our own schools have shown after opening them, and in Baltimore County, where a 2% positivity rate and seven new cases per 100,000 a day. With Maryland high vaccination rates, there’s no worries about numbers reversing. The pandemic is dying, but vaccines protect against the variants and there’s no reason for students not to have a choice to go back full time. Why is it that any adult can go whether vaccinated or not without masks to exercise at the YMCA in Baltimore County but if students can’t go back to class full time. You cannot keep ignoring the risks related to losing in-person days. The Maryland State Education report is disheartening. BCPS kept children in full virtual learning -- no hybrid, no in person. No exceptions for children with IEPs. No kindergarteners who are getting only 10 hours a day of synchronous learning and no extracurricular activities for an entire year. During that time, all buildings were closed, but had 100% safety protocols in place cleaning supplies max for teachers and students and 100% of staff trained on mitigation strategies, all of them working from home. We have the lowest rate of attendance in the state with 25% of students not attending, much higher among minorities. Virtual learning with never equitable. The only way to re-engage our communities and regain trust is to follow the data and fully open schools now. We have been listening to the meetings waiting for some action and are worried about your decision making. We are among the last in the country to reopen. Seniors have had a year and a quarter erased from their economic lives. Families need to get back to work as society opens up and school attendance provides structure, purpose and facilitation of opportunities for children especially necessary for those suffering from mental health problems and school absenteeism. Every day of in person school counts. We need the board to make a motion tonight to allow all students who choose to attend school in person from week to week to be able to do so this week. And please do not allow this to ever happen again in our district. Thank you.

CHAIR SCOTT: Thank you. Our next speaker is Miss Dianna Bergman. Miss Bergman, if you're there, you may go ahead.

MS. BERGMAN: Good evening, Madam Chair and Superintendent Dr. Williams. A huge congratulations to Miss Kanya Bailey.

Now, I don't have deep pockets to hire planes to fly a toxic message over Baltimore County. But I do have the opportunity to share a more positive message of appreciation-- appreciation for our principals, our assistant principals and all our educators. Tonight the board is going to hear the report on the multi-year improvement plan for all school. It will be presented tonight, long hours since July of active community members that are actively spreading that positive message that deep feeling of really caring about each community and participating and providing solutions for how Baltimore County looks 10 years from now, five years from now, for the future of Baltimore County. So tonight, I just want to share some appreciation. As challenging as this year has been, I want to say thank you to every single person that has made it through this year and continues to thrive. So thank you very much.

CHAIR SCOTT: Thank you Miss Bergman. Next it looks like we have Ms. Jen Reedholm. Ms. Reedholm, if you're there you can go ahead.

MS. REEDHOLM: Can you hear me?

CHAIR SCOTT: Yes, we can. Please go ahead.

MS. REEDHOLM: Thank you. Good evening. I would like to speak tonight about extended school year option or ESY for students who are on IEPs who are also advanced academic classes formerly called GT. Many students in Baltimore County are considered twice exceptional or 2E. However, they're not readily recognized by special education or classroom teachers. 2E students are described as being gifted or having a high IQ and having great potential for higher achievements. However, they also exhibit learning disabilities. students with autism, dyslexia, or ADHD, to name a few may be brilliant in areas
such as math, science, music, art, etc., and can be highly
creative and amazing problem solvers, but they're not able
to reach their potential due to underlying learning
disabilities that may not be adequately addressed. 2E
students are often underserved in BCPS because frequently
BCPS is trying to fit all students who happen to have a
disability into one category. That simply does not work
for all. These students almost always qualify for the ESY
program. Unfortunately, that program does not accommodate
2E students because the classes are often remedial in
nature and don't challenge these students in a way they
need to be. ESY also only offers reading and math but
those are important subjects, science and other subjects
should also be offered. 2E students are often in advanced
classes during the year so placing them in remedial
classes, which are far below their intellect, is a
disservice and waste of time and money for teachers,
students and their parents. 2E students do need ESY
because these students can easily lose skills over the
summer due to their personal and unique challenges.

However, they should not be placed backwards -- instead
rather be prepared for the upcoming school year. Last
year, my seventh grade son took high school math during
school year but was placed in remedial math for ESY
because that was literally the only option. He needed to
keep the math skills he just learned fresh, but instead he
was relearning what he received in fifth grade as a rising
eighth grader. Two years behind where he was makes no
sense and is a disservice. I would really like BCPS to
reevaluate its ESY program so it's properly serving and
addressing 2E students. If you've never heard of the term
2E or twice exceptional, I encourage anyone to look it up,
you'll find a wealth of information about how school
systems like BCPS do not and oftentimes won't recognize
that a child could be both extremely intelligent, and also
exhibit learning disabilities. I truly hope that there
could be changes made to the ESY program. And finally,
will someone on the board please make a motion to return
students? All of them? This week? We're in the orange
zone. It's time. Thank you.

CHAIR SCOTT: Thank you. Next is Darren Badillo.

MR. BADILLO: Hello, can you hear me?

CHANCE SCOTT: Yes, we can.

MR. BADILLO: Can you hear me?

CHAIR SCOTT: Yes, we can hear you.

MR. BADILLO: Okay, thank you. My name is Darren Badillo, the father of two children who attend BCPS. My
son Alexander has an IEP. And Virtual Learning was a
struggle not only for my son, but for my wife, who had to
work a full time job and had to be a full time teacher as
many as well, as my son as a kindergarten cannot navigate
by himself. He really struggled. And so did my wife. And I
as a dad am so upset at our school system, who is letting
him down. I'm glad he's back in school for four days. And
ever since he has gone back in the building he has been
thriving. But we as parents should expect their kids to
have the same if not a better education than we had, not
worse. You let our kids down. We have had private and
Christian schools open for five days a week in Baltimore
County for months. And I just have a few questions for the
board. Why are we not open five days a week? When is
leadership going to address the mental health issues
cauised by the stresses of virtual learning? Who is going
to step up and admit that virtual learning was a failure?
How are you going to compensate for your failure? Who
should get the blame for the poor planning and processes
that were put in place, not only frustrating parents and
students, but teachers as well? Why is not one leader on
the board questioning why the teacher union was advising
the CDC on what language to use in the guidelines to open
our schools? Are you really fighting for our children or
just collecting a check? When you can go shopping, go to a
bar, go to a strip cover unmasked now in Baltimore County,
better. There are still kids in middle school and high school
that have not returned to in person learning. With all the
money coming in, why can't we have class for our kids
who've worked so hard to graduate and you took that from
them. Shame on you. You let our children down. You still
have a chance to make a difference. You can have a
positive effect and impact on their life. Open the schools
now. All the schools in Baltimore County should provide
options to parents and students who you let down. And some
of you really want to make a difference. I hear it. Some of
of you on the board really care for our children. Some of
you have your own special interests and are trying to please. I hope the ones who really want to fight for our kids speak up and have the loudest voice. You are our only hope for now and for the next elections. And we asked the board questions for over a year. And then we compile snippets of a video showing the poor professionalism displayed by the board, and we're called racist for showing the video? Then we question your leadership and you're saying you're gonna have us investigated? And you did. Shame on you. You owe us an apology, Chairman Makeda Scott.

CHAIR SCOTT: Thank you. Next we have Mr. Bill Adams. Mr. Adams, if you are there, you may go ahead.

MR. ADAMS: Hey, good evening. I've registered several times to speak, and never been selected before. So I'm very happy for the first opportunity I have to speak. And I'm also very sad, because I'm afraid it's way too late. So what I'm telling you is coming from a person who is a huge, huge proponent of public school, I have three kids, all were in public school, two of the three will not be anymore. And that's directly a result of the lack of transparency, and I'll even say respect that this school system has given to parents and kids. I'm an advocate of in person learning. And I'm really sorry that the school year is nearly over, but I hope there is still opportunity. In person learning is more effective. There's not an argument there. I don't think from anyone. And I believe it should be a parental choice. This board has basically locked out the majority of kids from in person learning for over a year. I don't feel that's acceptable. I've watched other school boards across the country overrule their health department, literally while the health department's on the same video call, and they vote in favor of sending the kids to school. And the school systems across the country are our size, they ride the same damn bus. And they have the same challenges or worse challenges with COVID. It makes no sense to me. I've asked the question 50 times and no one will answer it. Why can a parallel district in another state that has a higher COVID rate, kids ride the same bus and they have the same facilities, send their kids school when we cannot. School should be open for those who wish to attend. The CDC says schools should be open. MSDE says schools should be open. World Health Organization says schools should be open. My own school administrators from the schools my daughters attend confirmed they have teachers who want to teach in person, they have students who want to attend in person. And both MSDE and the school administration in my child's school have said this administration is the only reason we're not bringing more kids back faster. That's flat out not acceptable to me. It's also shocking that they would go ahead and point the finger at the superintendent and the administration. So my final ask as a BCPS customer is for someone to coherently, literally coherently in the English language list for me what data was used, or what criteria was used to allow some students back into school, while others were not offered the opportunity. I hear a bunch of talk all the time. I got a big email that says we're using data dashboard constantly monitor. I get an email from my high school that I received today at 11:54 a.m. It says only students with IEP 504 or ESAW are allowed back four days a week. So tell me what the challenge is. Tell me what the data is.

CHAIR SCOTT: Thank you. That's time. Thank you. Next is public comment on policies. And our first speaker for Policy 0100 Equity is Miss Diana Bergman. You can go ahead Miss Bergman.

MS. BERGMAN: Hi. I really like this policy. I think every educator in these in our BCPS family should also be included in the philosophy of equity. I've had the privilege to work for BCPS in the past across the county and many times I witnessed unjust access to professional development and education advancement for BCPS team members. BCPS is supposed to be an equal opportunity employer and the board should consider adding educators to the board's philosophy of policy 0100. Thank you.

CHAIR SCOTT: Thank you Miss Bergman. And next for Policy 010100 Equity, we have Miss Megan Hughes. MS. HUGHES: Hello, can you hear me?

CHAIR SCOTT: Yes we can. Please go ahead.

MS. HUGHES: Thank you. Hello, my name is Megan Hughes, mother of three BCPS students. Today I wanted to address under Standard Section O, which reads: "Provide the access and opportunity for all students to read
Chair Scott: Okay. You can continue.  

Ms. Hughes: Okay, sorry. I basically wanted to say, phonics has been proven over and over again, to be the gold standard for teaching reading, it was a great decision to bring the phonics based open courses, students in grades K through 3. However, the more whole language curriculum of wonders is still being used for reading comprehension. And the problem with mixing the curriculums is that at one part of the day, they're learning to use their phonics skills and rules to sound out words and their decodable books to go with those phonics rules. However, in the other part of the day, they are reading material with words, they may not know how to decode yet, and will use poor reading strategies like guessing to figure out the word. I found that this was actually called pre-cuing or MSB method, which stands for meaning structural visual context clues to figure out the word. I never had a name for it before, but realize that this is the way my oldest daughter had been taught in another school system and it hurt her reading over the years. I'm not sure if teachers within BCPS are teaching cueing. The question is, do you know what the teachers are teaching? With open court being newer and albeit, it may be intimidating for some teachers to use, are you providing the professional development for the teachers to successfully implement it into the classrooms? What about the students that are new to it in second or third grade and didn't receive some of the foundational lessons in kindergarten first. How are you dealing with that? This is a huge area of interest for me as I saw the struggles my oldest went through and how reading impacted her spelling and writing as well. Three minutes is not enough time to really go into all the details I would like, but...
bottom line is BCPS needs to make literacy a priority, phonics is the evidence based approach that works. And lastly, teachers need to be given the professional develop to help them successfully implement open courts into their classrooms. Sorry, if I did that wrong.

CHAIR SCOTT: No worries, thank you.
And it looks like next is public comment on policy 3800 Land use Planning and Zoning Activities. And our first speaker is Miss Diana Bergman.

MS. BERGMAN: Good evening regarding policy 3800, non-instructional service planning. I would like to draw your attention to or set standards. And in the spirit of having transparency and building trust with the public, I think that the land that Baltimore County uses for land use planning and zoning activities, there's land that's also land bank owned by the board. I think that information should be also provided to the public, it should be accessible to the public. The policy goes over providing it to the county and state officials with accurate data. But I think it will benefit our whole county as a whole to have that information to be able to identify where that land is, in some kind of dashboard that people could track. So it should be included in this policy that this information will be friendly, easy access available for parents and community members and for the for the regular public to access this information. Thank you.

CHAIR SCOTT: Thank you. Next it looks like we have Miss Sharon Serif. Ms. Serif, if you're there, you can go ahead.

MS. SERIF: Thank you. Can you hear me okay?
CHAIR SCOTT: Yes, we can. Thank you Please go ahead. Okay.

MS. SERIF: Thank you. Concerning policy 3800. My biggest gripe is actually that is very difficult to understand this policy. I don't understand how one can determine that a building is overcrowded when you're looking at something like 115% capacity. And I think that the public needs to be given more information about that, so that they can understand when a building is overcrowded versus when it's not, and how class sizes are determined, how many staff is determined. It just to me who a person who has been trying to get involved in that, because I had kids in the system that have been through education in a crowded building. It's important for parents to really understand that and it's, it's very difficult to get that information. So that's what I wanted to say about this particular policy. Thank you.

CHAIR SCOTT: Thank you, Ms. Serif. Next we have policy 4011 Professional Learning. And our first speaker is Miss Diana Bergman. Miss Bergman Are you there?

MS. BERGMAN: I'm still here. Okay. Concerning professional learning for staff and employees. I want to commend Jen Reedhome for raising the issue of the twice exceptional child, because that is something -- that is a topic that staff really, really needs to learn about. And getting that knowledge out there has been a really difficult item since my dealings with Baltimore County for close to 20 years. We need to have our teachers educated, we need to give them those opportunities. We need to require those opportunities, other than having them learn on the job, because they're not going to understand unless they've had their own personal experience, what a twice
exceptional child is what it's like to teach a child with
autism in the general education classroom. And if we talk
about equity and least restrictive environment is very,
very important to make sure that our teachers have that
opportunity and our staff has the opportunity to get that
professional development so they can teach and provide a
higher level of learning to all of our students. That's
what I wanted to say.

CHAIR SCOTT: Thank you. Okay. And next policy
is policy 5210, grading and reporting. And for that we
have Miss Diana Bergman.

MS. BERGMAN: Good evening. Regarding policy
5210, I believe that limiting students to share their
knowledge can slowly break down their confidence. And like
I had shared earlier, when it comes to learning all the
things we've learned in this exceptional year, our virtual
learners, we were able to discover they learned so
differently, our audio learners that do a better job
expressing the skills and the knowledge that they've
learned for their minor and major assignments doesn't have
to come in traditional written form. You'll be amazed to
hear our secondary students how they're able to articulate
the knowledge that they have learned that they've been
exposed to by our educators. I think children should
receive the credit. We want to be able to measure children
on how they learn and grow as individuals, instead of
giving them their traditional ABCD, that letter grade does
absolutely nothing. It just creates like a stigma, a
stigma of negative, like pressure, and anxiety. Our kids
are very bright, they learn very different. And sometimes
when they have the opportunity to express in discussion,
those details, you can actually see how much they blossom
and grow. So I'm in support of the new language added. And
I'm also in support on seeking to define that language a
little bit for those virtual learners to make sure that
every effort that they do to share what they've learned,
is properly graded and measured. To show what unique
students and amazing students they are. Thank you.

CHAIR SCOTT: Thank you. Next we have Miss
Sharon Serif.

MS. SERIF: Good evening. I want to kind of echo
what Miss Bergman said. We have learned that students do
learn differently, this year, especially. Having been a
special educator and a special ed advocate for 20 years,
that's what I've seen. And I am very, very happy to see
BCPS step up and finally put into their grading policy
language that looks at alternative ways of demonstrating
one's skillset, one's knowledge and ability and their
understanding of a subject. This is something that I try
to get into a lot of IEPs. And people don't understand
that is a logical way of doing things for kids with
disabilities, kids who are twice exceptional, kids who are
gifted. So I'm very glad to see this kind of policy going
into the grading. I do want to make a note though, that we
do need to have more consistency across the school system
as far as the grading policy is concerned and not have it
by teacher, by subject, by building. That doesn't work for
everybody and it is very confusing to students, it is very
confusing to parents. And it is extremely negative to
those students who have IEPs because they need that
consistency and that structure, and not having it creates
a very, very negative impact on them. I also want to make
a note that when we are grading students that we need to
take into consideration, what are they really learning? Do
they really understand something? And how well they
understand it, because just giving them a letter grade of
a B and then passing them on doesn't show that they have a
good enough knowledge and understanding of the subject
matter. So that's something that I think we need to take
into consideration as well. Thank you.

CHAIR SCOTT: Thank you. Next is policy 5600.
Students responsibilities and rights. And again, we have
Miss Diana Bergman.

MS. BERGMAN: So, regarding policy 5600, I have
an idea. How about we include an explanation of the
process students have in the handbook. They'll file for
either a due process, mediation, or information on the
appeal process, similar to how we have in our Maryland
parent procedural rights. It explains options and
processes that the parents have the right to do. If we're
going to have our students take responsibility and rights
and be aware of them, we should also be transparent and
provide them some direction, and some information on what
rights they have, whether it is a disciplinary action,
And the students should make sure that they understand that they have the right to appeal it, work on repair that relationship, or that misunderstanding, or even if it comes down to contesting an assignment, sometimes teachers will have assignments, and the student was trying to explain in their own unique way of what that assignment and maybe the students felt they didn’t receive an accurate grade. And they should be able to have a process that they’re aware of, and know of to be able to, to appeal that or simply mediate that disagreement. It just makes things fair. You know, we want to encourage our students, not only to take responsibilities and know their rights, but we want to also educate them on how to resolve conflicts, whether is a due process hearing, or a mediation agreement, or just an appeal process. I mean, we’re asking a lot for our students, when they sign up, you know, I’m just going to tell on myself here for a minute. But every time the Student Handbook came, well, my older students, let me tell you, I tell them, don’t sign it, don’t sign it, because it used to be used against them if they came to a conflict with one of their educators. By not providing that signature, it gave an opportunity to have an appeal process to resolve the conflict. So I think that should be included. We’re not asking for too much. But there are procedures for responsibilities and rights, we could take the time to explain that. So a student knows their rights, and what options they have, they either accept, you know what the conclusion was, or they could mediate it, or appeal it, whatever the case is, that should be laid out, completely transparent, and that will improve the relationship between students and educator in the long term. So thank you very much.

CHAIR SCOTT: Thank you, and next for Policy 5600, we have Miss Sharon Serif.

MS. SERIF: Thank you. And again, I want to echo what Miss Bergman just said. I’m also a parent who is guilty of telling her children not to sign the booklet, partially because as Miss Bergman said, you need to have a way of negotiating and working out things. But also, I didn’t like the idea that the school just sent home the handbook, and said that I should explain it and then I should sign it. It should be something that is gone over. And the students should make sure that they understand these policies, even in the elementary school, we shouldn’t just send it home and say to the parent here, sign this, that you acknowledge it. So that’s something that I think needs to go on in as far as this policy is concerned. And I think it needs to be very clear and very transparent and very detailed. So that the students understand their rights so that students understand what their recourse is if they do something wrong. And that it should be something that parents and students should be able to understand and see in detail before they are signing something. Thank you.

