

November 30, 2017

Maryland State Board of Education
200 West Baltimore Street
Baltimore, MD 21201

RE: Request for Board action to enable financial literacy courses in Maryland high schools to satisfy at least one semester (1/2 credit) of the year-long Technology Education requirement

Dear Members of the Maryland State Board of Education:

It is my understanding that at its upcoming December 5th meeting, the Board will be reviewing the state's Financial Literacy Education standards and discussing recent developments in this area. As a result of a conflict, unfortunately I will be unable to attend the meeting but would like to urge the Board to take further action to ensure that Maryland's personal financial literacy education has maximum impact for every student in the state. A major step would be helping to elevate high school financial literacy courses by permitting them to satisfy at least one semester of the required year-long Technology Education requirement that every high school student in Maryland must complete.

While well-intended, the benefits of Maryland's financial literacy requirements are not being fully realized by all Maryland high school students

As you are aware, since 2011 all Maryland school systems are required to offer a program of instruction in financial literacy education for students in grades 3-12. The Board should be commended for its recognition of the importance of financial literacy and the need to introduce the subject at an early age. New developments, such as the JA Finance Park in Montgomery County for middle school students, reflect the ongoing commitment to teaching these important life skills.

However, the impact of the state financial literacy requirements, especially for those in high school where the teachable moment is at its height, are not being fully realized. The fulfillment of the Board's financial literacy requirements are left to each school system to determine. As a result, only seven school systems have implemented mandatory financial literacy courses for each high school student to complete. The other 17 systems satisfy the requirements largely through several weeks of instruction as part of a high school government class that all students must take. (see [Maryland State Department of Education Implementation of Personal Financial Literacy Education](#), 5th Annual Update, Appendix C).

As a parent of two Walter Johnson High School students (a current junior and a recent 2017 graduate), I witnessed the delivery of the financial literacy curriculum at their school. In Montgomery County, the financial literacy curriculum is offered to high school students over several weeks as part of their Government class. I was surprised to receive a text from my daughter last year alerting me that her teacher was discussing credit scores in her AP Government class. As a government relations professional who works at FICO (the software analytics company that develops the FICO Score), it was clear to me that this instruction was less than optimal.

The teaching of personal financial literacy education as part of a government class is challenging at best. Not only are government teachers not always the most qualified in this subject, financial literacy is only a tiny part of the overall government course curriculum. Furthermore, there are no required tests to ensure that the students understand the material. In short, sadly my two daughters took away very little

from this experience. Context matters and teaching this important material in a government class is simply not the most effective approach.

A proposed solution to maximize the impact of Maryland's financial literacy requirements for all Maryland high students

I have had conversations with Montgomery County Board of Education President Michael Durso, Maryland Board of Education member Dr. Rose Li and Montgomery County Associate Superintendent Dr. Erik Lang about the possibility of ensuring that all high school students in the state take at least one full semester of financial literacy education.

As part of these conversations, I gained some important insights. Dr. Lang explained that adding another requirement to the already crowded curriculum in Montgomery County is very challenging. He noted that students (and their parents) want to access additional AP, IB, CTE, music, art, and other elective courses rather than having additional requirements imposed on them. As a parent of two high school students, I completely understand this tension.

So what can we do to strengthen the impact of our financial literacy requirements? I inquired about the history behind the year-long Technology Education (Tech Ed) requirement. Both my daughters have taken two semesters of Tech Ed which included such projects as the design and making of a boomerang as well as an experiment on passenger safety involving an egg in a student-built Styrofoam car. It was explained to me that this year-long requirement was adopted a number of years ago by the Board in part to stimulate interest in engineering. An admirable goal but a lengthy requirement in light of the many competing academic offerings and student interests. Currently, there are only a few course alternatives that satisfy the Tech Ed requirement. It is my understanding that the last course approved to satisfy this requirement was computer programming. I was told this took several years for the Board to take final action.

Given the challenges of adding any new course requirement, I asked Dr. Lang if the State Board was to approve a financial literacy course to satisfy a portion of the Tech Ed requirement would this be problematic to implement? He did not think it would. As a result, I am requesting that the Board consider the following proposal.

Proposal:

The State Board approve a financial literacy course, designed to meet the core Tech Education curriculum, to be added to the list of acceptable course alternatives that help meet the Tech Ed requirement. The Board could also explore offering an online course alternative that could be taken during the summer (as is popular with those fulfilling the Health requirement that every graduating student must complete). To ensure that students still receive some additional Tech Ed instruction, you could allow the financial literacy course to satisfy only one semester of the current two semester Tech Ed requirement.

Benefits:

The proposal has several positive impacts:

- It ensures that high school students have a much better chance of receiving financial literacy education as part of a stand-alone semester-long course; not as part of a two week break from their government classes. Dr. Lang indicated that all Montgomery County high schools currently offer an elective financial literacy course (Quantitative Literacy). Unfortunately, I suspect that these courses are not widely subscribed to since students are focused on AP courses and other options that will appeal to selective colleges.
- It allows the 17 school systems without a financial literacy requirement the option of requiring a semester-long course without crowding out any other courses or teacher resources. Many of these systems (e.g., those in Montgomery County) may already have underutilized financial literacy teachers working at their schools. Should teachers need additional training or help developing an online course there are no shortage of nonprofits, many of whom are funded by financial institutions and other interested stakeholders that often offer free training and curriculum resources.
- The proposal does not add another requirement to the crowded curriculum. It just provides more flexibility in satisfying the existing requirement of Tech Ed.
- The proposal will no doubt enhance Maryland's standing and commitment in the area of financial literacy. Ideally, all 17 remaining systems will now have the flexibility to require a semester-long financial literacy course.

The stakes are high and more emphasis on financial literacy is desperately needed

Financial literacy is a life skill that all students need to have as they progress into adulthood. The Board is well aware of the many studies that demonstrate how US students are lagging behind in financial literacy education and that household debt issues (especially those connected to student loans) are mounting. Some recent examples include:

- The latest Program for International Student Assessment (PISA) [results](#) found that the U.S. score was below the average of the 15 nations whose 15 year olds took the financial literacy assessment.
- A recent [survey](#) of 11,000 public high schools found that only 16.4% of students nationwide are required to take a personal finance course to graduate from high school. About 1 in 20 students from low income backgrounds (outside of the five states with mandates) attend high schools with a personal finance requirement.
- US Bank recently conducted a [survey](#) that concluded that students wished they knew more about money issues. The survey revealed that many students believe common myths about credit. For example, 55% of students do not know that their credit score is not impacted by how much money is in their bank account.

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Proposed Financial Literacy Enhancement
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- The Consumer Financial Protection Bureau recently conducted a [study](#) that found that the percentage of student loan borrowers leaving school with at least \$20,000 in debt has doubled from 20 percent to 40 percent from a decade ago.
- The Federal Reserve recently [reported](#) that the household debt is at a record high.

With 18 year old high school students making college financial aid decisions that can top \$100,000+ it is imperative that we provide quality financial literacy education at a time (in high school) when it matters most. Maryland has recognized the importance of financial literacy by mandating curriculum requirements, now we must ensure that all students have significant exposure to a subject that will have direct applicability to their daily lives.

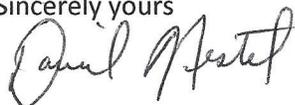
My hope is that there are interested Board members who are willing to provide additional flexibility to current requirements so that students in each of the 24 systems are receiving the full benefits of financial literacy education.

I have been in discussions with other groups that are willing to lend support to this effort. Please let me know how I can assist. I am happy to do the heavy lifting that is necessary to put Maryland at the top of the list of recognized leaders in this area.

I can be reached at danielnestel@comcast.net or 202 821 3583. I look forward to hearing from you.

Many thanks.

Sincerely yours



Daniel Nestel
Bethesda, Maryland

cc: Ms. Charlene Necessary
Dr. Miya Simpson

My name is Linda Nguyen. I live in Shady Side, in Anne Arundel County. I have two pre-school aged children. I'd like to share with you today what I am seeing as significant transparency and accountability issues in the Anne Arundel County School System in regard to the building of a cell tower on the Shady Side Elementary School campus.

In June of this year, the Anne Arundel County Board of Education renewed a master lease agreement with Milestone Communications to construct cell towers on school grounds. The Board did not inform individual school communities, despite significant public opposition to cell towers on school grounds (Piney Orchard). The renewal item was only posted on the Board website.

In July, one of our community members, John Earle, asked AACPS and Milestone 40 questions about the cell tower – about health and safety and maintenance and aesthetics and money. To this day, those questions have gone unanswered.

In August, a community meeting which was rescheduled from an originally posted date, was held in Shady Side hosted by Anne Arundel schools and Milestone to discuss the proposed tower. I live one mile from the proposed tower, and I did not learn of the meeting until I read about it on a Facebook page well after the fact. I have shared with you a link to the video recording of that community meeting, where you will see vehement community opposition and more unanswered questions.

In September, the AA Board of Ed reviewed what happened at the Shady Side community meeting through a recap written up by Milestone. I provided a copy of that recap for you. Please note the discrepancies between what actually transpired at the meeting and the official Milestone recap presented to the Board.

At that September board meeting, there was one member, Eric Grannon, who expressed concern about the controversial nature of the Milestone proposal, and said that the Shady Side community deserved an up or down vote on the issue. You will see his motion in the minutes from that board meeting. Whoever wrote up those board minutes originally wrote the intent of Mr Grannon citing that the issue is controversial. But you will see that in the final version of the minutes that "controversial" was redacted. Why is the school board misrepresenting public proceedings?

On November 1st, close to 400 signatures were presented to the AACSB stating opposition to the proposed cell tower at Shady Side Elementary School. These signatures were collected online through a Change.org petition and manually through a sign in sheet at the local market in our town. Again, no tally or recognition of what the majority of the community wants.

I would kindly request that the state school board investigate whether the Anne Arundel county school board has been transparent and accountable in this process. I would also like to request a follow up meeting with an appropriate representative to discuss this issue further. Thank you.

Video link from "Community Input" meeting in Shady Side, Maryland regarding the proposed Milestone cell tower at Shady Side Elementary School:

https://www.youtube.com/watch?v=SBI_DFJKM3U&t=2993s

Shady Side Elementary School – Telecommunication Transmission Facility

Milestone Communications

Verizon

Presented to:

Board of Education – Anne Arundel County Public Schools

Wednesday, September 6, 2017

1. Background

Verizon Wireless and Milestone Communications (Milestone)--pursuant to the existing Telecommunications Leasing Master Agreement with Anne Arundel Public Schools (AACPS) dated July 23, 2012--is proposing to construct a 114' wireless monopole at Shady Side Elementary School that can accommodate Verizon and up to four additional wireless carriers. A suitable location has been identified in consultation with Facilities and school staff. The structure and all carrier ground equipment will be located in a fenced and locked 50' x 50' compound.