CHAIR SCOTT: Thank you. And that includes concludes rather our comments for policy. The next item on the agenda is action taken in closed session and for that I call on Miss Bresler.

MS. BRESLER: I have no report from closed session for this evening.

CHAIR SCOTT: Okay. Thank you Miss Bresler. The next item on the agenda is the reopening of schools and for that I call on Dr. Williams.

DR. WILLIAMS: So good evening, Chairwoman Scott,
health and safety mitigation. Fall return to in person learning and next year’s Virtual Learning options for families. Our hope is that you will see and hear our commitment to Team BCPS. Next slide.

DR. SCRIVEN: On May 10, Baltimore County Public Schools was able to go green or implement our new and improved updated firewalls. Additionally, on Monday, May 10, all of our elementary students were able to receive a Google Meet access, those both face to face, in person, and those students who remained virtual. On May 11, all middle school students were given access to Google Meets from the school in person face to face. And on May 14, Friday, all high school students were given Google Meet access in school, face to face. We’ve been running at an average of 19 to 22 gigabits out of our 40 gigabit availability. And we have had no intermittent interruptions to our internet services, since the go live date of Monday, May 10. Next slide, please. Dr. Zarchin?

DR. ZARCHIN: Thank you, Dr. Scriven. At this time I will share the updated health and safety mitigation strategies. Indoors, masks are required to be worn in all BCPS offices and schools. Governor Hogan’s executive order released Friday continues to require masks to be worn on school buses and in schools. The CDC guidelines released last Thursday, that relaxed masking recommendations were directed towards vaccinated individuals only. Outdoors, unmasked individuals should maintain physical distancing of at least three feet or to the greatest extent possible. Mask wearing continues to be recommended for all persons who have not been vaccinated. Next slide please.

Baltimore County is in the orange zone for COVID transmission, meaning that COVID rates are substantial but no longer high. While rates are in the orange zone adults in BCPS schools and offices are expected to continue to follow six foot physical distancing. Students in classrooms should be distanced from other students as much as possible, and at least three feet. Six foot physical distancing is recommended for students during meals, music and physical education class. Also when they are in common areas of the school, like auditoriums and main entrance ways.

For the next slide, I would like to welcome Miss Somerville coordinator of Office of Health Services.

MS. SOMMERVERVILLE: Thank you, Dr. Zarchin.

Beginning on May 10, and continuing through June 16, BCPS will be offering COVID vaccines to students and their families at 19 schools. We are very thrilled with the partnership with our Baltimore County Department of Health and have seen great interest in these clinics. I expect that by the end of the clinics, we will have vaccinated over 2000 persons at the school based clinics. Staff who have not been vaccinated have been encouraged to consider getting their vaccines either in our clinics or in clinics that are available in the community. Many of our clinics are available now on a walk in basis. Family members can also get their vaccine at our school clinics, and are also being connected with resources in our community. Again, the vaccine is widely available, and we are very encouraged by the interest of our community in getting their COVID vaccines. I now like to turn it over to Dr. George Roberts.

DR. JONES: Thank you, Miss Sommerville. I'll actually take it. I'll actually take it from here. Good evening, everyone. As of Friday, we had the following number -- I'm sorry as of as of this day, our four day expansion update is consisting of elementary schools and secondary schools. In preparation for the fall return to five days full time face to face instruction, school leadership teams are excited to welcome as many students as safely possible for the remainder of this school year. Elementary and public separate day schools, as you all know, have returned and or invited those choosing to return to four days of in person instruction. And we’re very excited about that. As of last week, we had the following numbers of students participating in face to face instruction. At our elementary and public separate day schools. 27,095 students are enrolled in face to face or in person learning and that's for four days. At the secondary level, there’s a combined enrollment of 19,667 students participating in face to face instruction. This number includes students attending two days and students who attend four days of in person learning. Secondary schools are already engaging in outreach efforts to invite as many students as possible. At the high school level...
principals are anticipating seniors leaving May 21. And congratulations to all of our seniors. This will create additional opportunities for students and schools will be able to work with families to provide updates. At the middle school level, while they don't have students leaving, they are creating waitlists in some of our schools and processes that will continue to invite more students as other families choose to opt out and/or mitigation guidance changes. We will also explore options for bringing back additional middle school students on May 24. The goal is to have as many students as possible, safely take part in four days a week of in person instruction, as is feasible. We encourage all families to contact their child's schools directly with any additional questions. And now I'll turn it over to Dr. Roberts. Dr. Roberts?

DR. ROBERTS: Thank you Dr. Jones. So next slide, please. As we continue our extended learning opportunities and engagement, we've seen that over 8000 BCPS students have participated and engaged in the extended learning opportunities. 66% of those students opt in a Saturday program with 32% in the after school program. Students opportunities include students with individualized education programs, English learners, CTE students, student athletes, students in need of Saturday functions for students were not passing due to benefit from social emotional learning supports. In alignment with the state mandate, and our own students back for full time in person learning five days a week we return this fall to in learning. School leadership teams will collaborate to develop the summer reengagement plans to strengthen school connectedness in preparation for the fall. They will also share similar learning opportunities. <inaudible> also best learning opportunities for select staff in preparation for the fall <inaudible> We will continue to follow the science, implement recommended mitigation strategies in collaboration with the CDC MSDE, Baltimore County Department of Health guidelines and explore options to expand COVID-19 testing in schools. So at this time, we'll turn it over to Mrs. Byers to continue. Ms. Byers?

MS. BYERS: Thank you, Dr. Roberts and good evening.

So how are we preparing our teachers to be able to engage in this work? Well, professional development will be the focus as we try to meet the needs of our school communities. The Education Resource strategies recommends five power strategies to inform practice, one of which addresses the use of empowering and adaptable instruction. This includes our students and teachers working with an empowering curriculum that is aligned to rigorous standards, scaffolds learning over time, and that infuses social emotional learning, and students cultural backgrounds, interests, and lived experiences. It also means that educators are able to provide flexible just in time support to our students, based on their particular learning needs, at various points in time. Additionally, students will engage in regular formal and informal assessments that are standards aligned, and are used to inform future instruction and student groupings. Our teachers will need to have sufficient time for content focused collaboration led by instructional experts, where they prepare and adjust their instructional plans to meet the needs of all of our students. Additionally, there will need to be sufficient time for shared student focused collaboration among all of the adults, who are supporting our students, both academically and socially emotionally, teachers will need to receive ongoing feedback and support that will help them improve their instructional techniques through frequent observation and coaching cycles. And finally, it will be important that all of our teacher teams have regular access to instructional expertise in a job embedded professional learning structure. This could include team meetings and coaching cycles. Next slide, please. And at this time, I believe I'm turning things over to Dr. McComas.

DR. McCOMAS: Yes, good evening. So I will pick up and I just want to reiterate before I get into our virtual learning program that our goal and intent is to have all of our students return to five days in person instruction next year. However, we do recognize there are families who may not yet be ready to make that step, to take that step. And so as a result, we have developed our virtual learning program as a complementary program for those families until they are ready to return to in person instruction.
next school year. What you have on the screen in front of you is our very initial preliminary interest data. As all of you know, about two weeks ago, we sent out a high level interest survey, which was essentially a show of hands who may be interested in a virtual program for their child for next fall. If you look at the chart reading from the left to the right, the blue bar on the left represents the data for kindergarten all the way over to the far right, the green bar represents data for our rising 12th graders. In total, we had 6592 responses to the initial survey. And you can see how that breaks out across the grade levels.

And so again, I just want to reiterate our intent around our Virtual Learning Program is our last leg of responsiveness to the global pandemic, so that families can return to in person instruction as they are ready to do so. If I could go on to the next slide, I'd like to continue unpacking what our Virtual Learning Program is and what it is not. To help everyone as we continue to move forward and respond to the needs of our community, I want to be clear that our virtual learning program for next fall is a complimentary program. It is not a separate school in which students would stay in it grade by grade year after year. It is directly built in response to supporting families about returning to in person instructions safely. Our Virtual Learning Program for next year will be run and organized as a centralized model. This is different than what we have experienced this past year. And I think Miss Rowe last time asked some questions about this. So what we experienced this past fall was what I would call a school based model. So our students received virtual instruction from their school teachers, just as they would have the same teachers if they were in person -- that was a school based model. Ours will be a centralized model and so we will have a central staffing of teachers who are fully dedicated to the program for next fall. Again, these dedicated teachers will only be teaching virtually and they will only be teaching to students who are in the virtual learning program, as opposed to what our families are experiencing right now, which we would refer to as concurrent teaching where teachers have some students in person, and they simultaneously have students who are virtual. And so I just wanted to clarify that because I know that was an important question that many people may have because we have evolved phase by phase through this entire journey over the last 16 months together as a community. And lastly, it's important to understand that because our goal is ultimately for our students to return to in person five day instruction, our students will be co enrolled with their typical school, their primary school or their home school of enrollment. Because ultimately, again, we want our students to return to in person five day instruction next year, as quickly as our families are confident and comfortable to do so. Keeping in mind as our students are co enrolled with their home school, they will have opportunities to access athletics, extracurriculars, food services, and related services through their home school.

And lastly, the one last thing I want to make sure that people understand, especially for those who have older students, who perhaps have done some of the Maryland virtual online programs, Virtual Learning next year is not an independent self-paced course, that students would just work themselves through without any teacher support. So I...
MS. PASTEUR: Yes. Thank you, Miss Scott. Dr. Williams, I appreciate and thank you and your staff for this presentation, especially regarding the opening of the four days, and how you and the community superintendents and the directors, and all going to work with fidelity and integrity to open as many of our secondary schools as possible, I am happy to hear that. I know that as an English teacher, there are probably people think I can't read a chart or graph. But I really can. And I start my days by looking at the metrics and following the pattern to make sure we're not doing a start and stop. And so I am so comfortable that about where we are, I've even looked at the areas that had the zip codes that had high numbers when this first started. Today, Dr. Williams and I attended our first graduation. So seniors are pretty much out of the buildings in the high schools, which means there's more room for them to navigate in the halls and common areas. And also there will be some teachers now who were senior teachers who I know will be open to supporting their colleagues as needed. So I'm thanking you, I don't see a need for a motion. I don't see any need for any new days, you have named the tune. I'm happy in my what position to end. And I look forward to seeing how you and your staff will negotiate the how so we can get our students in to see as a barometer to what the fall will look like, as well as more about what the needs of our children are. Thank you for this presentation. And I'm leaving this with the knowledge that you have the fidelity and the integrity to get as many of our children back for this last month for four days as possible. Thank you.

CHAIR SCOTT: Thank you. Next Mr. Offerman?

MR. OFFERMAN: Yes, my question is do we need any special state approval for our plan for virtual for next year?

DR. WILLIAMS: So first, let me thank Miss Pasteur for your comments. And thank you Mr. Offerman for your question. We do have to share our plan with Maryland State Department of Education and I'm going to ask Dr. Bosman McComas to share an update about that process. Dr. McComas: Yes, thank you, Mr. Offerman. And I do want to assure everyone that our team actually has been, in fact working hand in hand with the office in MSDE. That is the team that will review plan submit by
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<td>LEA's and that our plan is really well aligned and</td>
<td>indicate what is sort of their driving factor to be</td>
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<td>identical to in many ways very similar to the surrounding</td>
<td>interested in a virtual learning program. By and large,</td>
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<td>LEAs and LEAs across the state. So what essentially, Mr.</td>
<td>the majority of parents indicated they were interested in</td>
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<td>Offerman, to get to the heart of your question, if a</td>
<td>the Virtual Learning Program potentially, as a function of</td>
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<td>school system is requesting to create a separate virtual</td>
<td>health concerns either perhaps for their child or someone</td>
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<td>school that has a separate virtual school ID number, that</td>
<td>in their household. However, there was a portion of their</td>
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<td>is something that under COMAR needs to be approved. What</td>
<td>responses that indicate they felt that their child thrived</td>
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<td>we are doing and many of the LEAs are doing are submitting</td>
<td>or did better in a virtual format. And so we're looking at</td>
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<td>our plans for review and feedback because we all want to</td>
<td>this really, as a step one step two process, we know</td>
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<td>make sure that plans are strong plans for those students</td>
<td>fundamentally, our purpose right now is to provide a</td>
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<td>whose families choose this as an option. And so we will be</td>
<td>response to the conditions of the pandemic, as and so our</td>
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<td>submitting, as Dr. Williams indicated, and we look forward</td>
<td>program for next year is not a separate school with a</td>
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<td>to any feedback that MSDE provides us. And again, I just</td>
<td>separate ID number. And we are looking at it as</td>
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<td>lastly would like to assure you that my team and I have</td>
<td>fundamentally a temporary response. However, we do want to</td>
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<td>been in ongoing conversation with the office that reviews</td>
<td>next year, dig deeper and understand more the families who</td>
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<td>these plans. So I hope that answered the question.</td>
<td>feel that this is something they might be interested in a</td>
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<td>MR. OFFERMAN: Yes, thank you.</td>
<td>sort of a permanent pathway, we'd like to unpack that more</td>
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<td>CHAIR SCOTT: Thank you. Next is Miss Rowe</td>
<td>with the families who are interested, we'd like to see how</td>
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<td>MS. ROWE: Yes. So I have questions about how the</td>
<td>that is actually working for our students. And then we</td>
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<td>staffing for the virtual school will be funded. And I also</td>
<td>would explore constructing that proposal. And that would</td>
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<td>would like to know if this is considered a temporary</td>
<td>be an example of requesting a virtual school, that would</td>
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<td>Virtual School Program, or if this will transition into an</td>
<td>have to go to the State Board for approval. And so that</td>
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<td>alternative for people who would like to homeschool?</td>
<td>would be more of a long term initiative as a school</td>
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<td>Dr. McComas: Yes. So Dr. Williams, if it's</td>
<td>system. Many of you and I'll just add, just to round this</td>
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<td>okay, I'll go ahead and jump in.</td>
<td>out, many of you may be familiar that we have already had</td>
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<td>DR. WILLIAMS: Yes, go ahead.</td>
<td>at the secondary level for a number of years an E Learning</td>
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<td>Dr. McComas: Sorry. Yes, so Miss Rowe, let me</td>
<td>Program, which is fundamentally a virtual instruction</td>
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<td>just tackle the first part, and then I'll get into the</td>
<td>program. But that has been really in place for our</td>
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<td>second part. So the first part is we are fundamentally</td>
<td>students who are designated, they're under the</td>
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<td>looking at using our CARES grant, which is intended of</td>
<td>superintendent designees, and they are co enrolled with</td>
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<td>course to support school systems as we work through and</td>
<td>their home schools. And they ultimately again, the goal is</td>
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<td>respond to the pandemic and recovering from the pandemic.</td>
<td>for them to return to their home school and in person</td>
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<td>So we are fundamentally funding the positions through the</td>
<td>instruction, and they graduate from their home school. So</td>
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<td>cares resources. There may be some materials as we get</td>
<td>we do not have a separate virtual school with a school</td>
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<td>deeper into packaging materials and making sure students</td>
<td>number that students would matriculate and eventually</td>
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<td>have everything. There may be some materials that have</td>
<td>graduate from. So that being said, Miss Rowe, it's a yes</td>
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<td>already been operationally funded and are part of our</td>
<td>and a yes, it's a yes, right now, it's temporary in</td>
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<td>inventory already. And so that could be a combination.</td>
<td>response to the pandemic. But we will use next year to</td>
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<td>To get to your second question around, is this</td>
<td>understand more deeply for families with students at</td>
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<td>temporary? Or how long term will this be? We did, as you</td>
<td>younger grades, as well as older grades. What is the real</td>
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<td>may know, in our interests form, we ask families to</td>
<td>community interest? And does that seem to in fact, be a</td>
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<td>viable pathway for our students to be successful?</td>
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**Proceedings**

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<td>MS. ROWE: Okay, can you also tell me if the</td>
<td>this is just my own personal thought that there may be</td>
<td>families who once their child has the opportunity to be</td>
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<td>curriculum for the Virtual Learning will be aligned with</td>
<td>vaccinated, maybe more comfortable and ready to return.</td>
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<td>the same as what children are getting on that grade level</td>
<td>And we want to get our students back in in person learning</td>
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<td>in the regular schools? Will it be more rigorous, less</td>
<td>as quickly and efficiently as possible. So we will have</td>
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<td>rigorous? Will there be GT, individualized IEP stuff?</td>
<td>that process, although we are right now asking families to</td>
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<td>Like is there going to be getting the same opportunities?</td>
<td>make the yearlong commitment, because it really helps us</td>
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<td>MS. ROWE: Yes, so it is the same grade level</td>
<td>in the planning process. But we certainly as families are</td>
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<td>standards that are aligned with the Maryland College and</td>
<td>ready, we will facilitate them returning to their home</td>
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<td>Career Readiness Standards, it is the same curriculum, it</td>
<td>school.</td>
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<td>is not a separate curriculum. And to that end, Miss Rowe,</td>
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<td>yes, students that are registered for gifted and talented</td>
<td>MS. MACK: That leads me to my next question.</td>
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<td>or advanced placement courses, that to the greatest extent</td>
<td>Teachers and administrators have been telling me that</td>
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<td>possible will be available, I will say upfront that not</td>
<td>probably the most disruptive part of our current Virtual</td>
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<td>every single course at the upper levels will be available,</td>
<td>Learning setup is the fact that students have signed up</td>
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<td>for example, choreography is one example that comes to</td>
<td>for one thing, maybe coming into school, and then they</td>
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<td>mind that is not transferable to the virtual learning</td>
<td>stay home or they've signed up to stay home and they come</td>
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<td>program with this idea that this is really in response to</td>
<td>into school. When a family signs up for VLP and they have</td>
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<td>the pandemic. As students with IEPs, this is really</td>
<td>not like filled out the paperwork or whatever to come back</td>
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<td>something as is always the case with IEPs, we want to make</td>
<td>because their child got vaccinated or family members are</td>
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<td>sure that we have the IEP team have a meaningful</td>
<td>vaccinated -- are we going to allow them to come back and</td>
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<td>conversation, we need to make sure that this is really</td>
<td>forth at their own discretion? How are we going to</td>
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<td>part of the continuum of services. And I want to make sure</td>
<td>mitigate the impact of that disruption?</td>
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<td>that I am using the proper language because, again, IEP</td>
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<td>plans are individualized and that really needs to be</td>
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<td>thoughtfully looked to make sure that this would be the</td>
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<td>right setting for a student in the least restrictive</td>
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<td>environment. And then also for our English learners, they</td>
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<td>will have access and resources in a virtual learning</td>
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<td>program as well.</td>
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<td>CHAIR SCOTT: Okay, thank you, next it looks</td>
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<td>like we have Miss Mack.</td>
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<td>MS. MACK: Thank you, Miss Scott. I have four</td>
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<td>questions. And Dr. McComas since you're on the screen,</td>
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<td>pending permission from MSDE, Do we expect the VLP to be a</td>
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<td>full year offering, a first semester offering or something</td>
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<td>Ms. McComas: Great question. We are asking</td>
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<td>families to make a yearlong commitment because it is a</td>
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<td>process in place to help facilitate that. I suspect and</td>
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and can look at grade level groupings. It is true if I
were a virtual teacher and I were teaching third grade, I
may have third graders from a wide variety of home schools
in the virtual classroom together.