2. Community Outreach

Following Board of Education review of the application, Milestone posted a project specific website to provide residents and the school community with information about the project: www.shadysideeswireless.com. A community meeting was scheduled for August 9th at the Shady Side Community Center. County regulations required that approximately 19 total adjacent property owners, agencies, and community associations receive notice of the meeting. Milestone expanded the neighborhood mailing list to include an additional 109 residents and community associations. In advance of the meeting, AACPS sent two rounds of ConnectEd calls and emails (988 total contacts) to the school community with an average success rate of 90 percent. AACPS also sent out a press release and posted meeting details to its Facebook (47.3k followers) and Twitter (26.2k followers) pages. Milestone and AACPS outreach graphics are included as *Exhibit A*.

At the time of the community meeting, the website had 407 sessions with 297 unique visitors and 1,145 total page views. Prior to the meeting, several community members reached out to Milestone through the website and via email with general inquiries, specific questions, and opinions about the project. Milestone responded to general inquiries by providing basic information, directing people to the project website, and/or encouraging them to attend the community meeting. Specific questions and comments were tracked and, as best as possible, incorporated into the community meeting presentation.

3. Community Meeting

The meeting was held from 7-9:15 pm on August 9 at the Shady Side Community Center, with about 100 people in attendance, including Councilman Jerry Walker. A general summary of comments, questions, and topics covered at the meeting is included as *Exhibit B*.

Prior to the September 6 School Board Meeting, a copy of the community meeting outcome summary was mailed to required parties and also emailed to anyone who had contacted Milestone (via email) about the project. Additionally, the link to the audio recording of the meeting was posted to the project website (link: <https://www.dropbox.com/sh/o31ni4zsl5zhr02/AACl0Vg-8LZ4pxMvr8kwKgvBa?dl=0>).

4. Proposed Process and Timeline

- Jun. 21 Board of Education reviewed proposed application & Milestone published the website.
- Jul. 18 Milestone / AACPS sent meeting notices.
- Aug. 1 AACPS ConnectEd call and email sent.
- Aug. 7 AACPS 2nd ConnectEd call and email sent.
- Aug. 9 Community meeting at Shady Side Community Center.
- Sep. 6 Board of Education reviews community outreach and meeting notes.
- Oct. 31 On or about October 31, Milestone files for building permit. Upon gaining building permit, Milestone will request that the ground lease be signed and construction will be scheduled to accommodate any planned activities at the school.
- Feb. 28 On or about February 28, construction begins.

The following are included as attachments to this document: example photosim (*Exhibit C*) and concept plan (*Exhibit E*).

Milestone: Neighborhood Notification



Milestone's direct mailing map

AACPS: ConnectEd School Notification

<u>August 1</u>			<u>August 7</u>		
Medium	Reached / Contacted	Success Rate	Medium	Reached / Contacted	Success Rate
Calls	464 / 542	86%	Calls	450 / 555	91%
Emails	391 / 428	91%	Emails	396 / 433	91%

ConnectEd statistics for calls and emails to the Shady Side ES students and staff (provided by the AACPS Information Office)



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Meeting Notes/Summary of Comments Received: Milestone Communications Community Meeting on August 9, 2017 at 7pm at the Shady Side Community Center regarding a project to place a Telecommunications Facility at Shady Side Elementary School (ES).

A Community Meeting was held by Milestone Communications on August 9, 2017, at the Shady Side Community Center, 1431 Snug Harbor Rd, Shady Side, MD 20764, regarding a project to place a Telecommunications Facility at Shady Side ES, 4859 Atwell Rd, Shady Side, MD 20764. The meeting started at 7 pm.

Attendees for and on behalf of the developer, Milestone Communications, included its project manager, Matt Penning, Milestone President Len Forkas, and land use consultant Elizabeth Dietrich of Network Building + Consulting. Additional attendees included Greg Stewart from the Anne Arundel County Public School system (AACPS), Joe Galindo for Verizon, and Radio Frequency (RF) Health Consultant Kevin McManus of EBI Consulting. The meeting was moderated by Michael Sigman of CommCore Consulting Group. Noted members of the local media in attendance included Channel 45 News (WBFF) and Capital Gazette. Approximately 100 community members were in attendance, including District 7 Councilman Jerry Walker. Community members were asked to sign a sign-in sheet if they would like to speak with a question or comment at the meeting. Attendees could also leave their contact information should they wish to receive notes from the meeting.

The meeting began with a brief introduction by Mr. Sigman, welcoming the attendees and providing an overview of the format of the meeting. Mr. Forkas and Mr. Penning shared information about Milestone Communications and the project via a PowerPoint presentation that lasted approximately 20 minutes and then opened up the meeting to questions. Speakers were requested to keep comments and questions to two-and-a-half minutes or less to give as many attendees as possible the chance to speak. Approximately 20 community members spoke during the public comment period. The attendees had the following questions and discussion topics (NOTE: questions, discussion topics, and answers herein aren't a verbatim record, but a general summary. Many attendees asked similar questions, which were sometimes answered at separate times and also during the presentation. Milestone has done its best to group these questions and answers):

1. Is there a plan to bury an underground fuel tank on-site to power the tower's back-up generator?
 - a. Mr. Forkas indicated that no underground storage tanks will be buried at Shady Side ES in connection with this project. He explained that the proposed diesel generator will be installed above ground on a concrete pad and the fuel tank will be encased in double-walled metal housing, which will meet all applicable local and federal regulations and safety standards. He noted that the generator will only be used in the case of an emergency, should there be a power outage, so that wireless service can be maintained. He later clarified that the generator would only turn on long enough to charge the batteries of the facility.
2. It looks like the site is located in wetlands and the Critical Area. What will be the environmental impact of the tower on these areas?



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- a. Mr. Forkas indicated that the proposed tower location is not in the Chesapeake Bay Critical Area, and is not believed to be located in any designated wetlands. He explained that during the permitting process (which has not yet happened), the proposed tower location is surveyed and wetlands are delineated at that time. He noted that the specific location on this site was selected with the intent to avoid disturbance to wetlands or other environmentally-sensitive areas.
3. We're concerned about the health risks, especially to children. Can you provide any documentation that RF radiation is safe? Do you take input from the medical community when deciding to site towers on school property?
 - a. Mr. Forkas stated that the safety of children comes first. He noted that studies over the past 30 years have shown no credible evidence that RF emissions from wireless communications towers are harmful. He cited the American Cancer Society, the National Cancer Institute, Federal Communications Commission, and the Food and Drug Administration as reputable sources for research on this issue.

Mr. McManus (later in the meeting) offered a printed one-page document that included links to relevant fact sheets and summaries of the state of RF science for people to take home to review.

Mr. Stewart added that the school system requires Milestone to have an independent engineering firm test the RF levels of its towers annually to ensure FCC compliance. He explained that RF levels are measured at several locations inside and around the schools, and that the results at AACPS schools with existing towers showed exposure levels far below the FCC threshold.

4. Why wasn't the community notified of the School Board meeting at which the recent lease renewal with Milestone was voted on?
 - a. Mr. Stewart indicated that the Master Lease Agreement (MLA) renewal between Milestone and AACPS appeared as an agenda item at a School Board meeting. He noted that the School Board meeting schedule and agenda for each meeting are available to the public.
5. Why hasn't AACPS School Board/Milestone Communications reached out to the community about this project until now?
 - a. Mr. Stewart explained that the siting of a telecommunications tower on an AACPS site is a regulated process which is part of the Milestone/AACPS program. All Anne Arundel County Public Schools are potential sites for telecommunications facilities based on a MLA between Milestone and AACPS. The process of choosing a site location begins with a wireless carrier expressing a need for increased coverage and/or capacity in the area of an AACPS site. The carrier contacts Milestone Communications, who expresses the interest directly to Mr. Stewart. Once Mr. Stewart has vetted the site, on-site meetings are then held with the Principal of the school, PTA/PTO president, and



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any interested Board Members to discuss the feasibility for the proposed installation and community notification process. Milestone then submits a package of project information to AACPS for Board review prior to proceeding to community outreach.

Mr. Stewart noted that the public is not notified or engaged on a project until a proposal has been thoroughly vetted by internal stakeholders.

6. Why was this community meeting scheduled for the summer months instead of during the school year?

- a. Mr. Forkas acknowledged the concern of holding a meeting during the summer, but noted the attendance of this meeting was encouraging. He explained that Milestone works throughout the calendar year and cannot take a break during the summer time. He noted that for those who were unable to attend the meeting in person, the site-specific website created by Milestone Communications serves as an outreach portal and will keep the public informed along the way. As noted during the presentation, Milestone mailed postcards with the website URL and details of the community meeting to residents within 0.5 mile of the site. The County required only 19 total property owners, agencies, and organizations be notified, but Milestone expanded the direct mailing to include an additional 109 residents and community associations.

Mr. Stewart added that emails and phone calls were sent to all existing Shady Side ES student households regarding the meeting. As noted during the presentation, AACPS notified the school community of the meeting date via a press release, AACPS social media pages, and two rounds of ConnectEd calls and emails to the Shady Side ES students and staff. On August 1, the call reached 464 of 542 contacts (86% success rate) and the email reached 391 of 428 contacts (91% success rate). On August 7, the call reached 450 of 555 contacts (91% success rate) and the email reached 396 of 433 contacts (91% success rate).

7. Are safety precautions taken regarding workers on and around school grounds? Do workers at the facility have to sign in at the school? How often do they come to the site?

- a. Mr. Forkas indicated that precautions are taken to ensure the safety of children and staff at the school, as well as ensure that the property is being properly managed. He noted that in accordance with each wireless carrier's leasing agreement, workers must provide 24 hours' notice prior to accessing the site. He explained that upon arrival, workers must sign-in at the front office and have their ID scanned. He added that once the tower is constructed, wireless carriers set a maintenance schedule and visit the site as-needed.

Mr. Stewart explained that whenever any contractor (not just Milestone) comes onto a school site, administration scans their licenses and hands them a badge. He indicated that the Raptor system scans the IDs and checks for any sex offenses. He noted that if a contractor is flagged in the system, the person is denied access and administration is notified. He added that anybody working



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on-site for an extended period of time typically receives a 30 day pass and is required to sign-in or check-in daily.