MS. MACK: And then my last question is, if
teachers choose VLP, will they be able to return to their
school of origin?

Dr. McComas: Great question. So we are using --
we are anchoring everything to the greatest extent
possible in our traditional BCPS processes. And so
teachers who apply to the virtual learning program are
applying as voluntary transfers. So just as if they were
applying to become an English resource teacher or
consulting teacher, this is something they’re choosing to
apply to. And then at the end of that they would then need
to apply elsewhere. So there is not a guarantee that
you’re going to go back to the school of your previous
assignment.

MS. MACK: Thank you for the presentation. And
thank you for answering my questions.

Ms. McComas: My pleasure. Miss Mack, take care.

DR. SCOTT: Next is Dr. Hager.

DR. HAGER: Yes, I wanted to circle back to Dr.
Jones. His comments on slide five, I heard you say that
when mitigation guidance changes that we may revisit
inviting other children back into middle and high schools.
And I also heard May 24. And then I missed the middle. So
could you explain exactly what’s going to happen on May
24?

Dr. Jones: Sure, so what I shared about May 24, is
that we will explore options for bringing back additional
middle school students on May 24. Prior to that, I talked
about the fact that our seniors last day is May 21.

However, middle schoolers are not leaving. They are still
in process and still in school, but on May 24, we would
be talking about exploring those exploring those options.
And then in terms of mitigation, and your question around
that, I basically shared that at the middle school level,
they’re creating waitlist or processes to continue to
invite more students as other families choose to opt out

and/or mitigation changes, guidance changes. So that end
or means as we know, the CDC guidelines are constantly
changing. We know that families are constantly making
decisions, and we just want to weigh all of those options
-- and one could come before the other. Mitigation
guidance change could happen as early as tomorrow versus
someone opting out and capacity being a way by which other
students can come. So we’re looking at all of the factors
and taking all of them into consideration. And not
necessarily ordering one over the other, but taking them
all into consideration. So that we are able to, as we
stated, allows students and families who are in need of or
want to experience face to face instruction to be able to
do so. And that was at the middle school level. Does that
help clarify a little bit?

DR. HAGER: It does, because we also heard I think
it was Mr. Roberts say that we were in the orange zone.

And that’s a tough -- so that we have two metrics that we
go on. And one, the main metric most people refer to as
the percent positivity. And as of May 11, we were at 3.2%,
which is blue and blue is best, we can’t get better than

blue. And the other metric is in the orange zone, but
certainly trending downwards, and really close to hitting
our benchmark 50 cases per 100,000. And so I'm just a
little bit concerned about the vague language around, you
know, revisiting things on May 24, given that we only have
about a month left at that point. And I think most people
know I was against reopening four days a week for everyone
when our when our rates were higher, but they’re about as
good as -- they’re good and better than I ever imagined
they’d be at this point. And so I'm considering making a
motion to be honest, to reopen sooner, because I'm a
little bit worried about the vague language to be honest.

Dr. Jones: And thank you for sharing that. And
actually, before you do that, I just wanted to just
clarify that your commentary was kind of around metrics.
What I was sharing was more about mitigation. And so there
is a difference there. But I totally understand your
point. And your point is well taken. Thank you for the
opportunity to respond.

DR. HAGER: Yeah, and you know, and I know we don’t
cohort but we you know, once you hit a certain point, then
Dr. McComas: So our virtual learning -- Thank those students?

MS. HENN: Thank you, Madam Chair. Good evening, Henn.

CHAIR SCOTT: Okay, next, it looks like it’s Ms. Henn. And thank you, Madam Chair. Good evening, Ms. Henn. Thank you, Ms. Henn. And thank you, Dr. Williams. So forgive me, Dr. Williams.

DR. WILLIAMS: Ms. Henn, I think you’re asking some good questions. I made a comment about following up with the state superintendent and the state board. I think those are some questions many other district systems are exploring the virtual learning and I think we will be able to provide some updates once we hear from our state superintendent.

MS. HENN: Thank you, Dr. Williams. And thank you, Dr. McComas. My second question, shifting gears, and I don’t know if anyone on the call has this data. But do we know our current middle and high school in person attendance numbers, in terms of average percentages?

Dr. Roberts: So Ms. Henn, that information is -- I apologize, I apologize for earlier. I think I was breaking up and my video was breaking up. So that information is being collected this week by our schools.

Dr. McComas: So I certainly understand your point Miss Henn. And I would say, if we as a system move to inclement weather days being Virtual Learning days for the entire system, then that would apply, but I defer, I think I hear Dr. Williams. So forgive me, Dr. Williams.

DR. WILLIAMS: Ms. Henn, I think you’re asking some good questions. I made a comment about following up with the state superintendent and the state board. I think those are some questions many other district systems are exploring the virtual learning and I think we will be able to provide some updates once we hear from our state superintendent.

MS. HENN: Thank you, Dr. Williams. And thank you, Dr. McComas. My second question, shifting gears, and I don't know if anyone on the call has this data. But do we know our current middle and high school in person attendance numbers, in terms of average percentages?

Dr. Roberts: So Ms. Henn, that information is -- I apologize, I apologize for earlier. I think I was breaking up and my video was breaking up. So that information is being collected this week by our schools.

Dr. McComas: Thank you, Mr. McMillion. Our VLP teachers will be using Schoology just as our in person classroom teachers use Schoology. And so resources will be available there that's all incorporate with our gradebook and our curriculum archive. I think I answered your question.

MR. McMILLION: Well, I'm not -- I don't mean to be mean, but I don't understand that.

Dr. McComas: That's okay.

MR. McMILLION: If a child or a parent woke up at 2:00 in the morning and wanted to go back to a lesson, could they go on to Schoology or whatever format and find that lesson? And maybe they need remediation?

Will those lessons be electronically saved?

Dr. McComas: So no, Mr. McMillion, we are not videotaping our lessons. They will be live in person lessons. Teachers sometimes do choose to videotape parts of lessons that students can go back and rewatch and, like narrated PowerPoint, for example, might be a resource that a teacher has available, but day in and day out lessons will not be videotaped and archived in like an archive of that nature.

MR. McMILLION: Okay, thank you.

Dr. McComas: Thank you.

CHAIR SCOTT: Okay, next, it looks like it’s Ms. Henn.

MS. HENN: Thank you, Madam Chair. Good evening, Dr. McComas. I have two questions. My first is, will or in person instruction that’s disrupted for any reason. For instance, weather related closures. Will Virtual Learning be an option for those students?

Dr. McComas: So our virtual learning -- Thank...
And under the direction of Dr. Williams, we can certainly provide an update.

MS. HENN: Thank you, Dr. Robert. Can anyone provide a ballpark? I have information that's anecdotal, which I don't want to base any decisions on. So if someone on staff could speak to a ballpark number even.

Dr. Roberts: Again, Ms. Henn, I think our information from Ms. Byers and Dr. Jones is similar to yours is anecdotal. We've been visiting schools this week, yesterday. And today, we're just speaking to our principals about, again, how many kids are coming, how many are four days and how many are coming of those kids. So similar to you at this point it's anecdotal. So that's why we didn't want to share specific data as we want to wait till we can get some firmer numbers as we get to the end of the week.

MS. HENN: Thank you. Let me reframe my question then based on what I do know, and that is certain high schools and families are reporting in person attendance numbers of single digits. In a lot of cases, five or fewer students in a class. And I'm wondering with those types of attendance numbers, again, to the to Dr. Hager's point, and the numbers are dropping in the right direction, why we can't extend the opportunity for all students to return to four days, especially with seniors leaving at the high school level. But at the middle school, there were still some questions and as Dr. Jones said, looking at a week from now what those numbers may look like and working and having our principals work with their communities to continue to invite more students but I understand your point. Thank you.

MS. HENN: Okay, with that, I'd like to make the motion that we allow all students the opportunity to return to four days of in person instruction.

CHAIR SCOTT: Yes. So Ms. Henn voted in favor of it. So then can she make that motion at this meeting?

MS. BRESLER: She cannot make a motion to reconsider.

CHAIR SCOTT: Okay.

MS. HENN: Madam Chair, my motion is different than Mr. McMillion's.

CHAIR SCOTT: It looks like it's the same zombie motion. You move that all students have the opportunity to return to four days in person instruction, effective May 24. That basically is the same motion that Mr. McMillion made.

MS. BRESLER: Basically, it's not the same. So the rule does not apply.

CHAIR SCOTT: Miss Bresler, I would ask you to weigh in on that because as I see it, that rule does apply.

MS. BRESLER: Well, I think if it's a different date, it may be different for four people, and I'm not sure that it.

CHAIR SCOTT: I'm sorry, you went out, Ms.
Bresler. You went out, Miss Bresler, I couldn't hear you.

MS. BRESLER: Sorry. I'm sorry. Um, I think if there's a different date, or there wasn't a date, and now there is a date, I think that may be make a difference for voters. And therefore I think it's, although it's a slight difference, it's a different motion.

CHAIR SCOTT: Okay. Just getting an inquiry on that because, as I understand it, the effect would be the same. So therefore, it's the same motion. Did you have a date on yours, Mr. McMillion? When you make your motion?

MR. MCMILLION: I'm pretty sure it was -- I'd have to go back and look up and check <inaudible> I think it was May 17th.

CHAIR SCOTT: Okay.

MS. HENN: Madam Chair, I'll withdraw. Dr. Hager voted against it and is willing to make the motion.

MS. GOVER: Lily said it first in the chat.

MS. BRESLER: Either way, it doesn't matter. We can either one do it. I voted. I voted with the prevailing.

CHAIR SCOTT: Excuse me. Point of order. Ms. Henn, you can't withdraw it because I stated it. So it's now the -- it's the property of the assembly. But also it wasn't a motion.

MS. GOVER: It was seconded so it was probably.

CHAIR SCOTT: Yeah, it was. It was moved and seconded. So it's the property of the assembly now. So then we would need to take a roll call vote on the motion.

Unidentified: Well, I'm sorry, was the motion declared out of order?

CHAIR SCOTT: No. Ms. Bresler said -- I thought it was out of order because to me it looks like a zombie motion. But what Ms. Bresler said was that because it has a different date on it May 24, then that makes it a different motion. Slightly different, as she said, but a different motion.

MS. CAUSEY: So, Madam, madam chair, I have a point of inquiry to the line of question. Thank you. Miss Bresler, as we know, with the pandemic and the discussion of reopening of schools, there are factors that are changing every week, essentially. So the motion at this time is different intrinsically than the motion at a different time because of the mitigating factors that were just shared with us this evening. In terms of the lowering transmission rate, the lowering positivity rate, the additional students that are leaving the buildings.

CHAIR SCOTT: I'm sorry, excuse me.

MS. CAUSEY: -- thereby providing additional capacity for student learning. So I would just want that to be supportive of this is a distinct motion.

CHAIR SCOTT: Thank you. Were there any additional questions of Ms. Gover?

DR. WILLIAMS: I have a comment, I just want to make. Just keep in mind that the team was talking about the difference between high school and middle school students. And we do want to welcome more students to come back. I'm just a little concerned about the capacity at our middle schools, as Dr. Jones reported that high schools, we have seniors leaving, of course that's opening up more space, but middle school students if there's space and we can continue with the mitigation strategies. I just wanted to raise that with the full board. Low concern about the middle school scenario.

CHAIR SCOTT: Yes. Mr. Muhumuza?

MR. MUHUMUZA: I move to amend the motion to delete the words 'all students' and to be replaced with 'all high school students'.

CHAIR SCOTT: Okay, so Mr. Muhumuza made an amendment to delete the words 'all students' and replace that with 'all high school students'. Is that correct?

MR. OFFERMAN: Second. Offerman.

CHAIR SCOTT: And it was seconded by Mr. Offerman. Ms. Causey, Madam Chair, I would like to speak to the amendment. This is Ms. Causey.

CHAIR SCOTT: Well I'm sorry, Ms. Causey, we have some other -- excuse me, point of order. We have some
other board members who are in line and would like to speak. It looks like Miss Pasteur?

MS. CAUSEY: Excuse me, madam chair. I actually was in the chat having a question regarding the motion before Mr. Muhumuza made his amendment. So

CHAIR SCOTT: So you have a question regarding the motion. Now we're discussing the amendment. Is your question germane to the amendment?

MS. CAUSEY: Yes, it is.

CHAIR SCOTT: Okay, so I wanted to make sure that we had an opportunity to hear from all board members and not just certain board members. So we have not yet heard from Miss Pasteur. So I wanted to make sure that she had an opportunity to ask the question or speak to the amendment.

MS. CAUSEY: Thank you, Madam Chair. And certainly I appreciate that. I have not yet had an opportunity to speak to this agenda item. And

CHAIR SCOTT: Excuse me, Ms. Causey.

MS. CAUSEY: And Ms. Henn has not had the opportunity to

CHAIR SCOTT: Point of order, Miss Causey.

Excuse me you're out of order, you're out of order, Ms. Causey.

CHAIR SCOTT: <inaudible> Miss Pasteur go first.

CHAIR SCOTT: Ms. Causey, excuse me. You're out of order. Miss Pasteur, do you have a comment to the amendment?

MS. PASTEUR: Yeah, actually I, yeah.

CHAIR SCOTT: Please go ahead.

MS. PASTEUR: Now because I was going -- I wanted another a piece to the amendment. But it's too late now. Mr. Muhumuza already made it. I'm fine, thank you.

MR. MUHUMUZA: <inaudible> amend it <inaudible> twice.

CHAIR SCOTT: Excuse me. I'm sorry.

MR. MUHUMUZA: Point of inquiry, I think can't you be amend it twice?

CHAIR SCOTT: She can, but she chose not to.

MR. MUHUMUZA: Okay. Thank you.

MS. PASTEUR: Well, now. I mean, we were so -- you were so embroiled there with Ms. Causey

CHAIR SCOTT: Do you have an amendment, Ms. Pasteur?

MS. PASTEUR: Because what I wanted to ask with us what Mr. Muhumuza said, but to put in the codicil or the piece that says, and middle schools as the metrics allow not the metrics, the metrics and population allow, so we would address both of the issues that the superintendent raised.

CHAIR SCOTT: So are you wanting to add an amendment?

MS. PASTEUR: Yeah, if I may, yes.

CHAIR SCOTT: Yes, you can add a second amendment.

MS. PASTEUR: I'll put it in the -- I'll put it in the chat.

CHAIR SCOTT: Okay.

MS. PASTEUR: Okay, Yes if you could put that in there and say it so that it can be properly stated. And then

MS. PASTEUR: Thank you. Yes, I will certainly do that. It's taking me a moment because people keep popping up and I can't see what I'm typing.

CHAIR SCOTT: Okay, so this is a second amendment to Mr. Muhumuza's amendment to Ms. Henn's original motion. Okay. So Miss Pasteur made amendment that all high school students and middle school students as appropriate by numbers of students. Is there a second?

MR. MUHUMUZA: Second.

CHAIR SCOTT: Mr. Muhumuza seconded the amendment. Okay. Thank you. And again, I want to make sure that we were getting to everyone. There's a lot of questions regarding the amendment and it looks like we -- and I want to make sure that we're hearing from all board members. So it looks like we've not heard from Miss Jose.

And you have a question to the amendment?

MS. JOSE: Yes, Miss Scott, thank you. The amendment that Miss Pasteur brings is essentially opening all high and my middle school kids. And my question to Dr. Williams, there are certain schools, middle schools, especially the school that my son goes to Perry Hall Middle, which is severely overcrowded. Miss Harris aware of that even on a regular day with two-day schooling. They
are overcrowded. How are we going to account for those
schools, middle schools that overcrowded and, not just
Perry Hall, there's several other schools in the system
that have an overcrowding problem that do not have
functioning bathrooms in the building that the cafeterias
are crowded and, while I understand the metrics look good
and there's only four weeks left, how will the system
accommodate those students when they come in and we are
over capacity?

DR. WILLIAMS: So thank you, Ms. Jose, and I'll
ask Dr. Zarchin to add any additional information. We
would be looking at the common areas, as you indicated,
the cafeteria where students, the entrance, all of the
media center library, but we will work with the schools to
accommodate the request and keep the distance. I believe
we can now look at three feet. Dr. Zarchin, do you want
to add anything to this?

Dr. Zarchin: Yes, that's correct. At this point,
we're at three feet. We are quickly approaching the
yellow, moderate transmission area. And in the way we're
trending, it's possible that we could be in the blue or low
transmission area before too long. The last four weeks,
we've had a steady decline in numbers, which has been great
to see. So we are trending in a very positive direction.
We're at three feet. Again, the exception is in when
students are eating and in common areas. But the big
challenge right now is student lunches, breakfast, when
they are eating, you know, that poses a little bit of a
challenge in some schools. We've talked about this. It
can be done. In other schools, it is a challenge because
of the numbers. And that's why we worked as a group to work
through the principals to get to this point. I think we're
working in the same direction. It just gives us a little
leverage for schools who have larger numbers.

MS. JOSE: Just a follow up question, Ms. Scott.
So, this Motion, when does this open schools? Is it next
week? Or is it immediately?

CHAIR SCOTT: The Motion says May 24th.

MS. JOSE: May 24th. And Dr. Williams, is that
Motion something that the system of the principals will be
working with? Is that something they're aware of that will
be happening? Is that enough time for them to get ready.

MS. CAUSEY: Okay. So you don't have any numbers
just have to look at individually with our school and our
school leaders.

MS. JOSE: Thank you, Dr. Williams. So does this
Motion then take that into consideration? Would principals
be autonomous to make that decision that they are
overcapacity and they could not bring everybody back?

MS. PASTEUR: My Motion does that. It says by
numbers of students.

MS. JOSE: So some schools then could decide not to
bring students back because they don't have the capacity
or the spacing. Okay, thank you.

CHAIR SCOTT: Thank you. Next is Miss Causey.

MS. CAUSEY: Thank you, Madam Chair. Earlier in the
presentation, Dr. Jones provided numbers - 27,000
elementary schools and 19,667 students middle school
two-day and four-day and high schools. What is the
breakout between middle school and high schools?

CHAIR SCOTT: Thank you Miss Causey. I don't have
that information, but we can work through Dr. Williams to
get that information. I just had that overall number.

MS. CAUSEY: Okay. So you don't have any numbers
to present to us to say that it's not a fabulous idea to allow middle school students to come back and high school students to come back. My other question was what is the option for students to bring a towel for instance and go outside and sit and eat their lunches?

CHAIR SCOTT: I'm sorry, point of order, Miss Causey, are you, these are questions to the amendment. That's not germane to the amendment at hand. Now do you have a -

MS. CAUSEY: - Actually it is germane because it is -

CHAIR SCOTT: - It is not -

MS. CAUSEY: - Exactly to the numbers.

CHAIR SCOTT: - Eating outside on a towel is not germane to the amendment at hand. Now do you have a question germane to the amendment.

MS. CAUSEY: It is germane to the amendment because what we're trying to decide is -

CHAIR SCOTT: - Okay, Ms. Causey, I'm not going back and forth. Next is Dr. Hager. Do you have a question?

MS. CAUSEY: Trying to decide whether it's all students or whether it's middle school and high school -

CHAIR SCOTT: - Okay. Thank you Ms. Causey. Dr. Hager -

MS. CAUSEY: - So my question today and I don't appreciate being -

CHAIR SCOTT: - Ms. Causey, you are out of order. Once again, I remind you, you're out of order, once again. Dr. Hager, do you have a question to the amendment?

DR. HAGER: Um, yes. Well, I originally had a comment and Dr. Williams just actually answered my comment for me, which is that we are approximately at three feet now and we've been operating at a six foot distance in middle and high schools. So there will be a lot more space. And I'm a little bit concerned about both of the amendments, because I worry that they'll take time to generate the numbers. And the calculations needed to kind of determine what the numbers are. Not all middle schools have weightless, only some do. And so I feel like instead of taking all that time for more preparation, when we only have four weeks of school left, the time should better be spent seeing who would like to come back, finding out what those numbers are and putting the operation into play as opposed to doing the math and continuing to do it that way. So that's my own opinion. And that's why I would not support the amendments, but I do support the original motion.

MS. CAUSEY: Madam Chair, I move to question on the amendment. Miss Causey.

MR. MUHUMUZA: Point of order. Point of order,

MS. CAUSEY: I call second before the point of order, Madam Chair, in case you didn't hear me.

MR. MUHUMUZA: I can still interrupt a point of order, I believe. I said I believe a point of order can still interrupt. But anyway, I don't believe that Miss Causey received the floor appropriately to make that motion.

I believe to move the question. I believe they have to get recognized by the chair then make that with the question.

CHAIR SCOTT: Submit the question. Ms. -

Oh, I'm sorry. I didn't have my microphone on. I believe that Mr. Muhumuza raised the question, Miss Bresler if you could weigh in on that. He said that he does not believe Miss Causey was properly recognized to move the question.

MS. BRESLER: It appeared to me that that you had moved on to another speaker.

MR. MUHUMUZA: Thank you.

CHAIR SCOTT: Okay.

MS. BRESLER: She was not recognized at that point in time.

CHAIR SCOTT: Okay so she was not properly recognized to move the question. So we can go ahead and take a vote on the two amendments. The first being starting backwards would be Miss Pasteur's Amendment, which was Miss Pasteur's Amendment, which was moved and seconded by Mr. Muhumuza. All high school students and middle school students as appropriate by numbers, but by numbers of students. Miss Gover, if we could take a roll call vote, please.

Miss Gover: Ms. Rowe?

MS. ROWE: No.

Miss Causey: No.

MS. MACK: No.
MR. McMILLION: Yes.
MS. JOSE: Yes.
MS. HENN: No.
MR. MUHUMUZA: Yes.
MS. GOVER: Mr. Offerman?
MR. OFFERMAN: Yes.
MS. PASTEUR: Yes.
MR. KUEHN: No.
DR. HAGER: No.
CHAIR SCOTT: Yes.
MS. GOVER: Favor six.
CHAIR SCOTT: Okay, so Ms. Pasteur's amendment did not go forward. So then the second part would be to process Mr. Muhumuza's amendment where he added all high school students to Miss Henn's motion. If we could take a roll call vote on that please.
MS. GOVER: Ms. Rowe?
MS. ROWE: No.
MS. CAUSEY: Yes.
MS. MACK: No.
MR. McMILLION: Yes.
MS. JOSE: No.
MS. HENN: Yes.
MR. MUHUMUZA: Yes.
MR. OFFERMAN: No.
MS. PASTEUR: Yes.
MS. GOVER: Mr. Kuehn?
MR. KUEHN: Yes.
DR. HAGER: Yes.
CHAIR SCOTT: No.
MS. GOVER: Favor is nine.
CHAIR SCOTT: Okay, so that Motion passes. Sorry.
The next item on the agenda is unfinished business consideration for policies. Members of the Board, the Policy Review Committee asked that the Board accept the Committee's recommendation to amend the following Board policies: Policy 1270, parent and family engagement; Policy 4004 evaluations. These recommendations are presented to you on tonight's agenda as Exhibit J. And this is the final reading. Do I have a motion to accept the recommendation of the Board's Policy Review Committee?
MS. CAUSEY: Excuse me, Madam Chair point of order.
CHAIR SCOTT: - Excuse me? Excuse me. Ms. Causey, yes, excuse me. We were in the middle of, it was moved, and we were in the middle of a motion to accept the Board's Policy Review Committee and a second isn't needed since the recommendation comes from the Committee. So we've moved on now to another agenda item. So is there any discussion --
MS. CAUSEY: I had put in the chat quite a while ago that I wanted to speak to the reopening agenda item and then -
CHAIR SCOTT: - Excuse me, Miss Causey we had that one did not pass. And now we could do a roll call vote please on the original motion from Miss Henn, where she moved that all students have the opportunity to return to four-day in-person instruction effective May 24th.
MS. GOVER: Ms. Rowe?
MS. ROWE: Yes.
MS. CAUSEY: Yes.
MS. MACK: Yes.
MR. McMILLION: Yes.
MS. JOSE: No.
MS. HENN: Yes.
MR. MUHUMUZA: Yes.
MR. OFFERMAN: No.
MS. PASTEUR: Yes.
MS. GOVER: Mr. Kuehn?
MR. KUEHN: Yes.
DR. HAGER: Yes.
CHAIR SCOTT: No.
MS. GOVER: Favor is nine.
CHAIR SCOTT: Okay, so that Motion passes. Sorry.
already voted on the motion and we had moved forward.  
Excuse me, Miss Causey, you continue to be out of order.  
Excuse me. We've now moved on to another agenda item. We  
cannot go back to another agenda item when we have moved  
on. So if there's any discussion -  
MS. CAUSEY: - I'd like to request -  
CHAIR SCOTT: - on the Board's Policy Review  
Committee, then we can go ahead -  
MS. CAUSEY: - you have not been able to speak to  
Agenda -  
CHAIR SCOTT: - Miss Causey, excuse me. Is it your  
purpose to hold this Committee hostage, this assembly  
hostage through endless debate? Do you recognize that this  
is a business meeting of the Board of Education so that we  
can process the business of the people at hand and process  
BCPS business? We have items to attend to. So I'll ask you  
again. Is it your purpose to hold this assembly hostage  
through endless debate?  
MS. CAUSEY: Madam Chair, it's my purpose to follow  
the processes.  
CHAIR SCOTT: Okay, and the process is that you  
must be recognized by the chair for the point of order.  
This is most unproductive -  
MS. CAUSEY: - reopening of schools -  
CHAIR SCOTT: - Ms. Causey, I'm asking you would  
you let us move forward with this -  
MS. CAUSEY: - teachers and I've been on this Board  
for almost six years. I'm well aware that we have business  
meetings; I'm well aware -  
CHAIR SCOTT: - Miss Causey, excuse me again,  
you've remained out of order -  
MS. CAUSEY: - to be the chair -  
CHAIR SCOTT: - you remain out of order and if you  
continue to disrupt this meeting -  
MS. CAUSEY: - And I'm asking for Miss Bresler to  
provide guidance on returning to an agenda item where  
there was unfinished business -  
CHAIR SCOTT: - Ms. Causey we've already moved on to  
the next agenda item. And it's already been moved. And  
we're moving on. A second is not needed because it comes  
from the Committee. Are there any members here who have  
any questions about Policy and Review Committee, and the  
items that just came for Policy 1270 or Policy 400, which  
is the agenda item that we are on?  
MS. CAUSEY: Madam Chair, I have comments about the  
policies. If there's no one else that has put in the chat.  
CHAIR SCOTT: Yes, Miss Causey, you may go ahead  
with your comments about policies.  
MS. CAUSEY: Thank you. It is my, it is my  
termination that Policy 1270 is not ready to be approved.  
There are no reporting requirements in it. There is no  
governance and oversight in terms of the Board  
understanding that it's being implemented effectively.  
There are no specific feedback loops for parents; there  
are no feedback loops for Board members. We have heard  
many parents and teachers make it clear that communication  
is not clear, inclusive, respectful, effective to support  
our students' academic achievement, responsive, timely,  
transparent. There's a whole host of comments that we  
heard just tonight and as we heard from one of our  
teachers so eloquently, they did the work to rule because  
that was the only tool left in their toolbox. And it  
should be in Board policy, that there are other tools  
available to both our parents and our teachers and also  
our students for this policy to be effective. And it's  
not.  
CHAIR SCOTT: Any other questions? Miss Jose?  
MS. JOSE: Yes, just a quick question, Miss Scott.  
This comes recommended from the PRC Committee, which Miss  
Causey is also a part of, correct?  
CHAIR SCOTT: That is correct.  
MS. JOSE: This is brought up in committee before  
it came to the full Board all of these concerns so that  
the assembly is not held hostage to the work of the  
committee. So my concern is, are we doing the work of the  
Committee on the Board?  
CHAIR SCOTT: That seems to be the pattern and I  
will remind Board members that Committees are open for  
Board members to attend and ask questions, but it seems  
that Board members are intent on doing the work of the  
Committee during the full Board session, which delays our  
business meetings.  
MS. CAUSEY: Madam Chair, I'd like to respond.  
CHAIR SCOTT: Excuse me. No. Excuse me. No. We
are going in order. We're going in order. Miss Rowe, you have a comment, please go ahead.

MS. ROWE: I agree with Miss Causey's comments. And as individuals, such as myself, who were removed from the Committee, we can't obviously vote on the Committee to make changes, therefore, we must do the work of the Committee and the full Board, if we wish to have any voice at all, so in good conscience for the people who elected me, I will not be voting in favor of this policy because I believe it needs to go back to Committee.

CHAIR SCOTT: All right. Miss Grover, may we take a roll call vote, please.

MS. GOVER: Restate the motion please.

CHAIR SCOTT: Yes. The motion was on the policy 1270 parent and family engagement; Policy 4004 evaluations. These recommendations are presented to you on tonight's agenda as Exhibit J. And so I ask do I have a motion to accept the recommendation of the Board's Policy Review Committee.

MR. MUHUMUZA: So move.

CHAIR SCOTT: Yes, it's moved. Miss Jose moved it.

Thank you. Yes, I was just repeating it for those who did not hear and no second is needed since the recommendation comes from the Committee, we've had discussion, so now may we take a roll call vote please, Miss Kovar.

MS. GOVER: Ms. Rowe?

MS. Rowe: No.

MS. CAUSEY: No.

MS. MACK: [no answer]

MR. McMILLION: No.

MS. JOSE: Yes.

MS. HENN: No.

MR. MUHUMUZA: Yes.

MR. OFFERMAN: Yes.

MS. PASTEUR: Yes.

MR. KUEHN: No.

DR. HAGER: Yes.

CHAIR SCOTT: Yes.

MS. GOVER: Favor of six.

CHAIR SCOTT: Okay, so it did not pass. Miss Bresler, I wanted to see and presumably these will go back to Committee.

MS. BRESLER: I believe so. Yep. And it will come back to the Board. Okay, thank you. Okay, the next item on the agenda is the FY 2021 special revenue, supplemental appropriation of grant awards and for that I call on Dr. Scriven and Mr. Sarris.

Dr. Scriven: Yes. Good evening, Madam Chair, Vice Chair Dr. Williams and members of the Board. Tonight, we have with us Mr. Sarris and Mr. Tantleff, as we are seeking your approval for FY 2021 special revenue supplemental appropriation of grant awards. Mr. Sarris and Mr. Tantleff will walk you through this proposal. We took the liberty to forward an extensive executive summary, as this is something which is not precedent. I don't think, it's 2008, I believe, when the last special supplemental appropriation came before Board, so we wanted you to have some additional context for the significance of this request. So at this time, Mr. Sarris and Mr. Tantleff I'll yield the floor to the two of you. Thank you.

Mr. Sarris: Thanks, Dr. Scriven, and I believe Mr. Tantleff is going to go through the summary and I'll be available as well for questions.

Mr. Tantleff: Thank you. Good evening. Each year, the budget is amended when funds are transferred between MSDE activities. The categories established by MSDE each represent an appropriation of funds for specific purposes. Legislative bodies must appropriate or authorize the use of funds by law. Infrequently, unanticipated revenues are provided often by the federal government to local education agencies. This occurred during the 2008 financial crisis when our funds were provided to sustain LEAs when tax revenues eroded. Another such event, the global pandemic brought about extraordinary federal action by two administrations to provide four separate grants of additional funding to state and local agencies. As we've discussed throughout the year, Cares Act revenues today total over $150 million dollars. These funds were not known or anticipated on March 1, 2020 when the FYI 2021 budget was forwarded to the county executive. The first grant award was made June 26, 2020, and three successive grants followed through the summer and fall of 2020. The FY 2021 budget must now be amended to reflect the availability and use of these funds. The special revenue...
Supplemental Appropriation of Grant Awards as presented in motion to accept the Fiscal Year 2021 Special Revenue Supplemental Appropriation -

Chair Scott: Thank you. May I have a motion to accept the Fiscal Year 2021 Special Revenue Supplemental Appropriation -

Ms. Rowe: Madam Chair, I have questions I could put in chat.

Chair Scott: Yes, I thought though we'd do discussion after we make a motion and then discuss it.

Would that be correct?

Ms. Rowe: I believe we've done it a number of different ways, but whatever your preference.

Chair Scott: Well, we would like to do it the correct way. So I will start over again. May I have a motion to accept the Fiscal Year 2021 Special Revenue Supplemental Appropriation of Grant Awards as presented in a larger than anticipated Title One grant award. In operating budgets, supplemental appropriation special revenue grant funds in the amount of $54,529,564.00 is attached for approval by the Board of Ed. This supplement includes funds for the following grants awarded after the FY 2021 budget was finalized. As to our Cares One, the Coronavirus Relief Fund Technology Grant, the Governor's Emergency Relief or Gears Tutoring Grant, the Governor's Office of Rural Broadband, the Blueprint Concentration of Poverty Grant, the Baltimore County Workforce Innovation Opportunity Grant, there was excess money from the infants and toddlers Blueprint Grant, the Special Education Pass-through Grant, the Governor's Office of Rural Broadband, the Governor's Emergency Relief or Gears Tutoring Grant, the Governor's Office of Rural Broadband, the Blueprint Concentration of Poverty Grant, the Baltimore County Workforce Innovation Opportunity Grant, and, because it sounds like have we spent this grant money already and now we're going back and editing the budget?

Mr. Tantleff: Ms. Rowe these grant awards came in during the year. These are primarily driven by the Cares-related Coronavirus grants, which I think of all the Board has been briefed on all of them, so you are correct in that most of these grant funds for this year that we're requesting tonight have been spent, or are planned to be spent in the remaining months of the year.

Ms. Rowe: Okay, thank you.

Chair Scott: Next is Miss Causey.

Ms. Causey: Thank you. When was this document attached to Board docs and the Board gets it as sometimes gets documents as executive content that the public does not see until after the meeting. When was this attached to Board docs, and is it only executive or is it also public?

Mr. Tantleff: Ms. Gover would need to comment on what day they got uploaded.

Ms. Gover: This document was included when it was published and it is in public content.

Ms. Causey: Okay, thank you. And what day was it published?

Ms. Gover: I believe it was May 13th.

Ms. Causey: Okay, thank you. And so there is additional pandemic-related funding that's also coming in?

Mr. Tantleff: Yes. We are you talking about the what we call the Cares-three or the American Recovery Act funds, Miss Causey?

Ms. Causey: Yes.

Mr. Tantleff: Yes. We've not received an application for that yet, but we expect the application will be received in the next few weeks. And our understanding is once you receive it, we'll have about a month to turn it in probably in early summer, but that's unknown at this time.
MS. CAUSEY: So to dovetail with this Ms. Rowe, all of these monies have already been spent in these categories?

Mr. Tantleff: The ones in front of you, not the Cares three grant that you're referring to, but the ones presented tonight either have been spent, encumbered or what we expect to spend this much money by the end of the year.

MS. CAUSEY: Okay, so there's no distinction on here between what's already spent between what is encumbered and between what is yet to spend, is that correct? Mr. Tantleff: Yes.

MS. CAUSEY: So, how are we to know the timing and the specifics of, you know, where the money is going and when?

Mr. Sarris: This is Mr. Sarris, and I would just like to respond. The Board has received separate reports in the weekly update about the amount of expenditures, and I will just refresh everyone's memory. Approximately $9 million dollars, I think 9.3 million, is the last report we provided of the Cares One or [Esser] Grant has been spent this year. I will also note that about 4.5 million of it was spent last year in FY 20 and, as well as about 2.2 million from the Coronavirus Relief Technology Fund was spent in FY 20, and so that's why you see different amounts listed here in the summary from the full grant award. Both of the CRF technology and tutoring grants came to us the end of July and had to be spent by December 31st, and we did accomplish that in both cases. So those two CRF grants are fully spent. The Esser grant is not fully spent, less than half, and most of the remaining items here have not been fully spent, but will be by year end.

MS. CAUSEY: Thank you for that explanation. Just quickly on the line for MDBE, there's 88 million supplemental appropriation. I had asked to attend a legislative update, professional development at MABE coming up next week that cost $75, and I was told that the Board budget is all spent, so I'm curious what that excuse was.

Mr. Sarris: Right. Well, I don't, as you know, almost all of the conference and travel budget was set aside this year to provide the employees with a 1% COLA that was not fully funded by County Council, so I expect that very little travel was done throughout the system, but as to the specific budget and the Board, under the Board, I can't comment, other than we have severely restricted travel by Board, by Superintendent directive because of the pandemic.

MS. CAUSEY: So who would know the status of that?

Mr. Sarris: We can look that up and provide that information to the superintendent as well as Miss Gover.

MS. CAUSEY: Okay. I'll reserve my time if I have any left. Thank you.

CHAIR SCOTT: Next is Mr. Kuehn.

MR. KUEHN: Thank you. I appreciate Mr. Sarris sharing your interjection there. One of the questions I have, I feel as if we've talked about these funds before and this isn't, just so I'm clear Mr. Tantleff, this isn't new information, correct? It's just saying here, this is where we spent this money in this fiscal year that we've received.

Mr. Tantleff: Correct, Mr. Kuehn. What's, and the only thing driving this conversation is because we got such an extraordinary amount of revenue due to the Coronavirus pandemic, so because of that you've been informed about these expenditures as Mr. Sarris just mentioned, but we didn't have enough spending, we didn't appropriate enough money in the adopted budget to cover all of these funds. As I mentioned, we normally have $3 to $5 million dollars of special revenue funds that are set aside for if we get new grants, but obviously the magnitude of the grants we received this year dwarfed that. So you've seen the spending, but we're simply, it's an administrative request to just tie the revenue to the grants that we've been awarded.

MR. KUEHN: Okay. And then I do have a question about a specific grant, the Governor's Office of Rural Broadband. There's $750,000 sitting there. And my question for the school system is how are we going to spend the money to provide broadband access to people in rural parts of the county? Wouldn't the county take the lead on that activity.
Mr. Tantleff: Yes, what we have primarily done, Mr. Kuehn, is to provide several thousand hotspots and the county -

MR. KUEHN: - and I was aware about the, I'm sorry to interject, but I'm more than aware about the hotspots. When I hear rural broadband, that is a very different, you know, it's broadband access in rural areas, and that's why I'm, that's why I'm asking the question, because I, you know, I don't see the two kind of, you know, being the same.