8. We get a lot of bad weather in Shady Side (e.g., rain, wind, hurricanes, etc.) – are the towers rated to withstand these hazards? What about the fall zone of the tower?
 - a. Mr. Forkas indicated that towers are designed to have the structural wind loading capacity to support up to five wireless carriers, and can withstand tropical storm winds with sustained gusts. He explained that Milestone towers are required by law to withstand certain wind loading standards. He noted that the location of the proposed tower is more than 350 feet away from school buildings and more than 200 feet away from the closest homes. He added that the “fall zone” is 114 feet around the tower location, which doesn’t extend beyond the wooded area of the property.
9. Can you explain the financial benefit to the schools and school system from the Milestone lease agreement? What proof do you have that the money from this tower will benefit Shady Side ES?
 - a. Mr. Stewart indicated that the current agreement allocates portions of the one-time site fee (\$25,000) to the school and to the school cluster. He clarified that the school in which the tower is located and the regional cluster that encompasses the school each receive 25% of the one-time site fee; all other revenue from the tower goes to the Board of Education’s general fund. He explained that the current fund allocation is designed to primarily benefit the school system as a whole, as revenue can be allocated to schools/programs with the most need, but that it also does provide some direct funds to the host school and cluster schools that the individual principals can utilize as desired to benefit the individual schools.
10. Does the Shady Side community actually need this tower?
 - a. Mr. Forkas indicated that Verizon Wireless, the lead carrier tenant for the Shady Side ES site, has determined that augmented wireless coverage and capacity would better serve its customers in the area. He explained that consumer demand for enhanced wireless service is constantly increasing, and that wireless providers are building new sites to ensure reliable wireless service. He added that siting a telecommunications facility at Shady Side ES will augment wireless service in the area, and will also provide enhanced wireless coverage for 911 responders and other safety officials.
11. There is a rumor that AACPS has released Milestone of some liability in connection with the tower – is this true?
 - a. Mr. Forkas indicated that Milestone insures the tower, which provides general liability for anything that happens on-site. He explained that Milestone requests certificates of insurance for all its contractors and ensures AACPS is named in those policies. He noted that there is a provision in all



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Milestone leases that legally requires Milestone to take action if the federal government demonstrates that RF exposure from towers is harmful.

12. Why was Shady Side ES selected? Were other sites considered?

- a. Mr. Forkas indicated that wireless RF engineers target the areas that are most in need of coverage based on highly technical RF readings and measurements, and that this site was pinpointed as a place where coverage needed augmentation. He noted that the school parcel is large enough to meet zoning setback requirements for the facility, and it is central to the community where residents are using their devices.

Ms. Dietrich added that as part of its construction application, Milestone/Verizon is required to rule out collocation on the five closest towers and also commercially-zoned properties located within 2,500 feet of the site.

13. I live nearby - will there be lights on the tower?

- a. Mr. Forkas indicated that there will not be any lights on the monopole.

14. How many Milestone sites been rejected since you started doing business?

- a. Mr. Forkas estimated that less than five percent of all Milestone sites have been rejected.

15. Does the Shady Side ES zoning allow for cell towers?

- a. Ms. Dietrich indicated that the zoning of the property is R-1 (residential); per the county code, towers are permitted in the R-1 district provided they meet certain criteria.

In lieu of or in addition to questions, several community members made statements about the Shady Side ES project and the AACPS/Milestone partnership in general. Below is a record of these statements (NOTE: statements herein aren't a verbatim record, but a general summary):

- A few people expressed concern about RF safety at the site
- A few people expressed concern about the community participation and notification process
- A few people expressed concern about the construction of towers at elementary schools
- A few people expressed concern about the process by which contractors visit the site
- A few people expressed concern about the potential environmental impact of this project
- A few people expressed concern about the process by which AACPS renewed Milestone's contract
- A few people expressed concern about the process by which AACPS allocates tower revenue
- One person expressed concern about the unsightliness of the tower
- One person expressed concern about the potential decline in property value
- One person expressed support for the community participation and notification process



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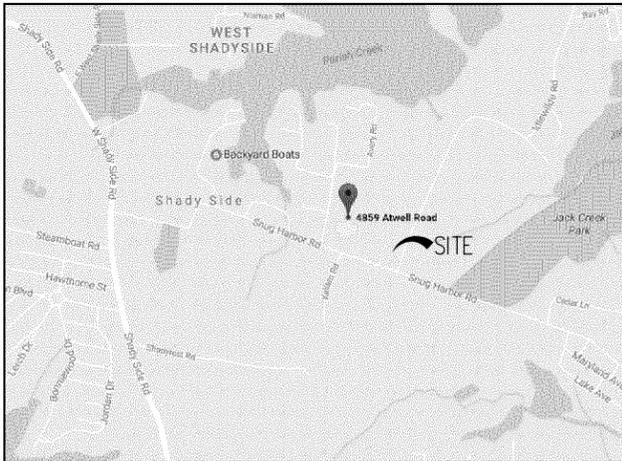
Milestone Communications and the meeting moderator thanked attendees for coming. The meeting concluded at approximately 9:15 pm. This is not a transcript of the meeting, but a summary of major topics. Please visit the website for this project at www.shadysideeswireless.com for additional information and project updates.



Site Name: Shady Side Elementary School
Wireless Communication Facility
4859 Atwell Rd
Shady Side, MD 20764

Photograph Information:
Shady Side School Parking Lot
View from the North
Showing the Proposed Site





VICINITY MAP

SCALE: 1" = 1000'



SITE PLAN NOTES

- 1.) SITE NAME: SHADY SIDE ELEMENTARY SCHOOL
- 2.) THIS IS NOT A BOUNDARY SURVEY AND IS NOT TO BE USED FOR THE TRANSFER OF PROPERTY.
- 3.) THE SUBJECT PARCEL INFORMATION:
OWNER: ANNE ARUNDEL COUNTY BOARD OF EDUCATION
PREMISES ADDRESS: 4859 ATWELL ROAD
SHADY SIDE, MD 20764
MAILING ADDRESS: 2644 RIVA ROAD
ANNAPOLIS, MD 21401
COUNTY: ANNE ARUNDEL COUNTY
- 4.) THE LOCATION OF THE PROPOSED TELECOMMUNICATIONS MONOPOLE IS APPROXIMATELY LOCATED AS FOLLOWS:
LATITUDE: ± N 38° 50' 24.781"
LONGITUDE: ± W 76° 30' 14.926"
ELEV AT BASE: ± 10.0'

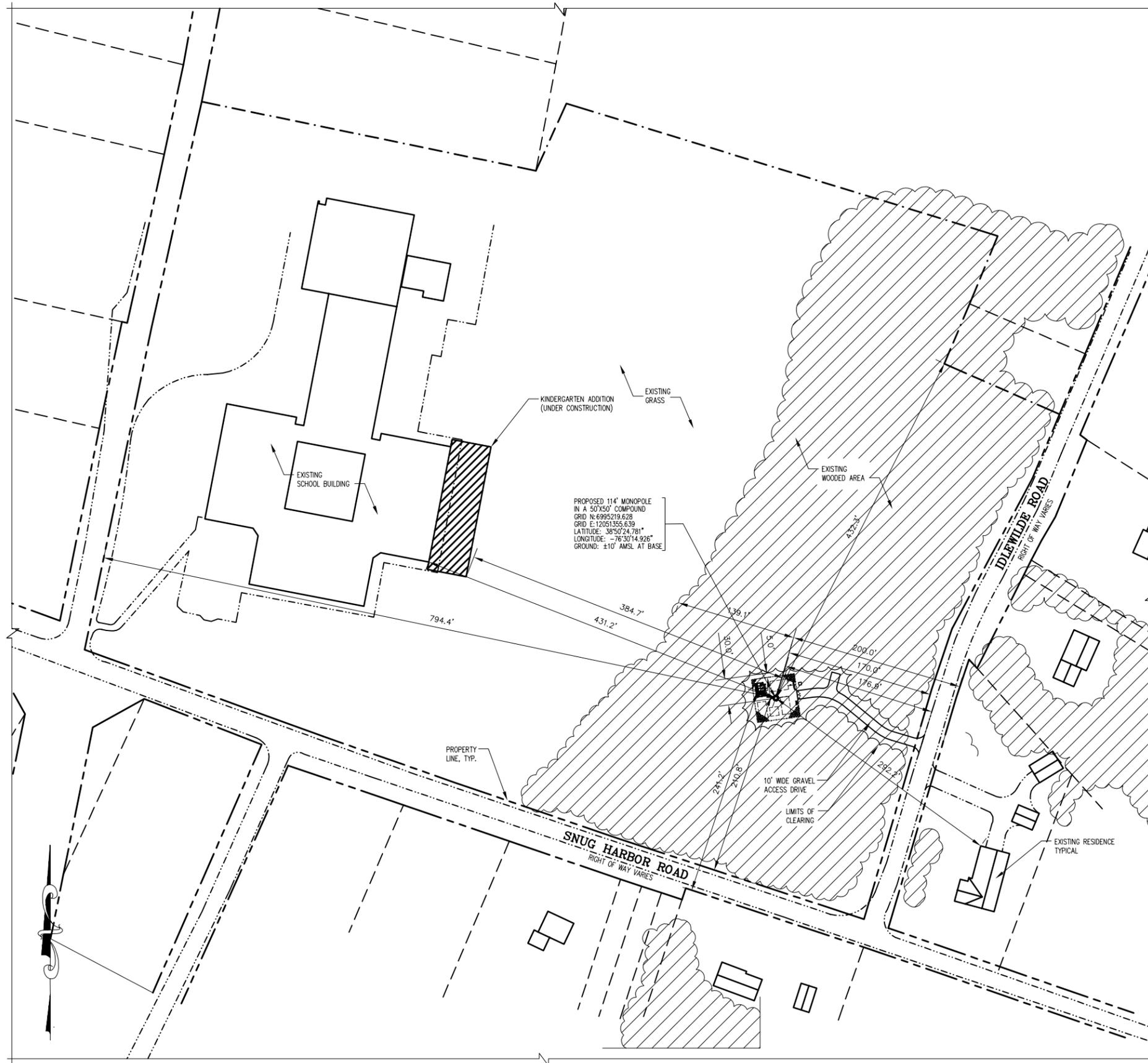
LINE TYPES

- BOUNDARY LINE - PARENT PARCEL
- RIGHT OF WAY BOUNDARY
- EDGE OF ASPHALT
- EDGE OF CONCRETE
- FENCE LINE - CHAIN
- 1' CONTOUR LINE
- 5' CONTOUR LINE
- TREE OR VEGETATION LINE