Mr. Tantleff: Yeah, and I think the full name of the grant is urban and rural broadband, but, nonetheless, there is the county government has, has its own larger fund, along with the state, that will work with major service providers like Comcast and others, Verizon, to really build out the network infrastructure so that we don't rely on, just on hotspots, but given the small amounts that were given, we were encouraged to use it in that way, because of the very limited timeframe about three months that we had, on this particular grant.

Dr. Scriven: And Mr. Sarris, Mr. Kuehn, just so I can interject, I just want Mr. Corns just to hop in because it's a great question, and I want a little more clarity given, so Mr. Corns?

Mr. Corns: Thank you, Dr. Scriven. So, Mr. Kuehn, you're absolutely right, it was through the Governor's Office of Rural broadband. The Office has actually been renamed now to just Broadband, but the grant itself was designed for underserved students, both in rural and urban situations, and so we worked to provide the most flexible solution being the hotspots. That we put out a recent announcement through the county government using grant money, and roughly to 2.2, I believe, $2.2 million dollars to put infrastructure in the ground, particularly in the north of the county, which is really the purview of the county laying fiber to homes that don't have it, so not having the infrastructural capabilities of the county, we opted for a more flexible solution. Also leveraging some things like Comcast essentials had an extended offer where families could receive broadband for about $9.00, if they were already a customer. We partnered with the county for that as well. So that that grant did come in with a longer name than just rural broadband, and we used it across the district for the betterment of any student that asked for access to broadband.

MR. KUEHN: Okay, thank you. I appreciate that. And, and, and, you know, I want to just take a moment to thank you guys for continuing to answer the same questions again, and again. I feel like we see a lot of this information in multiple formats, and I know that at the Budget Committee, we discussed some of this money, and that there was the single audit that talked about the money in 2020, that we had, like four days or less than a month, and like $4 million dollars to account for so understanding fiscal years, understanding when the money arrived, how it had to be spent, it takes a lot of explanation and is significant sums of money, so I appreciate the clarification you're providing because this is challenging to understand, and we've been trying to pay as much attention as we can. So I can understand that the public might be confused when they see this and, you know, we're talking about adding $54 million dollars and there's just over a month left in our fiscal year, right, so it's, it's challenging. Thank you.

Dr. Scriven: Thank you.

CHAIR SCOTT: Thank you. DR. HAGER:

DR. HAGER: Yes, I have a very specific question about the line item for the Cares Act around tutoring, and so it sounds like this money has been spent this year, so it spent about $13 million dollars on tutoring services. And I know that a big focus of the Cares Act has been on kind of decreasing those learning gaps that we know will happen or are happening because of the pandemic. Can anyone talk a little bit more about how that specifically that $13 million dollars was spent and what sort of outcomes evaluation was attached to that?

Mr. Tantleff: Dr. McComas, did you want to speak to that?

Dr. McComas: I'm sorry, which particular grant again, DR. HAGER:

Mr. Tantleff: The tutoring grant from the fall?

Dr. McComas: Oh, yes. Thank you. I'm sorry. I was getting lost in which grants we were talking about. So yes, Dr. Hager, we were able to with that resource this
past fall, provide extended day tutoring services, and
actually that program remarkably allowed us even to
provide during day-tutoring services. All of it was
virtual at that point. In addition, we were able to buy
resources to support material resources that we were then
able to help distribute out to families to support their
students, related to special education, related to
literacy, related to, I believe, some mathematics
manipulatives and resources as well. So we were able to
use that in a variety of ways in that fall semester.

DR. HAGER: That's great. It's just a lot of money.
And will we ever see a full breakdown of kind of how that
was spent? I know you mentioned a lot of different ways.
And, you know, if we knew that investing $13 million
dollars in tutoring was going to be an effective strategy,
then that could be money we set aside in the future, so
kind of understanding how the effectiveness of those
approaches I think is really important.

Mr. Sarris: Dr. Hager, this is Mr. Sarris. I just
wanted to give you, I can give you a general summary, and
certainly, we'll have a full detailed report, but we spent
about 1.5 million during the professional development to
prepare teachers for the, what then was a very new, online
environment and to develop the curriculum we purchased. We
spent about four and a half million, well, excuse me, 5
million on teacher and tutor salaries, and the balance,
which I think, let's see, five, six and a half, the
remaining $6 million, $6.3 million was spent on actual
instructional materials, which were specifically adapted
to the virtual environment, so that's a rough idea.

DR. HAGER: Thank you.

CHAIR SCOTT: Thank you. Next is Ms. Causey.

MS. CAUSEY: Thank you. There was a comment about
some amount remains to be spent. What dollar value is
that?

Mr. Tantleff: The tutoring grant has been spent.

MS. CAUSEY: Out of the entire dollar.

Dr. Scriven: Yeah, what Miss Causey is
referencing, so out of the Total Cares, One Cares to, what
is the dollar amount still outstanding, unencumbered at
this time?

Mr. Tantleff: Is that? Well, for Cares, I can tell
you, you know, roughly Cares One, as of about a month ago,
we had spent 14.3 out of the 23.7 total. And for Cares Two, we just submitted our application, so we are waiting
to hear back on that, but we don't plan to start spending
that until July 1.

Mr. Sarris: And I can then -

MS. CAUSEY: - Go ahead.

Mr. Sarris: Yeah, just want to add that really the
balance of Cares One is going, as you may know, we spent
four and a half million dollars last year to support the
Food and Nutrition Fund balance, and of the remaining 9.3
million I believe that we have will also go to Food and
Nutrition Services. When the pandemic began, the fund had
about $17 million dollars, and that's what we used to
replace equipment by vehicles, make improvements to
cafeterias, and that fund was essentially entirely used.
And so we are hoping that we will be able to build the
resource back up so that we can continue to support the
operations and the meal pricing of the Food and Nutrition
Fund as it has historically been managed.

MS. CAUSEY: Thank you. We absolutely want to
support the Office of food nutrition. Will any of this
limit our funding of the 15 minutes for paying teachers
and educators 15 minutes a day for the next two years?

Mr. Tantleff: The 15 minute initiative, Miss
Causey, is in the Cares Esser Two Application that we
submitted. We have proposed to fully fund that initiative
for two years in that grant application.

MS. CAUSEY: Thank you and is any of this money
used to support HVAC improvements in the school for COVID
mitigation. I'm especially looking at Campfield Elementary
School or, excuse me, preschool, where we were sent an
email about that school around HVAC.

Mr. Tantleff: Not in the Cares Two Application.

There's no HVAC funding.

Mr. Sarris: Mrs. Causey, that's something that as
the full implementation of the extended instructional day,
it became apparent that we would have to shift the HVAC
work to our plan for Cares Three. So nothing in, there was
about a million dollars in Cares One to do some of the
initial work to provide signage and reroute traffic and
get schools ready back in August of 2020 when we thought

schools might open, but nothing else for HVAC yet, but that is the plan for Cares Three.

MS. CAUSEY: Okay, because that’s a big concern when we’re told that HVAC is ready and our little people are getting overheated. Thank you.

Mr. Sarris: You’re welcome.

CHAIR SCOTT: Yes, next is Miss Mack.

MS. MACK: Thank you, Miss Scott. I have a question about the broadband. You said it was the $750,000 was spent predominantly on hotspots. Is that a correct statement?

Mr. Sarris: Correct. And we also used about a million dollars of the Gears Grant for that same expanse.

MS. MACK: To whom did wecontract to provide the hotspots?

Mr. Sarris: We worked with a company by the name of Kajeet.

MS. MACK: They were the provider or they represented the provider.

Mr. Sarris: I think they were the hardware and Mr. Corns would have to tell me who the actual service provider was.

Mr. Corns: Miss Mack, Kajeet is a, it provides the service of the hotspots and the way that we procure the bundles of data, and we had multiple choices in which we would ask for both Verizon and AT&T hotspots, depending on where coverage was best utilized. For example, we found some areas of the county where Verizon hotspots were just not able to have as strong of a signal as AT&T, so we requested a mixed bag of both.

MS. MACK: I guess my question is a general question about a lot of this. So because this exceeds the amount of money for a contract, what was this brought to the Board on a contract?

Mr. Sarris: We only used existing available contracts and spending authority for all of these items. So I don’t, I can’t recall that any of these required any contract amendments.

MS. MACK: So for each one of these, the dollar spent there is some type of contract?

Mr. Sarris: Yes. So for instance, on the Technology Grant, you know, we had contracts in place for Chromebooks and on the Tutoring Grant we had contracts in place for instructional materials. It may cause us to bring them back to the Board sooner than we had planned in the future, but there was there were no short-term concerns about finding contracts.

MS. MACK: Thank you. My next question is about the $667,629 related to the carryover the Blueprint Concentration of Poverty Grant. In the May 7th weekly update, Dr. Williams provided a list of schools that will receive resources through this grant. Is this additional monies added to that grant so we would potentially have the opportunity to add more schools to get the resources? What specifically is this as it relates to that list of schools?

Mr. Tantleff: Miss Mack the concentration of Poverty Grant because of when it was awarded hiring, hiring time, etc., in FYI 2020, the carryover amount represents dollars that we didn’t spend in FYI 2020 and we asked MSDE if we could spend them in FY 2021. Those funds, it’s sort of a first in first out, so we utilized and will extend all those funds by year end. But by the same token, we will have some FY 2021 funds that were thus able to carry over. For some of the same reasons we, there was uncertainty in the grant, the hiring timelines, so we’ll be able to carry over those funds and spend them next year. Now, the grant itself is going from funding 10 schools to 21 schools next year. And so the grant will expand appropriately to fund those additional 11 schools. Plus the team will be able to reallocate any carryover funds that are approved.

MS. MACK: Thank you.

Mr. Tantleff: You’re welcome.

CHAIR SCOTT: Next looks like there’s a question from Miss Jose.

MS. JOSE: Thank you, Miss Scott. Actually, a lot of my questions were asked by the members of the board. So I just wanted to give a quick thank you to Mr. Tantleff and Mr. Sarris, Mr. Corns and Dr. Scrivens for explaining this quite succinctly. You know, school budgets are hard to understand even for a person that does budgets. Thank you for making it so clear. Thanks.

Mr. Sarris: And I’d also just like to note...
that Mr. Tantleff worked just over the past few weeks with
the county executive staff to anticipate and build into
the FY 22 budget, the future grants that, we now we have a
good enough idea about what we're getting. And we've made
some estimates about what we will spend in FY 22. And FYI,
23. And, so we worked with the county much later into
this process than we typically would, so that we will not
-- our plan is to not have to do a supplemental
appropriation next year because we had enough data to make
some reliable estimates. And the county was able to add
these to their budget after we forwarded it initially to
the county executive.

MS. JOSE: Thank you, Miss Scott. I would like to
call the previous question please.

CHAIR SCOTT: Miss Jose called the question. Is
there a second?

MR. OFFERMAN: Second. Offerman.

CHAIR SCOTT: All right, Miss Grover, if we could
vote on calling of the question please.

MS. ROWE: Abstain

MS. CAUSEY: [no response]

MS. MACK: Yes.

MR. McMILLION: Yes.

MS. JOSE: Abstain.

So tonight, our consultant Cannon Design will
provide another update on the progress of my iPass. And
before I yield the screen to him, for the ease of
understanding and continuity of the process, I'd like to
give you a quick recap of the work that has been done. So
the contract was awarded in March of 2020. Phase One
recommendations for high school were presented to the
Board in the meeting of September 29. And then
incorporated, the key recommendations, in our state
request in September 20 that board approved. Throughout
the development process, community interaction has been an
integral part of the plan. And we continue with the same
culture for phase two. As a matter of fact, we are trying
to enhance that. We are for phase two we are including
recommendations for elementary and middle schools.

Additional outreach and participation has been achieved by
creation of focus group and stakeholder advisory
committees, a total of six focus group and focus groups
summits and five stakeholder advisory committee meeting
have already taken place. And some of you have been part
of it. And we really appreciate it. Two virtual community
planning clusters that we've devised. So where are we in this process? I mentioned earlier, the term draft options, very intentional use of words, as part of the draft. This isn't the final plan. This isn't our final recommendations, which are coming to you later in the summer. This is a checkpoint in with you to brief you on the progress that we've done and share with you what will give you an appreciation for the sorts of outcomes that are likely to be coming through the recommendations. But as Pete mentioned, this process was designed with transparency and inclusive participation of the community with authentic engagement, such that we have this timeframe to get these ideas out in front of community and elicit best ideas that are brought forward. Phase One mentioned earlier there was the high school interim recommendations that coincided with your CIP last year. And when we were with you in March, we presented the findings of all the assessments right? Those three pillars of capacity utilization, facility condition, as well as educational adequacy and equity, along with the large estimate of around $4 billion worth of assessed need.

We're at this critical stage of facility options development, which really a critical stage of factfinding. We as professionals do this sort of work, and we could work independently, and look at all the data and render some recommendations. However, working with Baltimore County, Baltimore County Public Schools, we developed this process that is more inclusive, so that we're actually working with internal and external professionals and stakeholders, parents, families, teachers, administrators, etc. to weigh in on these options, because these are critical decisions that have large dollar values associated with it. As Pete mentioned, on May 27, is a big date. That's where these draft options that you're seeing an early draft of tonight will be presented to the community in a workshop forum where they can work in small group discussion. And to kick off a two week survey where their inferences and opinions relative to all these options and the economic tradeoffs that they imply. Our presentation will come to you mid-summer timeframe. That will include our final recommendations for this work, and now there will be some probable wordsmithing on reports.

forums on my IPass have taken place, and another one is scheduled for May 27. And then get into a deeper dive to explore elementary and middle school options. Two surveys were conducted for Phase One, and two more will be done for phase two. From July through November 2020 BCG website had been active. And since June 21 or January 21 BCG website has been active. And the new BCG web page has linked to BCG website. The first presentation of phase two was presented to you in the meeting of March 23.

Tonight is the second presentation on the elementary and middle school part of the recommendations. It will be followed by final presentation later this year. So what I do see are the options there have been floated as a result of community interaction. And some of them were created by the consultant. After that process is completed Cannon Design is going to analyze and the most viable options will be included in the final plan that you'll see. As part of this process, community interaction and participation has been constant and continuous. Today's presentation has been shared with the county executive, county council and you are on the same day and will continue to follow this, keep you informed. This will conclude my part of the remarks. And I'll have ball Mills, Senior Vice President of Cannon Design, and I believe he has Dr. David Lever with him and he's going to give you an update. So with this Mr. Mills the screen is yours.

MR. MILLS: Thank you Pete and good evening, Madam Chair Scott, Vice Chair Henn, Dr. Williams and members of the board, it's a privilege to have the opportunity to speak to you again wanted to introduce Dr. David Lever who is sub consultant to the Cannon Design team, a very valuable member of the team who will be addressing aspects of this presentation as we move forward. When I last spoke with you in March, we were talking about data. Tonight's key word moves on from data into options. There's a quick agenda, we're going to get through in the interest of time quickly, a quick progress update of where we are - Pete pretty much set the table of what's been transpiring and about what the road ahead looks like. We'll speak a bit about general assumptions around what these options mean. And then we'll go into a summary level presentation of the entire county, what these options look like, in these

We're at this critical stage of facility options development, which really a critical stage of factfinding. We as professionals do this sort of work, and we could work independently, and look at all the data and render some recommendations. However, working with Baltimore County, Baltimore County Public Schools, we developed this process that is more inclusive, so that we're actually working with internal and external professionals and stakeholders, parents, families, teachers, administrators, etc. to weigh in on these options, because these are critical decisions that have large dollar values associated with it. As Pete mentioned, on May 27, is a big date. That's where these draft options that you're seeing an early draft of tonight will be presented to the community in a workshop forum where they can work in small group discussion. And to kick off a two week survey where their inferences and opinions relative to all these options and the economic tradeoffs that they imply. Our presentation will come to you mid-summer timeframe. That will include our final recommendations for this work, and now there will be some probable wordsmithing on reports,
etc. And the likelihood there the final report itself in written form would come later in the fall coinciding with your ongoing CIP activities.

So a little bit of context around the stakeholder engagement piece that was there. Pete mentioned the focus groups summit. And you’ll recall from our last presentation, we showed you the results from the three pillars, as we call them of facility assessments that were done, those were focused around educational adequacy and equity, our short name for it being the equity survey, the facilities condition, assessment, or facilities pillar, and then the capacity utilization study, which we call capacity. Each of those was advised with a steering committee or a focus group centered on those specific areas. And they were comprised of internal and external stakeholders. We united those three focus groups into one body we call the focus groups summit, hence the genesis of the name. But this by and large is representative of folks whose day job is to work in the best interest of students. Working with Dr. Williams is a team that extended stakeholders also involved there on 40 people as part of this committee, working in workshops, to come up with the draft options that are going to be presented to you tonight. Their role really was to act in the best interest of all students as part of this to understand the data, provide the vision and goals for where we’re taking this as well as to help draft those facility options we’re going to present to you. Finally we’re going to after the community engagement, reconvene the focus group summit to make sure that all options that are being reviewed and analyzed and understood. Go through appropriate vetting with all stakeholders so that we can get the best advice we can from your internal stakeholders and leadership on the prioritization and guidance for our recommendations. However, at the end of the day, we’ve got a professional job to do and we will provide you that unbiased, impartial third party professional recommendation for capital outlay over the next 10 years.