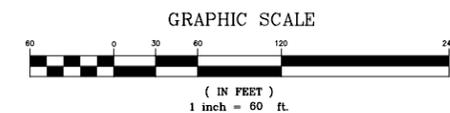
LEGEND

- FOUND PROPERTY CORNER
- △ BENCH MARKS
- UTILITY POLE
- SIGN
- ☆ LIGHT POLE
- ⊞ TELEPHONE PEDESTAL
- INDIVIDUAL TREE - DECIDUOUS

MONOPOLE SETBACKS			
	PROPOSED TO PROPERTY LINE	PROPOSED TO ADJOINING PROPERTY	REQUIRED
FRONT YARD (EAST)	±170.0'	±200.0'	200.0'
REAR YARD (WEST)	±794.4'	N/A	N/A
SIDE YARD (SOUTH)	±210.8'	±241.2'	200.0'
SIDE YARD (NORTH)	±432.3'	N/A	N/A
CLOSEST OFF SITE RESIDENCE	±292.2'	N/A	N/A
CLOSEST OFF SITE ROAD	±176.9'	N/A	N/A



SITE PLAN
SCALE: 1" = 60'



6600 Rockledge Drive, Suite 550
BETHESDA, MD 20817
PHONE: (202)408-0960
FAX: (202)408-0961

SUBMITTALS

DATE	DESCRIPTION	REV.
04-10-16	CONCEPT REVIEW	
05-16-17	CONCEPT REVIEW	
05-17-17	CONCEPT PLAN	
08-25-17	CONCEPT PLAN	

SEAL:



Milestone
COMMUNICATIONS

PROJECT NO: 1050.212
DESIGNER: R.S.
ENGINEER: M.M.

SCALE:
0 1/2 1
GRAPHIC SCALE IN INCHES

**SHADY SIDE
ELEMENTARY SCHOOL
4859 ATWELL ROAD
SHADY SIDE
MD 20764**

TITLE:

SITE PLAN

SHEET NUMBER:

L-1

SUBMITTALS

DATE	DESCRIPTION	REV.
04-10-16	CONCEPT REVIEW	
05-16-17	CONCEPT REVIEW	
05-17-17	CONCEPT PLAN	
08-25-17	CONCEPT PLAN	

SEAL:



Milestone
 COMMUNICATIONS

PROJECT NO: 1050.212
 DESIGNER: R.S.
 ENGINEER: M.M.



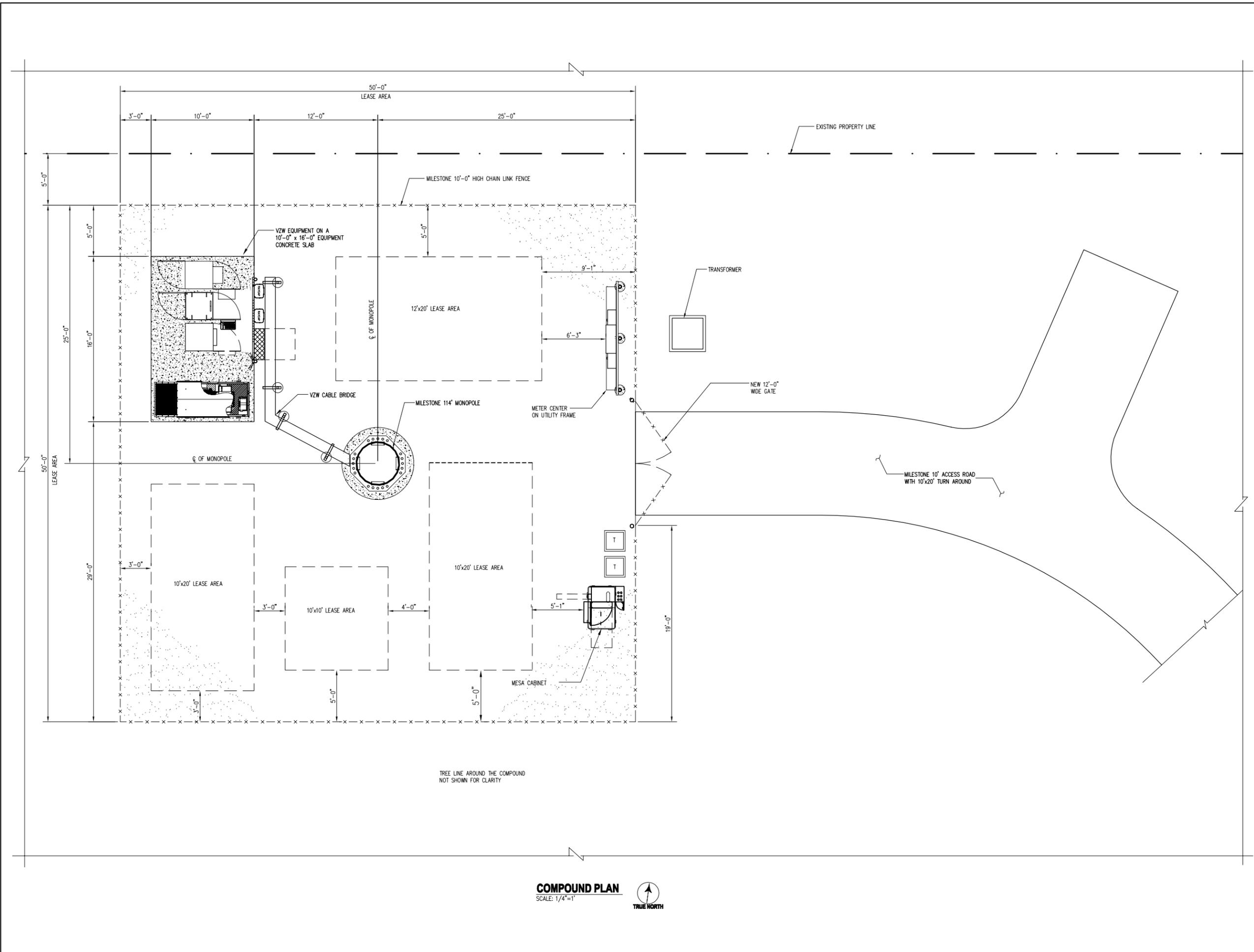
**SHADY SIDE
 ELEMENTARY SCHOOL
 4859 ATWELL ROAD
 SHADY SIDE
 MD 20764**

TITLE:

COMPOUND PLAN

SHEET NUMBER:

L-2



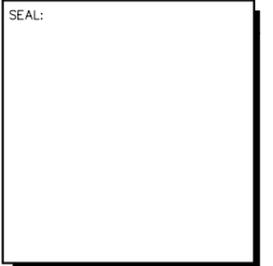
COMPOUND PLAN
 SCALE: 1/4"=1'



SUBMITTALS

DATE	DESCRIPTION	REV.
04-10-16	CONCEPT REVIEW	
05-16-17	CONCEPT REVIEW	
05-17-17	CONCEPT PLAN	
08-25-17	CONCEPT PLAN	

SEAL:



Milestone
 COMMUNICATIONS

PROJECT NO: 1050.212
 DESIGNER: R.S.
 ENGINEER: M.M.

SCALE:

 GRAPHIC SCALE IN INCHES

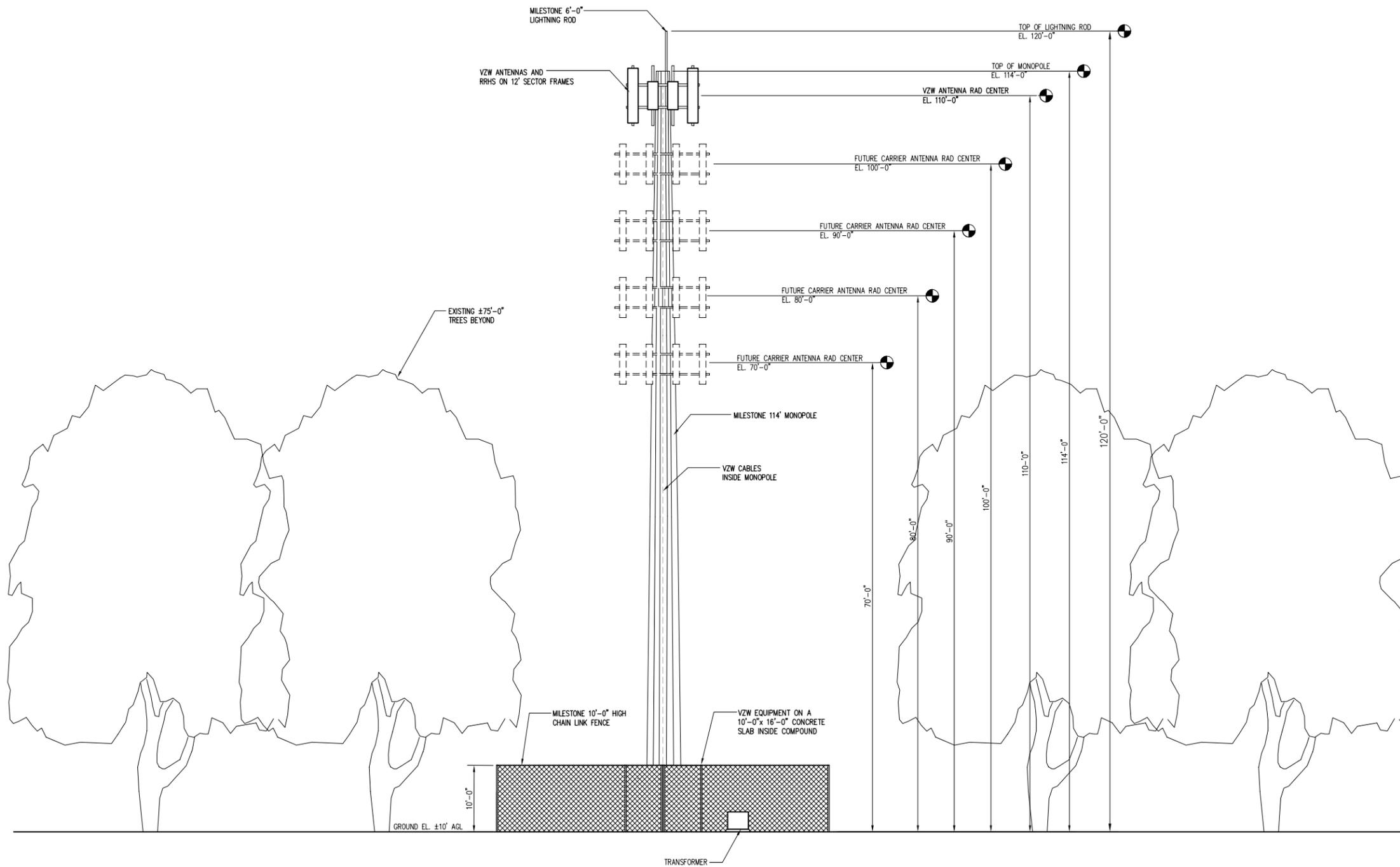
**SHADY SIDE
 ELEMENTARY SCHOOL
 4859 ATWELL ROAD
 SHADY SIDE
 MD 20764**

TITLE:

**MONOPOLE
 ELEVATION**

SHEET NUMBER:

L-3



MONOPOLE ELEVATION
 SCALE: 1/8"=1'-0"

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY
MINUTES OF SEPTEMBER 6, 2017

APPROVED

~~(UNAPPROVED)~~

The Board of Education of Anne Arundel County met at 10:00 a.m. on the above date in the Board Room of the Carol S. Parham Building, 2644 Riva Road, Annapolis, Maryland. Members present were Julie Hummer, Teresa Milio Birge, Lusia Cole, Terry Gilleland, Eric Grannon, Stacy Korbelak, Patricia Nalley, Colin Reinhard, and Maria Sasso. Also present was Dr. George Arlotto, Superintendent. Mrs. Hummer opened the meeting with the invocation, followed by the Pledge of Allegiance.

EXECUTIVE SESSION MINUTES OF AUGUST 23, 2017 – A.M. SESSION:

The Board of Education met in executive session on the above date at 8:30 a.m. in the Caucus Room at the Board of Education offices, 2644 Riva Road, Annapolis, MD 21401. While in public session a motion was made by Mr. Gilleland and seconded by Mrs. Birge to go into closed session pursuant to Section to Section 10-508(a) (1), (7), and (9) of the State Government Article of the State Government Article of the Annotated Code of Maryland to:

- (1) Discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials and any other personnel matter that affects one or more specific individuals;
- (7) Consult with counsel to obtain legal advice on a legal matter; and
- (9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations.

Persons present to close the meeting and voting were Julie Hummer, Terry Gilleland, Patricia Nalley, Teresa Birge, Stacy Korbelak, and Maria Sasso. Lusia Cole arrived at 9:50 a.m. Eric Grannon was absent. The vote was (6-0). Also present were Tyson Bennett, Board Counsel; George Arlotto, Superintendent; Molly Connolly, Executive Assistant; and Diane Howell, Administrative Associate. Walter Federowicz was present for the Internal Auditor report. Alex Szachnowicz, Chief Operating Officer; Melisa Rawles, Director of Employee Relations and Chief Negotiator; and Angie Auth, Employee Relations Specialist were present for negotiations.

ITEMS CONSIDERED, ACTION TAKEN AND RECORDED VOTES

1. Mr. Bennett advised the Board on a legal matter.
2. Board members volunteered to serve on committees of the Maryland Association of Board of Education.
3. Mrs. Hummer asked the Board for suggestions for Board Outreach events for the upcoming school year.
4. Mr. Federowicz updated the Board on activities of the Office of Internal Audit.
5. Dr. Arlotto reported to the Board on substitute administrators in schools.
6. Dr. Arlotto reported to the Board on student immunizations.

7. Mrs. Rawles advised the Board on negotiations with the Teachers Association of Anne Arundel County; the American Federation of State, County and Municipal Employees; the Association of Educational Leaders; and the Secretaries and Assistants Association of Anne Arundel County. The Board gave Mrs. Rawles direction on how to proceed with negotiations. Adjourn: 10:00 a.m.

EXECUTIVE SESSION OF AUGUST 23, 2017 – P.M. SESSION:

The Board of Education met in executive session on the above date at 12:00 noon in the caucus room at the Board of Education offices, 2644 Riva Road, Annapolis, MD 21401. While in public session a motion was made by Mr. Gilleland and seconded by Mrs. Birge to go into closed session pursuant to Section 10-508(a) (7) of the State Government Article of the State Government Article of the Annotated Code of Maryland to:

- (7) Consult with counsel to obtain legal advice on a legal matter.

Persons present to close the meeting and voting were Julie Hummer, Terry Gilleland, Patricia Nalley, Teresa Birge, Stacy Korbek, Maria Sasso, and Lusia Cole. Eric Grannon was absent. The vote was (7-0). Also present were Tyson Bennett, Board Counsel; and Molly Connolly, Executive Assistant.

ITEMS CONSIDERED, ACTION TAKEN AND RECORDED VOTES:

1. Mr. Bennett advised the Board on eight out-of-area transfer appeals. Mrs. Sasso moved to uphold the Superintendent in each of the cases. Mrs. Nalley seconded and the Board approved (7-0) in each case.

Adjourn 1:45 p.m.

Public Session – September 6, 2017

APPROVAL OF THE MINUTES: Mrs. Birge moved to approve the minutes of August 23, 2017. Mrs. Nalley seconded and the Board approved (9-0).

ESTABLISH AGENDA ORDER: The agenda stands as published.

RECOGNITIONS: Maryland State Delegate Pamela Beidle, chair of the Anne Arundel County House Delegation, presented Bob Mosier, Chief Communications Officer, an official citation on behalf of the delegation not only for his dedicated work on the School Board Appointment Commission, but for the last two years in providing a valuable resource and help to the Delegation. She said that she does not think that the Delegation would have been able to pass the appointment commission and the elected school board legislation without his help. On behalf of the Anne Arundel County Delegation, she thanked Mr. Mosier for his tireless efforts in helping to form the newly created School Board Appointment Commission and work to carry the commission through 2020. She thanked him again for his important work he has done on behalf of the community. Del. Beidle was joined by School Board Appointment Commission Chairman Susannah Kipke and Commission members Allison Pickard, and Amalie Brandenburg.

Mrs. Hummer also thanked the AACPS television crew for putting in extra hours to broadcast the proceedings of the Commission; Bob Soneira, Chris Koawl, Erik Cloyd, and Jon Francis. She also thanked Jeanette Ortiz, Esq., AACPS' Legislative and Policy Counsel; Molly Connolly, Executive Assistant; and Diane Howell, Administrative Associate for the extra evening hours spent supporting the commission.

EMPLOYEE OF THE MONTH: Michael Edgar, Photo Display Specialist, was honored.

SCHOOL AND COMMUNITY HIGHLIGHTS: Mrs. Sasso spoke about her attendance at the Annapolis High School Open House and the Ribbon Cutting at the Meade High School athletic complex. She also was pleased to accompany Dr. Arlotto on his first day of school visits at Windsor Farm, Cape St. Claire, and Annapolis elementary schools, in addition to the Monarch Academy Annapolis Public Contract School. Mrs. Birge said she enjoyed her first day of school visits as well. In addition, she attended the Teachers Association of Anne Arundel County annual picnic at Sandy Point Park. She thanked Mr. Benfer, president of TAAAC, for the invitation to attend the picnic.

Mrs. Nalley echoed her colleagues' comments about the first day of school visits, noting that the first day of school went very smoothly throughout the county. Dr. Arlotto thanked Board members for accompanying him on first day of school visits and he welcomes all children to a new school year. He also thanked Mr. Benfer for accompanying him on his school visits, as well as County Executive Steve Schuh; Ms. Brandenburg, Mr. Schuh's Education Officer; and Councilman Jerry Walker. The Superintendent gave thanks to his staff, noting that it is no easy feat to open schools for approximately over 82,000 students.

Dr. Arlotto informed everyone about "Crofton is Kind," a local grassroots effort led by Crofton parent Kristin Caminiti. Ms. Caminiti addressed the Board, noting that her efforts are directed toward anti-bullying, and inclusion in the community. She informed the Board about a 501(c)(3) nonprofit organization that she and others have formed, "We Cultivate Kindness," and she summarized the work of the organization.

Mrs. Hummer summarized her recent activities, including the first day of school visits with the Superintendent, and the Meade High school athletic complex ribbon cutting. She also spoke about the school system's campaign "Help Houston," with proceeds going to the Houston Independent School District Foundation.

PTA REPORT: Allison Pickard, President of the Anne Arundel County Councils of PTAs, presented the report. Mrs. Pickard thanked all parents who have stepped up into leadership positions at their local school PTAs and she encouraged all parents to join their PTA. She noted that there will be PTA training on September 16 at the Carver Center in Crofton. Mrs. Pickard announced that she is stepping down as President of the County Council of PTAs. First Vice President Estefania Holler will be the new President.

CAC REPORT: Melonie Teichert, Chair of the Countywide Citizen Advisory Committee, presented the report. Ms. Teichert summarized the work of the CAC and said she is pleased to begin a new school year.

PUBLIC COMMENT: The following individuals addressed the Board: Xiangkiow Zhang, Jirun Zhang, Jessica O’Kane, Mike Shay, Randy Williams, nd Lisa VanBuskirk.

Consent Items – Award of Contracts

Ms. Sasso moved to bundle the consent items and take them from information to action. Mrs. Birge seconded and the Board approved (9-0).

The Superintendent recommended that the Board award the following contracts:

FACILITY SECURITY EQUIPMENT, SYSTEMS AND SERVICES:

Contract #18-040, Facility Security Equipment, Systems, and Services, to Tyco Integrated Security, LLC, in the total amount of \$400,000.

FURNITURE REFURBISHING: The Superintendent recommends that the Board of Education award Contract #18-039, Furniture Refurbishing, to Maryland Correctional Enterprises, in the total amount of \$250,000.

Mr. Szachnowicz answered Mr. Reinhard’s questions as to why the contract was awarded to Maryland Correctional Enterprises. Mr. Szachnowicz confirmed that the labor is performed by incarcerated individuals, under direction of Maryland Correctional Enterprises. In response to questions by Mr. Grannon, Mr. Szachnowicz confirmed that the Supervisor of Purchasing has the latitude to award contracts, outside of the bidding process to organizations such as Maryland Correctional Enterprises, as the organization provides the best value for the school system.

PROFESSIONAL DEVELOPMENT IN DIFFERENTIATED INSTRUCTION:

Contract #18-042, for Professional Development in Differentiated Instruction, to Staff Development for Educators, in the total amount of \$200,000.

Ms. Sasso moved to approve the Superintendent’s recommendations. Mrs. Birge seconded and the Board approved (8-1), Mr. Reinhard opposed, all others in favor.

ADMINISTRATIVE PERSONNEL APPOINTMENTS: The Superintendent made the following recommendations:

Dwight Jefferson, Acting Principal, Chesapeake Science Point Public Charter School, effective August 29, 2017

Doris Woodruff, Assistant Principal, Glen Burnie High School, effective September 7, 2017.