So this, this committee has worked six workshops so far, around three to four hours apiece sifting through a lot of data and working through 170 campuses, if you could imagine the amount of effort would take to think through all the different options and alternatives in the best interest of students in your portfolio. As a counterpart committee, to this a partner, to the focus groups on that there’s the stakeholder Advisory Committee, this, we had very intentionally assembled committee, over 50 members throughout that was representative of the diversity of Baltimore County Public Schools. It represented the geographical diversity, ethnic diversity, age diversity, relationship to the school system, as well as interest in and all facets of special services and needs that you provide to your populations as comprised of students, parents, teachers, and community members. So their role is subtly different. And you can imagine folks whose job is to work with the school system all the time. And of course, everyone wears many hats. But the availability of the community at large to participate in long daytime activities of workshops will be difficult. So we used evening activities. And we set up parallel rules that were complimentary, and really represented a dialogue between the community and the school system. So the SAC’s role is to represent the interests of the community, to review the data and reports that are generated that we shared with you before. And there were specific members that volunteered to be able to work during the daytime, and observe and participate in the options development workshops. This level of transparency is a hallmark of the way we like to do business so that they as opposed to me as a consultant or staff members can report back to their peers on the SAC, and share the activities they participated in witnessed as part of the process. They have provided a lot of insights and commentary into the draft options you’re going to see. And in the reporting, we have methods of documenting such that we use different color fonts. And there’s a distinction between some of the comments and annotations that are part of it, as well as in some cases, some alternative options that were lifted up by this legal Advisory Committee for us to consider as we form our final decisions. They’ve also put in about five different workshops are around four hours, three to four hours a piece. And this group has worked late in the evenings going through all this working in the best interest of students. And I tell you some of my favorite
options. So we want to fulfill the educational mission of
the school system. We also look at data parameters, an
example of that would be the APFO, cut off of 115% utilization. And we have to take that seriously, because
of its impacts on housing and finance and the growth of
the county. We take into account institutional knowledge
with knowledge that has been acquired by the staff of
Baltimore County Public Schools, about specific schools,
buildings, grounds, subsurface conditions, traffic and
transportation questions, all of those issues that are
begging for experience. We look at geography, we're
considering what is the best location for a school
program? And is it feasible in that best location,
according to the geography of the area, are there
barriers, but also, we look at the geography of a specific
site, might find a location, which is the best for an
addition for capacity purposes. But it turns out that the
site itself doesn't have a configuration, or a size or a
typography that really allows for that addition, we have
to look elsewhere. Capital budget is obviously a major
constraining factor, there's only so much money, but we
know how it has to be spread among multiple needs. We are,
of course, interested in what the state will be able to
provide and the eligibility of projects, we want to
maximize the state participation in all projects. And
we're also looking at operational budget, what are the
long term implications of the projects that we propose?
Will they increase the maintenance burden, the operational
burden? Or will they relieve it? The timing of need, the
urgency of a project, and particularly of the educational
program that it houses has to be a factor in terms of how
we prioritize projects. And then there are what we call
the legacy projects, which we'll speak to a bit more
later. These are projects that are already in the
pipeline, have already received county funding, and are
going to go forward. We don't necessarily know the date,
but we're taking them as an accepted fact. And then, of
course, community input, what are the preferences? What
are the needs of the community? But also, how can we
address benefits for the community, at the same time that
we're providing benefits for school children. So there's a
range of options that are developed, and we've listed them
over here on the right hand side, ranging from more or

work that I do in my job, and seeing witnessing the
passion that people put into this type of work, looking at
long range for the best interests of students is very
inspiring.

Pete mentioned also the community forums, so we've
had a kickoff meeting to explain that we're going into so
no one was caught unaware. We had another meeting where we
had small group activities around the decision making
criteria, there was a survey as part of it as well, but a
lot of small group discussion for folks to engage and talk
through some of the issues that we're dealing with. We're
going to reconvene the community on the 27th in a way that
they can see these draft reports, again, work in small
groups, see presentations about these options in a way
that's approachable and accessible to folks. The survey
will be left open, and it's an instructional way that
gauges relative support or lack thereof for certain
options. But it's not just an opportunity to say I like
this, I don't like that it's really more about
understanding the strategic challenges that you as a
board, that the school system and the county has to deal
with relative to balancing all the needs that are out
there with the available resources. So there will be this
time committed as well. So there's a lot of investment
here that goes beyond working with staff and working with
consultants. There's then a highly engaged body of people
that are working in the through the mind test process, and
I turn it over to David.

Mr. Lever: Thank you, Paul. I'd like to talk about
how we translate the information that's been gathered into
actual projects, how we take the options that you'll be
seeing later on this evening and turn it into an actual
capital plan. The three pillars here has developed an
immense amount of information this transmission of data
there And then, to that we've added the community input
that Paul was just mentioning. All of this comes together
in the decision making process. And we've listed here nine
of the critical factors that go into the decision making
process. We've listed educational program first. That's
the mission of the school system, and educational programs
should take the highest stake in developing the various
options. So we want to fulfill the educational mission of
less least expensive to most expensive. There's nothing
exact about this at this stage of things. But this is a
general indication that if you start with non-capital
solutions, like redistricting, and then program
enhancements like magnet programs to hopefully induce
voluntary redistricting to relieve overcapacity questions,
those are the least expensive options. Working with
existing buildings, capital maintenance might be as simple
as simply the upgrade of a number of rooftop units. It
could be much more elaborate, it could be an entire HVAC
system, electrical lighting that needs to be replaced. And
then renovation can range from fairly targeted scope, all
the way up to full renovation. And then new construction,
Additions for capacity, Additions for programmatic
purposes, replacement of a school with possible expansion
of capacity, and then new school to relieve overcrowding,
and to provide programs. So these are the kinds of ranges
that we talked about. Now, these are not mutually
exclusive categories. If you're adding an addition to a
school, you probably are going to be doing some
redistricting. If you're doing a renovation on the school
to meet adequacy issues, it's very likely that you might
have to do an addition, in some cases, because the
existing school doesn't allow for that program fees to be
found within the existing footprint. And so these are the
kinds of factors that go into the decision making process.
I'll hand it back to Paul at this point.

MR. MILLS: He mentioned draft options and I'm going
to spend the balance of this presentation going through
what those draft options are and what they look like
specifically around the county. So I've got these icons
here with some basic descriptions on them. They're pretty
self-explanatory by and large, but if you can imagine
we're talking about a very high summary level in state for
a campus. What happens there. We're not talking about
getting into all of the architecture and engineering
involved beyond a pulling of just general description of
when we're thinking of 170 campuses at one time. This is
the big picture strategy of how we address all of those
condition, educational adequacy, equity, and capacity
needs that are out there. All of these were developed in
consideration of your economic, educational goals

facility. Data, as David mentioned earlier and available
resources. That one point to make, you know, as we go
through and look at the clusters of schools, we won't
always name each and every school within those clusters.
But please take to heart what each and every school that's
part of this capital program is not left behind. To the
contrary, it is subject at the very minimum, to a
prioritized renovation and enhancement project. Now,
remember, last time, we're talking about the big $4
billion worth of need, the budgets that were assigned,
were defined by that facility condition assessment was
done consistently across your portfolio. But it did not
just look at what's broken, or what's going to break over
the next planning horizon here based on the age and focus
systems, but rather, what's missing. What is the gap
between what you have today and some of your older
buildings compared to what you would build new today, and
budgets to close that gap, and bring in some of those new
21st century amenities to schools, that can be very
transformational at the end of the day. We spoke to the
process how was developed in different roles in the focus
groups on that stakeholder Advisory Committee
participating in the process. But these will be presented
to the community at large in a way that has a survey that
can measure and engage their input into this process. This
survey will be disaggregated by people that volunteer,
what schools they have particular interests in, as well as
any other identification type parameters, so that we can
look at things through the lens of parity, equity and
proportionality to the school system as part of it. It's
common practice for us.

So as we're going through and looking at 170
campuses all at one time, in order to analyze and devise
some portfolio enhancements and changes improvements, we
had to break things down to a manageable number that we
could focus on it any given time, we use the term and it's
our own lexicon, it's not an official organizational
function of BCPS, or anything, it's really our way of
speaking, planning ease to each other, we broke down more
or less in alignment with your planning areas or five
planning areas into what we call planning clusters.
They're smaller groups of proximate schools, typically at
the same grade level. So that we’ve looked in terms of
analyzing perhaps there are some of those low costs, no
cost solutions that Dave was alluding to, and explore out
from there. Now, these weren’t hardline boundaries, we
didn’t just contain ourselves to those we did look beyond
and see if there were opportunities around them. But it
was our first cut for initial planning analysis. So
they’re closely aligned with your five planning areas,
Southwest, Northwest, Central, northeast, southeast, and
that’s the way we’re going to walk around the county and
present the options to you. There were a couple of areas,
particularly in high growth areas, the boundary between
northeast and central, where we did create clusters that
actually spanned across there, both in terms of elementary
schools as well as middle schools, Sparrows Point being
having some unique circumstances, by its geographical
uniqueness. And we’ll speak a little bit later about the
options about some of the equity issues that we dealt with
there. We treated them as their own self-contained
elementary, middle and high school portfolio, and did some
planning within that area together.

Now, save the best part for last. But I know you
might be thinking, Hey, we’re talking elementary schools,
middle schools, high schools, you have other vital
programs that exist in your portfolio that serve a very
important service to your community. And that’s your
handful of schools countywide that offer special education
services in a focused single site location, as well as
alternative education programs that are out there. These
don’t fit into a cookie cutter approach and not to say
that we’re doing cookie cutter anywhere but it’s quite a
bit different and more specialized and nuanced than
comparing elementary schools and normalizing some outcomes
for those middle schools, etc. So we’re working we have an
ongoing dialogue with BCPS leadership about how to address
the specific needs of those and what we don’t tonight have
draft options for you for those programs. That work is
ongoing. And please rest assured that the iPass pass is
indeed addressing these. And those programs are receiving
or calling that VIP touch. David?

Mr. Lever: Yes as Paul has mentioned that
renovation will be a large component of the program, say
work in existing schools, and there’s a range of
renovation options. As I talked about a few minutes ago,
one of the points that I think we need to make is that a
full renovation can deliver a school which is as good as a
replacement school or a new facility. I’ve seen this often
in my career. And it depends on how much is invested into
the school. And that will depend partly on what we find
for the facility condition assessment, the adequacy,
questions, and issues that have to be corrected. But we
had one of the SAC meetings a community member who spoke
enthusiastically about Pikesville High School. And she
made a comment that if you visited it, you wouldn’t know
that you weren’t in a renovated school. And I think that
is witnessed by many schools that I have seen myself and
that have been involved with. So we’re going to be in
renovation, we’re going to be proposing much more than
just correcting building conditions just fixing things.

We’re also going to be proposing ways to enhance and
support the educational program and also to provide
benefits to the community. So Paul used the word
transformative. School itself takes on a transformative
character, through very strategic investments into
renovation of spaces, ranging from just a few spaces all
the way up to the entire school depending on the needs.
Obviously, capital budget is a major constraining factor
here, we can only do so much. And the money has to be
spread out across many, many needs across the county. Our
projects will provide general direction about the scope of
work that needs to be done in the school, detailed
examination for architectural engineering studies wouldn’t
be needed for most cases, to determine the actual scope
and that will go much deeper into the details of existing
conditions, what needs to be done to correct deficiencies.

For larger projects, community engagement will be an
important aspect of it. To work out the educational
program, and also to work out some of the design issues.
But you can see here with the arrows here, educational
adequacy and equity framework, the range of issues that’s
being addressed from the educational programs, safety and
security, technology and furniture up to operational
utility. And the images below that show some examples of
the kinds of things that could be done-- on site infant
daycare development program, supports for homeless
students, food pantry, school and community garden. These
are the types of enhancements that can be achieved, while
a school is being addressed to correct building
deficiencies, and other types of adequacy issues. So
renovation can be a major platform for improving across
the board all of the schools.

Next slide. Another factor that we looked at is the
legacy projects I mentioned before. These are the projects
that are already in the pipeline they've already received
full funding from the county for architectural and or for
cost expenditures. The projects are listed here.

And these are presented in the same order of priority that
they appear in your capital improvement program. So we're
working under the assumption that all of these projects
are in various stages of implementation. Now, all of his
projects will receive state funding, and all will be fully
implemented, we can't have any assurance about the date
when they'll receive state funding, because that's really
out of everybody's control depends on the state. The scope
for these projects are largely set by what is in the
capital program, but there'll be a great deal of fine
tuning in terms of square footage of the number of
students they'll support as they go through the process.

The total cost to implement these projects is estimated at
about $240 million. And we're taking that into account
when we look at the total budget envelope -- what's
available, what projects to be available, which includes
the funding that will come from the Built to Learn Act, we
have to take account of the $240 million that will be
needed to carry out these projects that have been
committed to. The balance of the funding will be
considered for the deficiencies that we find across the
county, capacity, building condition, and then educational
adequacy, inequity. Paul, back to you.

MR. MILLS: All right. So now we're going to get
specific. To kind of set the table, I'll give you the
broad description of what a draft option is, and very
intentionally, we went through that explanation of those
enhancement projects and such. You know, people have
expectations of, Hey, we have architects here, they're
ready to roll out with the plan is, and they don't see a
lot of drawings and specifics about discrete areas of
buildings and those sorts of things. It's really just to
convey, this accounted for at a much more detailed level.
And that's future tense in terms of implementation.
So there's documentation very detailed, you've seen
our assessment reports and findings, we've got these
distilled in a way that was consumable for planning
committees. And a way we can document all of the draft
options as they were originally conceived, and annotated
evolves an attitude throughout the process. But this
evening in the interest of time, and giving you a sense of
what's coming down the pike, as a courtesy, before we go
to the community, we're going to show you this first slide
here for each of your planning areas without outlines a
slate of options that address the schools in the area, but
rest assured behind them, and next time we're presenting
to you, you're going to see all the detail behind all of
the data assumptions, in terms of needs, etc., as well as
details about those options that were considered. And you
won't just look at it as an end state report. But rather,
by looking at the annotations, and the way we've dealt
with it, you'll understand the process that got us there.
Starting in the southwest, working at what, six,
seven o'clock, we're gonna work our way around the county,
in a clockwise fashion. So you're going to see the similar
format the presentation, I'll start a little bit slow on
the first level, just so we can get a rhythm going. And
we're going to quickly get through them in the interest of
time. What you'll see is a cluster map that will show a
group of clusters that we're going to be looking at, as
well as all the schools that are on there, but they're
denoted by colors. You'll note that every school has a
little pie chart located where it is. And it's really a
data infographic based on our capacity utilization
findings from our analysis. The gray wedges, usually
almost the fourth slice of pie is filled capacity, so
imagine it being the capacity of the school and however
full it gets with the students that are projected to
attend it. The dated projection here we're using for
planning purposes, again, is the 2026 school year. Where
you have a blue wedge on it, that's where there is
surplus. So you imagine the full capacity, then there's a
little extra capacity that isn't utilized. For an example, if you had a school that was designed for 1000 students, there were 800 students projected to attend there it would be 80% utilize that projection point. And that 200 additional surplus capacity would be illustrated by that blue wedge. The red wedge, as you could imagine, is the opposite, right? That's where you have beyond the capacity that you have in enroll projection, which means crowding, it means shortage of capacity, and it's something to be addressed. So presuming that the assessment is already accounted for all schools receiving a prioritized renovation enhancement type project, at bare minimum at the end state, what can we do to resolve capacity. So that was the challenge working with the focus group summit SAC liaisons that attended and then working through the SAC, we went through and understood all of the data around it, starting down here, and we had these alphanumeric codings, we could keep all of these clusters straight to Southwest elementary group one, you can see the names of the schools down here, but it's on this furthest edge of the county.

So in this area, we have, you can kind of see what the needs are, you see several blue edges around the area, a couple of schools with red, but it's by and large, predominantly, in an under enrolled scenario, which has a net hole, if you add up all that student projection and add up all the capacity divided out you're gonna be less than 100%. So there is surplus in the area. But because you do have some schools that are overcrowded, projected, one option A put forward was you don't need to spend major capital on it. Let's take care of all those educational adequacy and equity do those repairs from condition standpoint, and look at a redistricting scenario to balance that capacity utilization. Option A. Option B would be you know what the capacity over utilization isn't to such an extreme to the point that perhaps the community prefers not to go through those pains will just carry on, and maybe the next cycle of crowding gets much worse, you can deal with it, and taking care of the buildings, but not undergo capacity utilization. Now, another option, option C would be, you know what we don't want to do districting. But we also don't want to be crowded. So we're gonna have to dig into our pocket a little bit, and find some money for additions. So that would be option C, that's put forward. Now, as you can see, we have kind of a Yelp style, you know, how expensive is your meal type annotation here, and it's just so we can really focus on the relativity of the scale of costs of these projects. So you have <inaudible> we're out of it, just deal with it, or let's build our way out of it. Now, a point about that there are tradeoffs. The state looks at the sort of analysis that we do, and they look at the adjacent surplus capacities that exists in the system. And if it can be resolved through policy decision like a redistricting, then it is possible they will reject funding from the state to fund that additional capacity. What does that mean? It doesn't mean we can't do it, as Baltimore County, it just means that it's on Baltimore County's budgets solely to deliver that that sort of work. What does that mean? Well, it's a tradeoff, it just means there's less to go around, to do other priorities that are necessary that are out there. These are the sorts of things that as planners we need to grapple with, and we want to inform the community with so they can provide us some feedback and help us develop the right strategy for moving forward.

Now moving deeper into the options here, at Arbutus Elementary School getting replaced at a larger size so that you'd have more capacity in within the boundary. So it's a lot more expensive than doing even little additions at the schools to accomplish the same end. Now, obviously, it has some great impact, because you have a new school in the system, which would be a wonderful amenity for that one site. Now, there was another interesting option that was put forward, option E. And that would be that Arbutus and Halethorpe, which are in relative close proximity to each other and on the smaller size of the elementary schools within your system, that perhaps would if they were built one new school but much bigger in a way that can accommodate those school communities. And a whole new legacy could be created for both of those communities together. And what does the net effect of that do? Well, it does create some efficiencies operationally, which results in more operational budget that can be reinvested back in the classroom. It also means that there's a surplus property there. That means a school that could be
used for a higher and better use that perhaps might serve
another educational purpose, providing services to the
community, or even become an asset that can be used for
leveraging into solving other capacity solution or
problems that are out there as well.

So that's kind of an example of one slate of
scenarios that are out there. And it's emblematic of
several cases that you're going to see as I go through, so
I might reference back to this one a few times in the
interest of time, of how we would address kind of an
imbalance of capacity utilization.

So I'm gonna start to pick up the pace and work our
way around. Looking at Southwest elementary group 2, you
can see the names of the schools that are on there. And
you can see the relative projected capacity utilization
profiles of them. Again, this is year 2026, school year,
projected so some of these schools that look to have a lot
of red, they do the project to have some growth between
today and then. So it might not feel quite as bad as
looking, but it's coming. So in this case, if you were to
add up all the net here, there's actually a shortage of
about 200 seats at the elementary level. So boundary
adjustments won't solve all of that, within that cluster.
So we looked at scenarios with at the minimum some level
of additions involved. So option A would have Woodbridge
would be subject to additions. While Woodbridge it was the
site that seemed most appropriate for it given the size of
the school, we in general wanted to boost up the sizes of
those smaller schools to get on parity with the other
schools. And the site could accommodate that additional
construction, and the core facilities there were such that
it can accommodate a larger population of the school
without further renovation work. Option B was similar, but
maybe a smaller addition in Woodbridge and another
addition Featherbed. In both of these cases, it would
require some redistricting as part of it. Option C that
was put forward was an interesting one, and it touches
into the middle school levels. But the net effect would be
that Southwest Academy Middle School, which is in that
general area, with swap sites with Johnnycake, and the end
result would be Johnnycake gets to occupy the larger
building that Southwest Academy is in but renovated and
given an extensive renovation in a way that's relevant for
an elementary program. Speaking to some of those
transformative outcomes that Dave was talking about. And
meanwhile, the Johnnycake site will be repurposed with new
construction for a larger Middle School. So you'll see
that option in both elementary and middle. Option D was
replacing Featherbed outright. Another scenario similar to
the Arbutus, which is digging deeper into the pocket to
come up with some solutions for that particular area.

So moving Southwest, looking at the middle schools
in high schools, you'll see a pattern here -- I put these
usually both on the same slide. The Option A middle school
redistricting can resolve what you've got there, the state
would look at it, you have surplus capacities at the same
time shortage of capacities at neighboring schools. So an
option could be option A was to restrict our way out of
it, just like we looked at on the other one. Another one
is, you know what, we can just deal with it, let's take
care of buildings where they are, but we're not going to
expand the capacity of the schools. Or another one that
was put forward was that Johnnycake and Southwest Academy
swap. So options A, B and C. At the high school level,
remember we're talking about those legacy projects and
Lansdowne High School is in the pipeline for complete
replacement, very expensive project that resolves by and
large, the high school capacity utilization across the
entire cluster. Assuming that there is redistricting
that's on the heels of it.