Mrs. Birge moved to approve. Ms. Sasso seconded and the Board approved (9-0)

PERSONNEL:

The Superintendent recommended monthly personnel actions, including appointments, leave of absences, resignations, retirements, and terminations. Ms. Sasso moved to approve. Mrs. Birge seconded and the Board approved (9-0).

Policy Revisions – Third Reading

STUDENT NUTRITION SERVICES – WHOLE SCHOOL – CODE EB:

The Superintendent recommends approval of Policy EB, subject to final correction for style and format.

Food and Nutrition Services is bringing an updated policy and regulation that addresses student nutrition standards encompassing the entire school environment for all foods and beverages made available on school property or through school-sponsored events.

Ms. Sasso moved to approve. Mrs. Birge seconded and the Board approved (9-0).

SALARIES – TEACHERS – CODE GBS: The Superintendent recommends approval of Policy GBS, subject to final correction for style and format.

The Division of Human Resources is bringing an updated policy to provide guidelines for the determination of teacher salaries at Anne Arundel County Public Schools.

Ms. Sasso moved to approve. Mrs. Birge seconded and the Board approved (9-0).

STUDENT PERFORMANCES – CODE IKC: The Superintendent recommends approval of Policy IKC, subject to final correction for style and format.

The Office of School Performance and Division of Curriculum and Instruction are bringing an updated policy to provide guidelines on the selection of school performances at Anne Arundel County Public Schools.

Ms. Sasso moved to approve. Mrs. Birge seconded and the Board approved (9-0).

INSTRUCTIONAL MATERIALS – CODE IH: The Superintendent recommends approval of Policy IH, subject to final correction for style and format.

The Division of Curriculum and Instruction is bringing an updated policy and regulation to provide guidance on the review, evaluation, and selection of materials of instruction, classroom materials, library media materials, and electronic resources that support curriculum in accordance with State and federal laws. The following policies have been incorporated into this policy and will be rescinded upon approval of this policy by the Board:

- Textbook Selection and Adoption – IHA
- Supplemental Materials – IHB

Mrs. Korbelak moved to approve the Superintendent's recommendation. Mr. Gilleland seconded and the Board approved (9-0).

Other Action Items

SUPERINTENDENT’S RECOMMENDED FISCAL YEAR 2019 CAPITAL BUDGET, SIX-YEAR PLAN AND CAPITAL IMPROVEMENT PLAN: The Board reviewed the Superintendent’s proposed Fiscal Year 2019 Capital Budget request, the Six Year Plan, and the State Capital Improvement Plan (CIP) which is required to be submitted to the State’s Interagency Committee for School Construction by October 4, 2017.

Mr. Szachnowicz, Chief Operating Officer, and Lisa Seaman-Crawford, Director of Facilities, presented the agenda item. It was noted that a Board of Education workshop for the Capital Budget and CIP has been scheduled for 6:00 p.m. on September 12, 2017, in the Board Room of the Parham Building. Additionally, a Public Hearing for the Capital Budget and CIP is scheduled as part of the September 20, 2017, Board of Education meeting. The Board is also scheduled to vote on the Capital Budget and CIP at that meeting, which will begin at 10:00 a.m.

Public Comment: Randye Williams

EDGEWATER ES DESIGN DOCUMENTS:

Ms. Sasso moved to take the item from information to action. Mrs. Nalley seconded and the Board approved (9-0).

The Superintendent recommends approval of the Edgewater Elementary School Revitalization – Design Development (DD).

It was noted that the preceding phases of this project have been approved by the Board of Education as follows: Educational Specification – May 4, 2016; Feasibility Study – September 16, 2016; A/E Design Contract – December 21, 2016; Schematic Design – May 3, 2017

This project is to revitalize the existing Edgewater Elementary School. The Design Development phase is the technical refinement of the previously approved Schematic Design. The Board reviewed the *Edgewater Elementary School Design Development* report prepared by Hord Coplan Macht dated September 6, 2017.

Mrs. Birge moved to approve. Ms. Sasso seconded and the Board approved (9-0).

TYLER HEIGHTS ES DESIGN DOCUMENTS:

Ms. Sasso moved to take the item from information to action. Mrs. Nalley seconded and the Board approved (9-0).

The Superintendent recommends approval of the Tyler Heights Elementary School Revitalization – Design Development (DD).

It was noted that the preceding phases of this project have been approved by the Board of Education as follows: Educational Specification – May 4, 2016; Feasibility Study – October 19, 2016; A/E Contract – December 21, 2016; and Schematic Design – May 3, 2017.

This project is to revitalize the existing Tyler Heights Elementary School. The Design Development phase is the technical refinement of the previously approved Schematic Design.

The Board reviewed the *Tyler Heights Elementary School Design Development* report prepared by TCA dated September 6, 2017.

Ms. Sasso moved to approve. Mrs. Nalley seconded and the Board approved (9-0).

Ms. Sasso commented that she is very pleased that the outdoor learning cottages will be used for student activities and not for classrooms.

RICHARD HENRY LEE ES DESIGN DOCUMENTS:

Ms. Sasso moved to take the item from information to action. Mrs. Nalley seconded and the Board approved (9-0).

It was noted that the preceding phases of this project have been approved by the Board of Education as follows: Educational Specification – May 4, 2016; Feasibility Study – September 16, 2016; A/E Design Contract – December 21, 2016; and Schematic Design – May 3, 2017.

This project is to revitalize the existing Richard Henry Lee Elementary School. The Design Development phase is the technical refinement of the previously approved Schematic Design.

The Board reviewed the *Richard Henry Lee Elementary School Design Development* report prepared by Grimm + Parker Architects dated September 6, 2017.

Mr. Szachnowicz answered questions posed by Mrs. Birge regarding parking.

Mrs. Birge moved to approve. Mrs. Nalley seconded and the Board approved (9-0).

Mrs. Birge commented that the outdoor courtyards in the schools are a wonderful addition so that the students have a safe outdoor place in which to learn and play.

Mrs. Nalley commented on the excellent work of the architects in addressing the safety issues as they relate to buses, cars, and general traffic flow in the re-designed school buildings.

CHESAPEAKE ARTS CENTER THIRD PARTY PROJECT - SITE IMPROVEMENTS:

Ms. Birge moved to take the item from information to action. Mrs. Sasso seconded and the Board approved (9-0).

The Superintendent recommends approval of the Chesapeake Arts Center Third Party Project – Site Improvements.

Chesapeake Arts Center, located at Brooklyn Park Middle School, wishes to improve the existing plaza walkway area near the main entrance. This project will renovate the existing plaza entrance at the theater.

The project will be funded by the County in the amount of \$200,000. The final plans, specifications, and permits will be reviewed and approved by both the Anne Arundel County Public Schools Facilities Division and the Anne Arundel County Department of Inspections and Permits. The Board reviewed information on the plaza concept, supporting letters, and details on funding availability.

Ms. Sasso moved to approve. Mrs. Birge seconded and the Board approved (9-0).

Review Items

SHADY SIDE ES – TELECOMMUNICATION TRANSMISSION FACILITY:

The item is being presented to the Board for review. As a source of background, on June 21, 2012, the Board of Education awarded Contract #11SC-219 for Telecommunications Leasing Master Agreement to Milestone Communications. As stated in the applicable procedures, each individual site lease is to be submitted to the Board of Education for conceptual review.

Milestone Communications held a public meeting for the proposed project on August 9, 2017. The Board reviewed information depicting the proposed telecommunication transmission facility that has been coordinated with Anne Arundel County Public Schools. All applicable regulatory requirements, public notification requirements, public meeting elements, and permit reviews will be adhered to by Milestone Communications. It was noted that the Telecommunications Leasing Master Agreement has been reviewed by the Board of Education's attorney.

Mr. Szachnowicz answered several Board questions about distance from the proposed tower to the school, the playground, and to neighboring homes. Mr. Szachnowicz also addressed various options to make the tower more pleasing aesthetically.

Public Comment: Ginger Holliday, Jennifer Groom Kayton, Julia Howes, Randye Williams, Jessica O'Kane, Mike Shay, Carman Skarlupka, Jean Lesicka, John Earle, Shaunah King, James Fonfara, and Kathleen Coon. Various opinions were expressed regarding the proposed cell tower on both sides of the issue.

Mr. Grannon asked Mr. Szachnowicz the name of the public agency that makes the health and safety determination about the proposed cell phone tower. Mr. Szachnowicz stated that at the federal level, the Federal Communications Commission (FCC) is in charge. At the local regulatory level, that determination is precluded under the FCC statute that was referenced earlier in the meeting. It is a well codified section of the code that speaks strongly to two aspects. One, is that health concerns cannot be the basis of a prohibition; that is a preemption element. Secondly, the Federal code requires that public land-holders at all levels (Federal, State and County) view communications as an essential public safety element. He noted that just slightly below 80 percent of 911 calls received by cell phone service and land line are proceeding to go lower and lower. The Federal government views that as national concern and has therefore directed that public sector land holders (and school systems are aligned with that edict) to find opportunities where cell service can be enhanced so that it can foster emergency communication

and the orderly conduct of commerce, as most interstate commerce goes out over radio band airways as opposed to land lines.

Mr. Grannon said that he can understand both sides of the issues. ~~He also said the public is entitled to the accountability of an up or down vote. He believes that on an issue as controversial as this one, the public is entitled to an up or down vote. Therefore, Mr. Grannon, and therefore~~ made a motion to move the item from the Review category to the Action category to be considered at the next public meeting of the Board.

There was no second. The motion failed.

AWARD OF CONTRACTS:

In accordance with Board Policy DEA, all contracts greater than \$25,000 to \$100,000, inclusive, and all contract modifications greater than \$100,000 will be approved by the Supervisor of Purchasing and reported to the Board for review. One contract, in compliance with this policy has been approved by the Supervisor of Purchasing. The contract was presented for the Board's review.

Mr. Gilleland moved that the Board go into closed session pursuant to Section to Section 10-508(a) (1) of the State Government Article of the State Government Article of the Annotated Code of Maryland to discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials and any other personnel matter that affects one or more specific individuals. Mrs. Birge seconded and the Board approved (9-0).

The Board adjourned at 1:00 p.m.

Approved As Amended:
September 20, 2017

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Audit Found Smoke; Now Need Investigation To Find Fires

by Jerome Dancis,

Associate Professor Emeritus of Mathematics, University of Maryland,

Time For Maryland To Do An Atlanta Gold Standard Investigation!