Option D would be you know what we want that new
high school but we don't want to do any redistricting. So
we'll require some additions, where we have some crowding
at Atonsville in the projected future. Another one that
was lifted up, and the participants who offered up this
idea, really knew that this was an aspirational sort of
goal and with fidelity to our process. We want to document
all the ideas and honor all the ideas that are lifted
forward in good faith for this so that it can be under
consideration in the permanent record of it. At the end of
the day that we will as consultants have to make hard
decisions about available resources, equity, etc. So
things like creating a new Arbutus high school while maybe
the next masterplan might be a valid sort of solution.
It's an idea that's being proffered out and the net
benefit there is in addition to crowding, relief, it does
align the feeder patterns so that you don't have as middle
schools that are splitting in as many directions.

As a note if I failed to mention it earlier, where
you see this blue font. That's where the SAC offered up
alternative options that came after the fact. And again,
in the interest of transparency and fidelity to this
inclusive process. They're documented here and are under
consideration.

Okay, moving forward to the northwest. Looking at
elementary schools first. We looked at three clusters of
schools within this geography. As you can see within the
map here. In northwest cluster E1, there's really one
option that was put forward and that's because you have
legacy projects there of Bedford and Summit Park on the
pipeline to be replaced, as well as additions at Scotts
Branch elementary school. And the committees looked at
this, and you know what, the planning pretty much has been
done years ago. And it's a matter of just implementation
at this point. So no alternative options are put forward,
is documented as such. That's the resolution for Northwest
E1. Northwest E2 similarly. Deer Park Elementary School
is in the pipeline to be replaced. With a place or that
school and redistricting get balanced and rolled up
through that area as well without alternative options put
forward by the committees.

Now up in the Northwest, E3, that's when we get
further out north towards Franklin area. When you look at
the net effect of the crowding, as well as some of the
underutilization, you're still short, about 225 seats in
that area. Now, the good news is that today you're not
feeling it because you have 1990s modular construction
additions that were built. And I don't know if you
remember from our presentation in March, we took care of
the fact that those were not built to today's standards
for permanent constructions. We discounted the state rated
capacities by those values within those buildings,
presuming they're not around for the long haul, that they
ought to be replaced with permanent construction. So you
see shortages at those three schools. So option A is to
replace those facilities with proper long term additions
that could house some exciting new amenities for different
program improvements etc. within the area, with some
redistricting, and then we make good on that cluster. Now
another one would be, you know what if instead of building
three additions at those schools, maybe we look at the
next elementary school in the area, and we looked all
around the different known sites and stuff, that's a real
challenge, we don't have a site that stood out as an
obvious place to do it. But we do want to put the notion
out there of perhaps a longer term solution would be
constructing new relief elementary school in the area as
opposed to additions. The challenge there being land, as
well as the fact that 225 seats short, is not quite an
entire elementary school. So you might be overbuilding for
the short term. Middle schools and high schools within the
area, either surplus capacity at both levels to the point
where redistricting is a low cost solution, presuming of
course, the equity and educational adequacy enhancements,
those transferred outcomes are given to those schools as
well. Or if the tolerance to redistricting is lower than
tolerance to just want to cost that perhaps just not going
-- foregoing a redistricting would be option B, similar to
the one we looked at before. Or In addition, again, which
might be challenged by the state and would be completely
on the county to find at the high school level. Looking at
the same scenario, among them, only <inaudible> high
school does have projected over utilization to a point but
it could be resolved through redistricting, and balancing
enrollment there. There was a [SAC] generated option as
well, let's just like with the middle schools, but if
there were additions put on the slate there, knowing that
there are some fiscal challenges as part of it, but
they're under consideration.

Moving to Central, elementary schools in central.
Now a quick visual scan of the page here and you see a lot
of red and large wedges of red within your elementary
schools in Central. So it's clear, you've got crowding in
these areas, you have small sites, you have small schools
that are crowded, challenging to renovate on, add to etc.
This was a real tough planning exercise to go through. We
broke this down actually, including the proximity of the
Northeast, in this particular cluster here, we broke it
down into five different clusters that are laid out in
front of you. Let's work from left to right here.
Carolina and Jackson. We have some projected
overutilization at these campuses, likely some additions.
So it's either an addition, or it was put forward. Let's
look for the long haul and replace Carolina as an
alternative, more expensive solution to moderate additions
to resolve it. When you look at cluster E1, this is this
Western side here, that stretches up north along the major
highway there in 83. And there's several permutations of
additions, there's no way to get out of this without any
sort of program enhancements, are teleporting kids other
places, there's no boundary solution towards this, it has
to be some additions and growth. We looked at alternatives
for reconstruction, new sites, etc., extremely challenging
in that dense area. To accomplish. So you see a series of
additions that we did sanity checks on the sites and it
doesn't make sense they could be expanded, and
consideration of the core facilities there that you'll see
options A, B, C, etc. Going through there as alternatives.
There were some opportunities for replacement that were
put forward as well. In cluster CE3, that's going way up
north towards Pennsylvania, right? These are the more
rural schools that are out there. You have some capacity
over utilization, and you have long distances, difficult
to boundary, you see these lines here. And you think,
yeah, there's a lot of land in between, but there's not a
lot of kids in between in the land. So finding solutions
that are solely redistricting are really difficult due to
the geography. And so there's probably some additions as
part of it, in option A, and then an option where there's
larger additions without redistricting as option B, and
then kind of not necessarily tear down and replace. It's a
historic building at fifth district, but perhaps taking
that smaller school and rebuilding it in a historically
appropriate way, and reconstructing that site larger for
the long haul as a premium cost solution for that cluster.
Looking up and down York road, here in the middle in
green. Again, a lot of red is just crowding out up and
down the way and similar circumstances that we had in the
previous cluster over there. So we're looking at
additions, or replacements, etc. And there's a couple of

interesting nuances on this particular one I wanted to
signal out. First, the idea of looking at consolidation
consolations of schools, basically rebuilding to two of
three schools in a way that you would accommodate three
schools communities, with two new larger buildings, with
redistricting, among them, creating that surplus site that
can be used for other educational purposes, community
purposes, over leveraging into perhaps other financial
streams, that can be accommodated for resolving some of
your other capacity issues that are in the area. Another
aspect of this cluster is looking at the Kronwall Valley
elementary site, which, as many of you are aware, is does
have a neighborhood boundary for a walkable neighborhood
school, but it does have a very robust magnet program. And
the notion is we need more capacity. What if that site
were targeted for some additions to not only expand the
capacity of the school but to expand and broaden the
access to that popular magnet program that could service
several of these areas in the area of bringing in more
diversity of program offerings, access to magnet programs,
as well as the diversity of the school populations

associated with them. So couple of these options have
those nuances and we're coupling in there the notion of
just additions, maybe a consolidation or expanding a
magnet program and you can see the permutations among all
those options. In CNE E1, referring to Central northeast
elementary 1, that's this area here, we have a balance of
underutilization, as we get closer to the county line and
over utilization nearby. There's still not sufficient
surplus to accommodate the shortages. So there is some new
construction required in that area. We looked at additions
at Hartford Hills, or even replacing Hartford Hills as
options A and B. Option C was a SAC generated idea that
was very interesting looking at the White Oak site that
used to be an elementary school currently houses some
vital programs for the area, administratively community
service wise, as well as some special education
programming that's very vital to the program. And someone
who knows those campuses and those programs will offer up
the notion you know, what if we right size and built a
specialized two suit state of the art facility for those
vital programs, and then free up that site in a way that
could become -- restore it to an elementary school and reduce some of the capacity hits that are out there. The interesting idea that was put forward, we'd like to document those in different colors so that you understand the genesis of this as we move forward.

Middle schools and high schools within central. We have the Pine Grove Middle School edition, which is a legacy project. And it is technically right on the border with northeast. And we looked at as a way, potentially with option A to resolve crowding within the area with redistricting. Option B would be to go a little bit beyond that similar to some of the other areas of premium option where some further additions at Cockeysville could help reduce the extent and the domino effect of redistricting as part of it. So we have a SAC generated option D. At the high schools, as consistent with our recommendations last fall, when we looked at the impact you have on capacity utilization in the area. We put forward our initial recommendations for expansion of Delaney, Loch Raven, and Towson with classroom additions, core facility additions and renovations to accommodate larger programs.

And the SAC also generated an alternative option in there that's quite expensive. But certainly for the facility or process we're documenting and giving it due consideration for replacement of Delaney and historic reconstruction of Towson High School.

Moving on to northeast with three elementary school clusters here, northeast 1, as you can see, here's one remote one with Kingsville as well as a grouping of schools here and we looked at -- we definitely need some additions to accommodate crowding here and it's really a pick or choose where it most likely makes sense. We're looking at it architecturally but we do want to get some sentiment of the people affected by these as well. So it's included being put forward the 7X addition option was generated as alternative by the SAC. Within NE2, this is the blue area here. You can see the list of schools. This is the one that is being relieved by the new legacy elementary school project on Ridge Road that is in your capital pipeline. The planning has already done, the notion of it, and Red House Run also being replaced -- another legacy project. Resolves capacity utilization and there's already work in motion in terms of which schools are results. And hence the clustering that we've done here. There's no alternative option presented. Within NE3, this is an area where by and large, there is surplus capacity of most of the schools, there's a sliver of over utilization, I think, to assume of like 20 kids or so at Orems projected. And we looked at an option that you could do some redistricting to balance it out there, or if because of its more moderate scale of over utilization, that might be just, you know, we're taking care of our buildings as is.

Middle schools and high schools within northeast, as you know, there is a capital project on the legacy list for a new middle school that's underway. And that is Option A to resolve the Northeast capacity utilization with that. It was put forward and lifted up by SAC member who had a particular interest in and familiarity with the programs for some of your special schools that are out there, that upon completion of the Northeast Middle School, there would be surplus capacity within the region at the middle school level, in that your current Golden Ring Middle School site, which ranks rather low on the condition and adequacy scores are out there potentially could be repurposed for a higher and better use, and is lifted up that perhaps it could be something like a special school is out there, that is offered as an alternative option.

At the high school level, consistent with our recommendations from last fall, Overly Parkville Perry Hall have an option A for additions to expand those schools, in a couple of cases, it has some core facility expansions as well, so that we're not creating unintended consequences with requisite redistricting to balance them out. At the time, we also put forward as hey, this is going to require a bit more due diligence, and in terms of looking for land, as well as analyzing existing parcels of land that are there, now in the county's purview, and most importantly, to consider the people that are impacted by these long range decisions, and get opinions on the viability of a new high school, that could be perhaps master planned in a way that it opens at a certain capacity and grows through the years as the population grows.
grows. As part of it, it's much more expensive sort of solution, strategically might make sense for the long haul. But as we promised last year, when we presented these that through the balance of the Maya Pass process, we would fulfill the due diligence with your community. So hence <inaudible> promises here.

Southeast. At the elementary school level, we're going to start at the East and work our way back in towards the city. Within this cluster here of four schools, every single school is comfy, no crowding happening there, it's really about preserving, taking care of the assets you have, and providing educational enhancements, equity enhancements to those schools.

Southeast Cluster E2. You have a bit of imbalance. You see some red and blue here. Deep Creek is one of those schools with the 1990s modular additions, we discounted that capacity, which shows on paper that it's crowded, and it's inequitable. So we're planning for the long haul, taking care of that by replacing that with addition. So that's option A. The SAC did put forward and more expensive premium option would be let's not just replace the 1990s addition and renovate the school, let's just take it all down and rebuild the whole campus. A lot more investment involved in that sort of solution. But the option is documented.

In cluster SE E3, this is getting towards the Dundalk area here, there are a lot of options that are on the table. And let me just kind of give you a real quick picture of the way. There's strategies around the notion that you can probably boundary your way out of it with redistricting at the elementary school level. We do have a unique scenario here. The grade configuration that is unique and one could describe as inequitable compared to the rest of the county and that's at the Holabird Middle School adjacent to the Norwood elementary school campus that operate in a K-3 elementary school with 4-8 at the middle school campus. And as part of the design thinking through long term solutions, was lifted up that no, let's look at solutions that actually restore that to a typical K-5 elementary school, 6-8 middle School. So there's some of these options that have permutations about that in there. There's different flavors of additions, etc., along with premium solution that accomplishes that grade reconfiguration, as well as the replacement of Grange as listed.

So looking at middle schools, high schools, at the southeast area, as well as looking at the Sparrows Point area that, as I mentioned before, we're going to look at composite. With the middle school levels, there was surplus capacity, particularly if we're wanting to free up space at Holabird from that elementary school option. It's really not a capacity issue at all, there might be surplus capacity for bringing in new exciting programs, and finding ways to alleviate some of the crowding that's in other adjacent areas. But really, it's about taking care of your assets, if that's within that cluster.

Your high schools consistent with our recommendations before there is crowding within the area.

And Kendall, one of those masterplan schools is an area for expansion, and Patapsco, as recommended last year in our interim recommendations, getting some relief quickly to these schools as well as put forward and there's no alternatives to that offered up.

Now, we're getting to Sparrows Point, which is a complicated one. Geographically very unique. It's kind of the end of the line of a peninsula. So geographically difficult to boundary to, transportation challenges exist. And the one unique situation there similar to Holabird Middle School scenario, you have your Sparrows Point Middle School and Sparrows Point High School that occupy the same campus. Now they're distinct schools, they have their own leadership, their own cultures, etc. And there's clearly some potential for silver linings. But there also exists some challenges on the social emotional learning scale, relative to having the proximity of students ranging from 12 years old, up to 18 year old on the same campus, and finding solutions that might remove that scenario, or something that because of high interest both within the focus groups on it as well as the SAC. So when we look at options, A through D, it's really about how do we address that crowding that exists at the high school, middle school site, and are there opportunities to get the middle schoolers to their own site. So option A is kind of status quo, but grow. It's just going to keep growing and
it's a tight site, crowded with challenging, but

technically feasible -- would take some a lot of rigor to
design a solution for that it can be done, and it's at a
lower cost, probably path of least resistance. But if
you're looking strategically for the long haul, and trying
to cure inequities that exists within the county, we
wanted to look at other options such as option B, in which
case, there's a new Sparrows Point that's built on the
Chesapeake terrace. So you have two elementary schools
near Edgemere real close to the high school, middle
school site. And forgive, there's two labels here, but
Chesapeake terrace is down here a little bit further down
the line on the peninsula. Option B, and C are the same
idea but just opposite locations. One of these sites
Edgemere, and Chesapeake becomes the new home of the
middle school in one option, or the other one becomes the
home of the new middle school. And what does that mean?
The other site becomes the home of a new combined
consolidated elementary school that will be large,
to the tune of maybe around 800 students, which is a large
elementary school, even by new construction standards. So

that was lifted up as a challenge as part of it. So that's
B and C. Option D was we need to find some other land
perhaps. You can leave the elementary schools the way
they are, find a new home for the middle school, move them
out. At the end state of any of these scenarios except for
option A, it will result in once vacated, the campus would
be master planned and reconstructed in a way that services
solely expanded and now with breathing room Sparrows Point
High School for the long haul. Another benefit there is
perhaps it could alleviate the extent and magnitude of
additions. Depending on timing, though could be a
callenge here with Patapsco and <inaudible> neighboring
by.

I pray I was not on mute this whole time and I know
that it's getting late in the evening but try to get
quickly and give you an appreciation of the sorts of
design thinking and options that your dedicated team of
staff and community volunteers who participate in this
process have lifted forward. Next step is part of it as
mentioned earlier, we're going to the community to share
these ideas publicly out there, as well as conduct a

不易。所以我还有一个请求。首先，我爱听你的
presentation, I thought it was so thorough, I loved
hearing about your process. I will keep this in my back
pocket for when we have to make hard decisions down the
road, because you've provided such great information. So
thank you for that.

In the document, would it be possible to add a star
or something for the funded projects so that we know kind
of the location of where the legacy projects are located?
And if they're new, the general, again, the location, but
also what the legacy projects are in that mapping document
that you showed? Could you could do this?

Unidentified: That's a tremendous idea. We'll
do that right away.

DR. HAGER: Thank you. I was trying to go back and
forth, and I was getting myself confused.

And then I was really intrigued by the central
location and how it was so densely populated, and also so
overcrowded. How often in cases like that, is it just the
circumstance of a bubble? I always think about Carroll
County and how they built all those schools. And then, you
Now whether you stuck feasibility into it or not, but new Southeast area High School is what you said for the $500,000. Now, the whole Southeast area, you've got Dundalk that's projected to be 650 students over in 2026, you got Patapsco, that's going to be over that needs an addition, you got Sparrows Point middle and high school that's in a critical situation. And then you talk about new Southeast area high school feasibility study or lack of feasibility study. So what I'm saying is, how much did Mr. Mills look at like the North Point Government Center, and looking at a new high school that would take -- do a boundary change that would move Dundalk -- take some of those kids at Dundalk, some of those kids at Patapsco and then and also involve the Sparrows Point situation. You might be able to cure a couple of different problems with a major High School not excluding Sparrows Point Middle School.

MR. PETE: So I think you are going in the right direction. And that's the purpose of those funding is to look at what are the different options that are acceptable to community that are viable, and that are cost effective, and that deliver the education, pro educational program to the majority of the students. So those are the parts -- some of the key parts of that study. So it has nothing to do with the addition to the Dundalk High School. But the rest of it, we still have students that we need to take care of, and what are the best option. So you might want to say that some of the students from Sparrows Point could be moved to a space different than that Peninsula, but the community may not want it, it may not be the most viable solution. And that's where we need to spend that money and come up with the most viable solution. And, Paul, if you want to add anything to it,
feel free to do it.

MR. MILLS: Peter, I think you addressed it well, and Board Member McMillion, I like the way you're thinking about this trying to find your multi -- taking care of multiple birds with one stone as part of that. And that's the sort of the feasibility sort of work is kind of the consequence after doing this sort of strategy. Big picture facilities master plan is next kind of getting right into pre implementation of the work.

MR. McMILLION: Okay, I've got 30 seconds left. Mr. Mills. I brought up the North Point Government Center property back months ago when you did the high school thing. Have you looked at that?

MR. MILLS: Yes, we did look at that for potential uses. And we've engaged the county in conversations about what programs and services are currently housed on the site. And it's kind of ongoing work in the notion of, though it could be a potential solution to some of the capacity notions that are out there.

MR. PETE: So let me add to that. Paul, let me try to add to that. I think that is one of the item that's going to be part of that study. Number one, what is the work required in that building? So the building analysis of that? How can we most effectively use that building?

MR. MILLS: The design, we are expecting it to be complete? To what end? We spoke to you we took a few inequities that were lifted up through our dialogues and we added that to our analysis. So we looked at there were oh gosh, there are about eight or so schools around the county that have those 1970s open plan schools, and we've accommodated them both in terms of those metrics that benchmark the schools in terms of the need, that they kind of got dinged. So they were showing up as higher needs at those schools. On top of that, as well, you know, remember the big $4 billion now, there are budgets in there to gut reno those spaces in a way that converts them into what you would build today.