"For places that are serious about exposing cheating, there is a new gold standard: Atlanta. ... Then, ... the governor decided that, once and for all, he was going to get to the bottom of things, and appointed two former prosecutors to oversee an inquiry. Sixty of Georgia's finest criminal investigators spent 10 months on it, and in the end turned up a major cheating scandal involving 178 teachers and principals – 82 of whom confessed – at 44 Atlanta schools, nearly half the district."

Also Atlanta schools' superintendent sentenced to jail under Georgia's RICO (Racketeer Influenced and Corrupt Organizations) law.

("Pa. Joins States Facing a School Cheating Scandal" New York Times 2011/08/01)

The Executive Summary, of the PGCPS Graduation-rate Audit report, states:

" Based on the interviews and document reviews, A&M noted no evidence of system-wide intimidation by PGCPS leadership or evidence of system-wide fraud as it relates to these allegations."

Perhaps, if the private investigating firm was paid more money and provided more time, it would have found evidence of system-wide intimidation and fraud.

Time For Maryland To Do An Atlanta Gold Standard Investigation!

Campbell's ¹Law on Gaming an Evaluation System, Prevales.

A recent blog ² of Diane Ravitch ³ ends with:

"Remember Campbell's Law.

"The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."

"When you reward schools for higher scores, they will get higher scores, by hook or by crook. When you reward them for higher graduation rates, they will do what it takes-including lowering standards-to reach the goal."

¹ Donald T. Campbell, a psychologist and social scientist.

² NPR: The Hoax of the D.C. Public School Where 100% of Seniors Graduated and Were Accepted by Colleges <https://dianeravitch.net/2017/11/29/npr-the-hoax-of-the-d-c-public-school-where-100-of-seniors-graduated-and-were-accepted-by-colleges/>

³ Assistant Secretary of Education from 1991 to 1993

You might recommend to county boards of education to avoid using easy-to-game criteria for evaluating their superintendents, especially graduation rates.

Possible Corruption Not Looked For By This Very Limited Audit

* The 2017 spending data for Prince George's County includes 27 *identical* records, each an EDUCATION Agency payment of \$726,481.48 for OTHER MISCELLANEOUS SERVICE. None of the records gave a transaction date. ⁴

This totals almost \$20 million.

* Cogent comments by parents on **child abuse** at Duval High School video ⁵

I favor an inspector general in all school systems with a billion dollar budget.

Time For Maryland To Do a Wide-Ranging Atlanta Gold-Standard Investigation!

<><<<<><><><><><><<

Corruption in Prince George's County This Millennium

* "[PGCPS CEO] Hornsby Sentenced To 6 Years In [PGCPS] Corruption Case" ⁶

"Former Girlfriend of [PGCPS CEO] Andre Hornsby Sentenced for Corruptly Interfering with Tax Laws" ⁷

Did Not Report Sales Commission She Split with [PGCPS] CEO Andre Hornsby for his Assistance in Securing Contract [with PGCPS]"

Excerpts:

"Owens and Hornsby personally negotiated a deal that required PGCPS to pay \$956,280 for the LeapTrack system. [LeapFrog Enterprises, Inc. ("LeapFrog"), which developed and marketed technology-based educational products to retail stores and schools.]"

"Hornsby ..., was convicted on July 23, 2008, of honest services wire fraud, witness and evidence tampering and obstruction of justice, arising from a scheme to cause the Prince

⁴ Read this at

https://www.reddit.com/r/MarylandPolitics/comments/78us00/testimony_given_to_kirwan_commission_at_largo/?st=j98d0jji&sh=03bbece

⁵ On web at <https://sasscer.wordpress.com/2017/05/page/2/>

A 17 May 17 post #17 is on Duval. Just first 5 minutes of video on Duval.

⁶ <http://www.topix.com/forum/city/largo-md/T5QQ1Q8FAE5411F8B>

⁷ <https://archives.fbi.gov/archives/baltimore/press-releases/2009/ba061209a.htm>

George's County Public Schools to award lucrative contracts to benefit close associates and himself and was sentenced on November 25, 2008 to six years in prison."

* **Jack Bruce Johnson** was, from 2002 to 2010, the county executive of Prince George's County, Maryland. On November 12, 2010, both Johnson and his wife were indicted on federal charges as part of a larger political corruption scandal in the county. On May 17, 2011, Johnson pleaded guilty to extortion and witness- and evidence-tampering. (Wikipedia)

Summary of PGCPS Graduation Audit Numbers

by Jerome Dancis,

Associate Professor Emeritus of Mathematics, University of Maryland,

15,215 students graduated in 2016 and 2017, which includes

5,496 students graduated with a "late" grade change, after the final cutoff dates for entering grade changes for seniors. This is more than one in three PGCPS graduates in 2016 and 2017, had a "late" grade change.

9,719 students without late grade changes.

This sounds like an inordinate amount of grade changes after the cutoff date. Perhaps this should be investigated further.

Assuming the audit's sample was a truly random sample of the 5,496 students graduating with a "late" grade change. Then, there were

3,611 students for whom the grade changes did not effect the final grade. This leaves,

1,885 students with a "late" grade change, for whom the late grade change did effect a final grade. This includes (with a few counted twice)

1,346 students with limited or no documentation for late grade change,

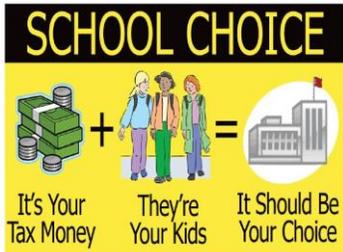
275 students with proper documentation for late grade changes. This is merely 15% or 1 in 7 students with a "late" grade change, for whom the late grade change did effect a final grade. And

269 students, who did not meet the graduation requirements (even with late grade changes).

These numbers are assuming the audit's sample was a truly random sample of the 5,496 students graduating with a "late" grade change. Considering the large number of irregularities, perhaps it is worthwhile checking the non-sampled students more thoroughly.

The audit only checked that students had completed the graduation requirements *among* students with late grade changes. This leaves open the possibility of **more ineligible graduates** among the 9,719 students without late grade changes.

Further review of records of graduates without late grade change would be necessary to assess the graduation eligibility of the remaining 9,719 students.



Delvin Champagne, President delvin_champagne@hms.harvard.edu (757) 343-1877



OPEN LETTER FROM: PRINCE GEORGES COUNTY PARENTS FOR SCHOOL CHOICE

November 27, 2017

To: Residents, Parents and Taxpayers in Prince Georges County Maryland
CC: Kevin Maxwell, PhD, CEO, PGcps
CC: Segun Eubanks, PhD, Chair, PGcps Board of Education
CC: Rushern Baker, Prince Georges County Executive
CC: Larry Hogan, Governor of Maryland
CC: All State and County Elected Officials in the Prince Georges County

From: ***PG County Parents for School Choice***

Dear Prince George's County Maryland Residents, Parents and Taxpayers:

"We want our Freedom and we want it NOW!!!" (Rep. John Lewis D-GA, March on Washington 1963)

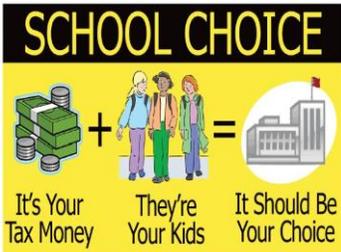
"We want our (Academic) Freedom, and we want it NOW!" (PG County Parents for School Choice, 2017)

In the midst of PGcps chaos, it is a **Moral Right, Human Right and Civil Right** that parents have access to unfetter universal school choice vouchers in Prince Georges County! School Choice Vouchers have been SCOTUS tested and constitutionality upheld in [Zelman v. Simmons-Harris](#).

PGcps must incorporate the **Mixed-Use Academic Integration Model** that supports the need for School Choice in Prince Georges County Maryland. This model follows the section 8 housing vouchers mixed use model to integrate low income students with Prince Georges County more affluent students. We believe *"you are what you eat"* and *"your network = your networth!"* We must utilize every educational Option and Opportunity in Prince Georges County to assist students, parents and taxpayers by engaging nonprofit independent schools to:

- 1.) Reduce PGcps per pupil spending
- 2.) Reduce PGcps class size
- 3.) Increase home values by removing stigma of poor performing neighborhood schools and arbitrary school zone
- 4.) Increase customer service satisfaction
- 5.) Promote the Mixed-use Academic Model i.e. (HUD Section 8 Housing Choice Vouchers)
- 6.) Support taxpayers' constitutional rights to vouchers: https://en.wikipedia.org/wiki/Zelman_v._Simmons-Harris

Unfortunately PGcps has not demonstrated it can manage 130K students effectively, but God is good, because we have high performing alternatives to supplement the need of students in the county. PGcps must double to current \$50 million outsourced to nonpublic special education services mandated by the civil rights act title laws, and invest \$50 million in immediate school choice vouchers to allow all low income students the opportunity to attend one of the **(106)** Nonprofit Independent Christian Schools in Prince Georges County. This will immediately reduce PGcps class size and reduce per pupil spending. PGcps per pupil = \$16K. The average private school in Prince Georges County is \$8K for elementary and \$12K for high school. This is an average of \$10K per voucher leaving \$6K to reinvest back into the school with a smaller class size. PGcps should reduce the student population by 4% (5,200) by outsourcing to local nonprofit independent schools **saving \$3.1 million per pupil**, which can be reinvested in teacher salary, teacher assistants and new innovative technology. **Win Win for All!!**



Delvin Champagne, President delvin_champagne@hms.harvard.edu (757) 343-1877



School Choice vouchers in Prince Georges County should be equally accessible as other beneficial community based taxpayers funded choice voucher programs such as:

- Higher Education Pell Grant Choice Vouchers
- W.I.C., Women, Infants & Children Vouchers
- EBT Food Stamp Choice Vouchers
- Medicaid Healthcare Choice Vouchers
- METRO Public Transportation Choice Vouchers
- GI Bill Higher Education Choice Vouchers
- K-12 FARM Meal Vouchers
- Section 8 Housing Choice Vouchers
- Disability Home Modification Vouchers

PG County Parents for School Choice is an advocacy organization dedicated to maximizing every K12 education based opportunity in Prince Georges County: Public, Private, Charter, Home School Association etc. We are willing to work with the CEO Maxwell, Board Chair Eubanks, PGCEA, NEA and MSEA to strike a balance and explore this alternative option to promote quality of life for low socio-economic status students and families in Prince Georges County. We are calling for the repeal of **SB 1108** that sabotaged school board structure, and reestablish voter rights for elected officials. We are willing to meet with all stakeholders to discuss a way forward to offer parents immediate relief as we can't wait on a "grand" 15% tax, 5 year strategic plan as were are leaving students further behind each academic year and widening the achievement gap to the demise of student's college readiness.