MS. MACK: Okay, thank you. And I think my next question for Mr. Dixit. Mr. Dixit, is the Lansdowne feasibility study complete?

That is an open classrooms school, there's no walls. When you look at a school like that, when you think about renovations, is that something that you would address?

MR. MILLS: Absolutely

MS. MACK: Or just leave it alone and just build the addition?

MR. MILLS: No, it's one of those -- Last time we spoke to you we took a few inequities that were lifted up through our dialogues and we added that to our analysis.

So we looked at there were oh gosh, there are about eight or so schools around the county that have those 1970s open plan schools, and we've accommodated them both in terms of those metrics that benchmark the schools in terms of the need, that they kind of got dinged. So they were showing up as higher needs at those schools. On top of that, as well, you know, remember the big $4 billion now, there are budgets in there to gut reno those spaces in a way that converts them into what you would build today.

MS. MACK: Okay, thank you. And I think my next question for Mr. Dixit. Mr. Dixit, is the Lansdowne feasibility study complete?
saying you're waiting to get confirmation on the funding.

Mr. Dixit: Yes and we anticipate county to fund it in the next bond cycle. But we don't know when the state funds will come for that project. Okay, all right. Thank you, Mr. Dixit.

CHAIR SCOTT: Yes, thank you. Next is Miss Jose.

MS. JOSE: Thank you, Miss Scott. First of all, thank you, Mr. Mills, Mr. Dixit, for this presentation. I know it's been quite an exhaustive process. And you guys have done a great job with making it very inclusive of stakeholders in the community engagement, which is very hard when you're doing a multi-year study like that. We always have to look at schools holistically and not in silos of Southwest or Northwest, always look at it holistically. And this is the first time the county is doing something like this. So it's exciting, but I love the data infographics that you showed with all of the GIS attribute table attached to it. When you're talking about redistricting, where is that data or recommendations coming for redistricting, because our school construction funding is often overlooked. And it is an issue of equity. And they also redefine residential patterns in the system, in the district. And in addition to also segregation, and that is an issue in Baltimore County as well, we have to work towards desegregating our schools, that's the elephant in the room. And I will say that. So that's why this study is so important. And to get an independent study done by somebody like your firm that's doing it. So if you could talk about how you're getting the redistricting data, or where you're aggregating all of that granular data to come up with a bigger picture.

MR. MILLS: Absolutely. So we have all the students geocoded by address, so we know where the students are, by grade, by socio economic background, free and reduced lunch, etc., all those attributes for the students. We have the boundaries of where your attendance comes from. If you live within these boundaries, you go to the XYZ elementary, middle and high school, etc., right? And we're able to analyze through the GIS system by looking at some either natural boundaries, with waterways, mountains, and

those sorts of things, as well as manmade boundaries, such as major highways and things where you really don't want children to be forced to cross those lines. And we look at logical chunks of space. Now, doing a boundary process is a process unto itself. And you guys do this routinely. And you have a great dedicated staff that does that all the time. What we do at this preliminary strategy stage, is make sure that when we put an option forward that says, redistrict in this area, that it's feasible. So we do you know, walk and chunk and make sure that it can be done. But that knowing that in faith your professional staff will carry forward with that work, and engage the community in that process. Did I address your question, Board Member Jose?

MS. JOSE: Part of kind of and I'm gonna read that, and your GIS data you're getting from Baltimore County planning open GIS source data. Whereas MR. MILLS: We have, of course, confidentiality we have to do with privacy of students and those sorts of things. So it's all anonymous. But we do have that information for critical planning. And while we did have a lot of engagement, we also respected what we could show on screen in our 2D world we're working in here. But we, as professionals spend a lot of time analyzing all that data and I have one team member that does nothing but GIS.

MS. JOSE: All right. Well, thank you for answering those questions. And good luck. Thank you.

CHAIR SCOTT: Thank you. Next, Miss Henn.

MS. HENN: Thank you. First of all, let me begin by thanking you, Mr. Mills. Dr. Lieber if he's still on the call, Mr. Dixit. I've been amazingly impressed by the work so far, in just everything I've seen that's been done. So thank you. Thank you. Thank you for the outstanding presentation tonight. I had a couple of questions regarding the Northeast Middle School corridor. And I appreciate the group thinking outside the box in the community, providing the feedback around Golden Ring Middle. That's been a question of much concern in the community. And the potential relief provided to Perry Hall Middle of the construction of the new northeast middle. And the concern is that the new school will not provide adequate capacity
for the area and that Perry Hall Middle will remain overcrowded at its continued growth rate. We'd be back where we started. And that relief of their overcrowding is long overdue. So I'm curious as to whether any other options for Golden Ring middle were considered. If a hybrid approach of redistricting and repurposing Golden Ring Middle was talked about, or any comments, you have to share on that.

MR. MILLS: Absolutely. So the original option was, and looking at the enrollment projections, we're looking at the 2026 timeframe, which is about the time you would be opening that new middle school, probably at that point in time to you will be refreshing in my eyes to at that point to see where things lie. But your projection here are that you would at that point, have surplus, sufficient surplus capacity, that school such as Golden Ring, perhaps be repurposed. And of course with trade up scenarios for all the affected students. And option B does look at redistricting. As one of the components of you know, just by definition, when you're changing the use of the site that would no longer serve as a middle school, we're gonna have to do something with the boundaries.

MS. HENN: Okay, do you know the approximate cost, the necessary improvements to Golden Ring to bring it up to par?

MR. MILLS: I don't have that at my fingertips. But you have a hefty price tag, it is among the more highly impacted of your schools.

Mr. Dixit: We don't know at this time. But if that option is pursued, we'll do a detailed analysis. And there's one more piece of information I wanted to share here, Ms. Henn, that we also have Pine Grove middle school and renovations to that school as part of the board approved capital program. And that's going to provide additional seats, and hopefully some relief to Perry Hall Middle School.

MS. HENN: Thank you, Mr. Dixit? Yes, that was factored in to the original available seats for Perry Hall Middle, which would bring it just about to capacity. And the concern is that with the growth in the region, which always seems to be underestimated, that Perry Hall middle would be back to not as overcrowded as is now but certainly that the problem would perpetuate. So that's the concern. Originally, the board was told that the costs were prohibitive to remodel Golden Ring or do the necessary improvements to Golden Ring middle which is why the plan was to close; however absorbing those additional seats needed in the new middle school-- Pine Grove I understand the expansion will relieve capacity at Ridgely Middle I believe so there weren't many seats left for Perry Hall Middle and I want whatever solution we land upon --

CHAIR SCOTT: I'm sorry, that's the 30 second timer

MS. HENN: -- adequate relief.

CHAIR SCOTT: Was that the 30 second timer, Ms. Bresler?

MS. BRESLER: No, but time expired.

CHAIR SCOTT: Okay, if you could make a chime or sound or something so that members can know when their time was expired.

MS. BRESLER: Okay, I thought I was told to put notes in the chat box, but I can certainly do a sound.

CHAIR SCOTT: Or you could put -- in the chat box you could put 'time'.

MS. BRESLER: Yeah, I have been putting 30 seconds in the chat box.

CHAIR SCOTT: Okay, but we didn't know when her 30 seconds was up. So just that's all. Thank you.

MS. BRESLER: Is that doable? Is that workable?

I chime in when the time is expired after the 30 seconds is gone.

CHAIR SCOTT: Yes, that would be helpful.

MS. BRESLER: I thought this what you all had been doing.

CHAIR SCOTT: That is what we had been doing? Thank you. Next is Miss Pasteur. Miss Pasteur?

MS. PASTEUR: Oh, I'm sorry, I didn't --. Thank you. First, Mr. Mills, thank you so much. I've watched you put your forehead in your hand oh so many times you have the patience of Job. Really. Thank you for just embracing everyone's suggestions. Mr. Dixit, thank you as well. I want to go back to Miss Mack's question. She was talking.
about Woodbridge. That has that open space. And you noted
that they are several schools. So this is my question,
because I really didn't remember ever having this as a
point of discussion. And that's about those schools. So I
want to speak specifically about Randallstown. But it
might impact other schools as well. So unlike some of the
others walls were put in, but when the walls were put in,
nothing was done in terms of the air and the heating in
that school. So in a case like that, would that be on the
list to be considered as a renovation to remove those
temporary walls, and to go in and fix the whole heating
and air system so and then put into walls so that they
have what they have now, so to speak. But now you don't
have summer in the winter and winter in the summer. Is
that in thinking process here?

MR. MILLS: Thank you, board member Pasteur and
you're referring to Randallstown Elementary?

MS. PASTEUR: High school.

MR. MILLS: High school. I'll have to check with our

team on the facility assessment and make sure that was
captured. With the walls in place, it might be something

that might not been thought, but thanks for lifting that
up. We'll make sure that's accounted for.

MS. PASTEUR: Yeah, because they have very
temporary walls at that. Thank you.

CHAIR SCOTT: Thank you. Next is Miss Causey. Miss
Causey?

MS. CAUSEY: Good evening. First, I want to say
thank you, to Mr. Mills for the presentation and all of
your team. I also want to thank all of the community
members and staff that have been engaged in this process.

I appreciate the number of board members and parent
advocates and elected officials who've had a similar focus
on equitable facilities countywide. So it's really great
to see the whole thing, the whole picture, all around the
school system and to understand what incredible needs
there are. I am also grateful that there are board members
and again elected officials who have the focus on
accepting nothing less than what's appropriate, what's
safe for students, what achieves education mission, what's
 equitable, what's fiscally prudent and timely in the
replacement of Lansdowne High School and so I am very glad

to see Delaney high school with its option for replacement
and Towson as a historic reconstruction. If you wouldn't
mind going back to that slide because I actually didn't
see the building of Towson. And if you could take a minute
to talk about historic restrict reconstruction, and what
does that mean?

MR. MILLS: Sure, give us a slide and reshare screen
here. One of us will see each other. Alright, so option B,
again, was offered up by the stakeholder Advisory
Committee. And the notion was that Delaney would be
subject to a phased reconstruction of its site, as well as
Towson, which has historic implications as part of it.
Clearly it's kind of an iconic building within the
community there and preserving its facade to some extent
would probably be or potentially be an outcome as part. It
could be gut renovation redo type thing, but the notion
of, you know, a premium option for resolving the capacity
in the area by rebuilding those sites larger as opposed to
incrementally adding to them. So that was the extent of
the option that was put forward. Did that answer your
question?

MS. CAUSEY: Yes, thank you. And there have
been other examples, for instance, Dundalk elementary
school, there were components that were repurposed in the
new school, to remain the heritage. And to your point
about renovations for Pikesville High School, you
mentioned $51 million for renovation. State rated capacity
is now 1107 students, and currently there's only 874. So
if, with proportionality, an amount to do a renovation for
Delaney would be over $100 million and for Towson would be
approaching $200 million. So that's where you really do
the cost benefit of the fiscal prudency of doing a
replacement rather than a renovation. And also in terms of
the -- until the feasibility study is required for that,
and does that feasibility study, I would hope would
include the costs of the swing space that would be
necessary. If one was going to consider renovation, which
I personally will not consider, because I've worked
through all of the options, considerations, all of the
mechanical, electrical, all of the facility ratings, and
so forth. So anyway, I'm glad to see that and I'm glad to
see the entire county.
CHAIR SCOTT: Okay, that was time Ms. Causey. Thank you. Next is Mr. Kuehn.

MR. KUEHN: Thank you, I know the hour is late, so I'll try to be as short as possible. Thank you, Mr. Mills for your presentation. It has been -- it's a lot of material. But I would like to go back, if we can, to Mr. McMillon's questions. And I want to talk about Sparrows Point Middle School/High School. And really where we're going to end up with this, because I think either way, we need a new school. And it's either going to be a middle school, or it's going to be a high school, we can't have this combined school any longer. What is the recommendation if you've come to one at this point, and I apologize if I should know this from the presentation, but it's been a long night.

MR. MILLS: So at this point, we have our draft options that are being lifted up, we're still in fact finding mode and appreciate your patience for a couple of months longer, as we get input from the community at large. And we'll come back to you with firm recommendations, prioritized list of projects, etc., as you hired us to do. But at this stage, we have a slate of options that are out there that have various benefits and challenges among each of them. So we want to continue with fidelity to our design plan to get the input into this process before making those final recommendations.

MR. KUEHN: And as I look at the slide that you have up on the screen, I see three high schools in fairly close proximity, that are all showing future overcrowding, basically large red slices, right. So common sense would dictate, we need some high school capacity in there. And the best way to do that, whether building a new -- because you need a middle school or high school. And I'm guessing that they're all listed on there in that cluster, I'm curious, you're gonna just bring different recommendations, are you going to -- how are you going to rate them for us beyond, you know, $3 signs or $5 signs or what have you, are we gonna have we're gonna have significant detail behind all this.

MR. MILLS: There will be. There'll be actual numbers as part of the final. At this stage we didn't want to distract the conversation one and two. We wanted to be nimble with ideas as we quickly work through scenarios without being bogged down by having to cost estimate with each and every step along the way.

MR. KUEHN: All right, thank you very much.

CHAIR SCOTT: Thank you. Next it looks like Miss Jose has an additional comment.

MS. JOSE: Ms. Scott, whoever has not spoken can go before me.

CHAIR SCOTT: Was there anyone else who has not spoken who has a comment?

MR. McMILLION: I have a comment real quick?

CHAIR SCOTT: Oh, um, did you have any time?

MR. McMILLION: Ms. Jose, didn't she say:

CHAIR SCOTT: Your time was up.

MR. McMILLION: But I thought Ms. Jose just said anybody could use her time that she didn't have.

CHAIR SCOTT: No, she's going to use her time. She said anyone who has not spoken. You're saying if like in in Congress like when the yield time. Thank you. Was there anyone else?

MS. HENN: Thank you, Madam Chair. I would just appreciate if Miss Bresler could give us the time check for board members to see who has time remaining.

CHAIR SCOTT: Well, but I'm sorry, excuse me. But if no one wants to speak, then it doesn't matter. So that's what I'm saying. Is there anyone else who has not spoken? We see who has time left? Miss Bresler put it in the chat. So if somebody who has time left would like to speak, please. They're welcome to do so now. Miss Henn, would you like to speak? Did you have a question? Looks like you have time.

MS. HENN: I didn't understand Ms. Bresler's message in chat if she could clarify. Thank you.

MS. BRESLER: So those not used any of their time was Henn, Mr. Offerman, Ms. Rowe. Those who have partial time remaining Ms. Hager, Ms. Jose. Mr. Kuehn, Ms. Mack, and Ms. Pasteur.

CHAIR SCOTT: So those are the people who have not spoken have all of their time. And the others are those who have some time remaining. So Miss Henn, you're one of those. Do you have a question?

MS. HENN: I have none. I'd like to make a
comment. But after this agenda item, thank you.

CHAIR SCOTT: Okay, thank you. Is there any other questions or comments from anyone who has not spoken and has time remaining? If you've already spoken and you don't have time remaining then we are moving on. Ms. Jose, did you I wanted to make sure, did you have a question or comment? Because I believe you said you did. And it looks like you have time.

MS. JOSE: No, it wasn't about this agenda. It was about the next agenda items. And I was wondering if you and Dr. Williams and you were amenable to postponing some of the agenda items.

CHAIR SCOTT: Okay, so that's it for the questions on this presentation. So thank you all very much. That was a wonderful presentation. So now we're moving on to the next agenda item and so Miss Jose?

MS. JOSE: I move to postpone agenda items N, O, P, and Q.

CHAIR SCOTT: Okay, is there a second?


CHAIR SCOTT: Okay, so Miss Jose moved to postpone. And I just need to be clear. Did you say M as in Mary or N as a Nancy?

MS. JOSE: I said N, and I wasn't sure if M was critical for today. So somebody could amend an add that I started N as in Nancy. O, P, Q.

CHAIR SCOTT: Could you answer that Dr. Williams?

DR. WILLIAMS: We can. We can be flexible. We can move that if necessary. Yes. Letter M. Item M. Okay.

CHAIR SCOTT: Al right. So it looks like there was already I'm sorry.

MS. JOSE: I'll make the amendment.

CHAIR SCOTT: Okay.

MS. JOSE: To amend the motion to include suspending item M as in Mary.

CHAIR SCOTT: Excuse me. Postpone, We would be postponing it until the next meeting.

CHAIR SCOTT: Yes. Okay. Thank you. Is there a second on the amendment?

MR. OFFERMAN: Second. Offerman.

CHAIR SCOTT: Okay, sounds like it was seconded by Mr. Offerman. So then we would vote on the amendment and then vote on the motion. So Miss Gover, if we could take a roll call vote on the amendment please.

MS. ROWE: Madam Chair, can you restate the motion please or have it put in chat?

CHAIR SCOTT: Yes. So the motion is to postpone Items N through Q. The motion was made by Miss Josee and seconded by Miss Mack. Okay. Thank you. Miss Jose put it in chat Thank you. I was trying to do it but Items N through Q, and then Ms. Henn moved to postpone items M, N, P, Q to the next meeting. So we're voting now on the amendment as stated. Okay, if we could go ahead, Ms. Gover?

MR. KUEHN: Yes.

DR. HAGER: Yes.

CHAIR SCOTT: Yes.

MS. GOVER: Ms. Rowe?

MS. CAUSEY: Yes.

MS. MACK: Yes.

MR. McMILLION: Yes.

MS. JOSE: Yes.

MS. HENN: Yes.

MR. MUHUMUZA: Yes.

MR. OFFERMAN: Yes.

MS. PASTEUR: Yes.

MR. KUEHN: Yes.

DR. HAGER: Yes.

CHAIR SCOTT: Yes.

MS. GOVER: Favor is 11.

CHAIR SCOTT: Okay. And now, we will vote on the motion made by Miss Jose to postpone items N through Q as amended. in through q as amended.

MS. GOVER: Ms. Rowe?

MS. CAUSEY: Yes.

MS. MACK: Yes.

MR. McMILLION: Yes.

MS. JOSE: Yes.

MS. HENN: Yes.

MR. MUHUMUZA: Yes.

MR. OFFERMAN: Yes.

MS. PASTEUR: Yes.

MR. KUEHN: Yes.

DR. HAGER: Yes.

CHAIR SCOTT: Yes.

MS. GOVER: Thank you.
will move to our June 8 board meeting. So then that brings us to the next item on the agenda is announcements. The board's public hearing on the fiscal year 2023 capital budget is Wednesday, May 19 2021 at 6:30 p.m. The board's next hybrid meeting will be held on Tuesday, June 8 2021. So at this time, we will adjourn open session and move back into closed session. Thank you for joining us tonight.

Unknown: Madam Chair, I had a comment that I put in chat. I just wanted to -- if you could clarify for the public the process for the public hearing on the fiscal year 2023 capital budget. And is that one of the opportunities for the public to comment on the My ipass?

CHAIR SCOTT: No, I don't believe so.

Unidentified: So what is the process for the public to provide input to that hearing?

CHAIR SCOTT: I don't believe we're still live.

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