Respectfully submitted,

Delvin Champagne

Delvin Champagne, MSHE, CHES, COTA/L
President

PG County Parents for School Choice

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Delvin_Champagne@hms.harvard.edu

Former Teacher, Certified Health Education Specialist, MD Licensed Occupational Therapy Practitioner, Rehabilitation Engineer, Former Health & Education Policy Congressional Hill Staffer



I am a parent of multiple children in Baltimore County Public Schools, and a physician. I support an external audit. I want to be clear that this is not about punishment for a specific person. This is about the ed tech hardware and software that our children have used daily for the past three years, and BCPS's plans to continue expanding this multi-hundred million dollar program in spite of overwhelming unmet needs and no convincing evidence.

Dreambox is 1 of many contracts that merit an audit.¹ Dreambox is a multimillion dollar one – some are orders of magnitude larger - but it exemplifies the concerning way contracts have come about.

Dreambox is an adaptive algorithmic software for math that supposedly directs lessons to students based on performance on embedded questions – what some call “personalized learning.” BCPS uses it for all k-5 students.

My concerns are:

Number 1: It is heavily gamified – meaning, kids earn coins that they can use to decorate an avatar and play non-educational games when they complete a level. Think “arcade.”

Two: Parents and teachers are told to refer children’s questions to the help button, and not to discuss problems that confuse them with parents or teachers, because it messes up the algorithm.²

Third, the CEO of Dreambox acknowledged in the New York Times that there is no trustworthy evidence that shows it is effective.^{3,4}

So what has happened in BCPS?

- A big increase in DreamBox’s original no-bid contract was proposed to the BOE in May.
- The New York Times and the Baltimore Sun reported that our former superintendent met with DreamBox at an ERDI conference in February.^{5,6,7,8} BCPS refused to tell the New York Times whom our interim superintendent had met at ERDI conferences.⁹ Both were paid.^{5,6,7,8}
- This spring and summer, parents presented major concerns about DreamBox to the BOE.
- Administrators pushed hard for the contract expansion based on unimpressive internal data about DreamBox.
- In July, under the interim superintendent, Dreambox was awarded a \$2 million increase in the contract, up to \$3.2 million in a no-bid process.
- Recently released PARCC data shows that 4.6% fewer BCPS 3rd graders met or exceeded expectations in math in 2017 compared to 2016 – and this is the group that BCPS says has had the most exposure to DreamBox.¹⁰

BCPS’ no-bid contract with DreamBox is even more sobering when you consider \$46 million has been invested in DreamBox by venture capitalists.¹¹ They are expecting big profits – but at what opportunity cost to our children?

Do we know what the effect would be of smaller class sizes, more paraeducators, and more gifted and talented specialists or curricula? Yes – these is evidence for these services. All of these, and many more, were shortchanged or cut to pay for the ed tech initiative.¹²

Our children should not be guinea pigs for ed tech companies' for-profit experiments. We need an external, independent audit of all contracts.

1. "At the heart of a widening scandal enveloping Baltimore County Public Schools is a company that apparently brokers access to superintendents. And in the case of BCPS, a shadowy trail might have led to more than \$62 million in mostly no-bid digital curricula and related school contracts."

<http://towsonflyer.com/2017/11/11/60-million-bcps-contracts-linked-controversial-private-clients/#comment-1553>

2. "Refer students to the question button when they are having difficulty."
http://vincentfarmes.bcps.org/for_parents/dream_box_information
3. "The lack of a research base on i-Ready and MAP as means for improving student learning is both surprising and disappointing given their widespread use as well as their cost. To be clear, the negative findings of a single study should not be taken as conclusive. Rather, they illustrate how just important it is for states and districts to understand precisely what research suggests about these two tests, and where we have important, unanswered questions that deserve peer-reviewed, external research studies commensurate with the widespread use of these assessments. "

*Do Formative Assessments Influence Student Learning?: Research on i-Ready and MAP
November 2016*

By Alanna Bjorklund-Young and Carey Borkoski

Institute for Education Policy, Johns Hopkins University

<http://edpolicy.education.jhu.edu/?p=394>

4. "DreamBox is among the minority of digital learning start-ups that have allowed independent academic researchers to examine and publicly report on their data. Still, the platform's effectiveness is difficult to gauge. A report from Harvard University's Center for Education Policy Research concluded that DreamBox use correlated with some improved math scores. But, the researchers cautioned, if those students had more effective teachers even without the technology, "then we might be falsely attributing" student achievement gains "to the software, rather than to the teacher." Even so, Ms. Woolley-Wilson, DreamBox's chief executive, described the study as good news, saying it confirmed encouraging reports from teachers. She pointed out that, unlike DreamBox, many other education start-ups lacked research to prove even the most basic assumption: that their

apps did not harm students' educational results. "That sounds like a low bar," Ms. Woolley-Wilson said. "But with the history of education technology, it is not."

<https://www.nytimes.com/2017/06/06/technology/tech-billionaires-education-zuckerberg-facebook-hastings.html>

5. "If benefits are flowing in both directions, with payments from schools to vendors," said Rob Reich, a political-science professor at Stanford University, "and dinner and travel going to the school leaders, it's a pay-for-play arrangement."

Close ties between school districts and their tech vendors can be seen nationwide. But the scale of Baltimore County schools' digital conversion makes the district a case study in industry relationships.'

"How Silicon Valley Plans to Conquer the Classroom." By Natasha Singer and Danielle Ivory. Front Page, November 1st, 2017.

<https://www.nytimes.com/2017/11/03/technology/silicon-valley-baltimore-schools.html>

6. "And ERDI, also called Education Research & Development Institute, confirmed that it paid Dance as a consultant. The Chicago corporation facilitates meetings between its education technology company clients and superintendents from across the country. Several of ERDI's clients — Discovery Education, Dreambox, Code To The Future — have contracts with the Baltimore County school system."

<http://www.baltimoresun.com/news/maryland/education/bs-md-co-dance-travel-20171024-story.html>

7. "For four years, interim Baltimore County school superintendent Verletta White worked as a consultant for a company that promotes education technology firms without disclosing the payments to the school system or the public, an investigation by The Baltimore Sun has found. White repeatedly filed required county disclosure forms stating she earned no outside income while working as the school system's chief academic officer, the position she held from 2013 until she was named interim superintendent this year."

<http://www.baltimoresun.com/news/maryland/education/k-12/bs-md-verletta-white-dallas-dance-ethics-20171106-story.html>

8. "In 2006, Kneale named Paul J. Dulle as the new CEO. Dulle incorporated Dulle Enterprises in Illinois in 2015. Paul Dulle's other son is Jeremy Dulle, a vice president at Discovery Education, a division of Silver Spring-based Discovery Communications, Hubbard confirmed. Discovery Education is an ERDI client and has had a no-bid \$10 million contract with Baltimore County since 2013. Jeremy Dulle's LinkedIn profile states that he is based in Chicago and is "responsible for the management, development, and success of Discovery Education's largest partnerships with school systems across the United States." '

<http://www.baltimoresun.com/news/maryland/investigations/bs-md-sun-investigates-dance-erdi-20171117-story.html>

9. "The Times last week reported that Ms. White, the interim superintendent, had been involved with ERDI events since 2013, where she provided guidance to ed-tech companies. On Wednesday, The Baltimore Sun reported that Ms. White had been paid about \$3,000 a year by ERDI in that time. The district declined to provide The Times with a list of the companies Ms. White met with at ERDI."

<https://www.nytimes.com/2017/11/09/technology/legislator-targets-tech-perks-in-baltimore-county-district.html>

10. <http://reportcard.msde.maryland.gov/ParccTrends.aspx?PV=71:3:03:AAAA:1:N:0:13:2:2:4:1:1:2:3>

<http://reportcard.msde.maryland.gov/ParccTrends.aspx?PV=71:3:03:AAAA:1:N:0:13:2:2:5:1:1:2:3>

<http://livestream.com/BCPS/events/5226427/videos/156518777>
May 2017 Curriculum Meeting

Starting at minute 50, former BOE Member asks how and when Dreambox growth data will translate into results on MAP and PARCC. Presenter narrows it down to they will look at "2016 third grade PARCC data and compare it to 2017 PARCC data." That data (2017) was not out at the time of this recording but now is.

2016 third grade math PARCC:
Exceeded 11.8% and met expectations 34.5% for total of 46.3% passing PARCC.

2017 third grade math PARCC;
Exceeded 11.4% and met expectations 30.3% for total of 41.7 passing PARCC.

So 4.6% fewer passing PARCC from 16-17 for a cohort who has used Dreambox the most.

11. <https://www.cbinsights.com/blog/ed-tech-startup-market-map/>

12. BCPS internal efforts cut budgets everywhere in the school system to pay for the initiative.

In the 2015 Maryland State Education Technology Plan, BCPS staff answered survey questions about the district's tech integration, including: "What are your consistent sources of funding?"

The BCPS response: "Continued cuts and redirects to budgets *in all areas of operation* within BCPS are impacted." http://dlslibrary.state.md.us/publications/JCR/2015/2015_98a.pdf

Additional resources:

13. <http://nepc.colorado.edu/newsletter/2016/01/personalized-learning>
14. <http://thebaltimorepost.com/vendor-website-records-suggest-possible-pay-play-baltimore-county-schools>



Advocates for Baltimore County Schools

ABCschools is a coalition of education advocacy groups, each having a unique focus, but all sharing a common mission: improved responsiveness, accountability, transparency, and performance for Baltimore County Public Schools.

December 5, 2017

Dear Maryland State Board of Education Members,

ABCschools, the largest public education advocacy group in Baltimore County, requests that you support a complete financial audit of the Baltimore County Public Schools budget for the years Dr. Dallas Dance served as Superintendent and also for fiscal year 2017-2018. After recent reporting in the New York Times, the Baltimore Sun, and local media, an external audit is necessary to restore the public's trust. ABCschools members were polled and overwhelming supported the need for an audit.

December 5, 2017

Good morning. My name is Leslie Weber and I'm speaking as a co-founder of Advocates for Baltimore County Schools, the largest public education advocacy coalition in the County.

I'm here to testify for the need for an independent audit of contracts and expenditures related to STAT, BCPS' nearly \$300-million-dollar one-to-one digital initiative, for the years Dr. Dallas Dance served as Superintendent and into the next fiscal year.

Because of the State Prosecutor's criminal investigation of Dr. Dance¹ and recent reporting by the New York Times², the Baltimore Sun³, and local online media about the undue influence of the ed-tech industry on BCPS, ethics issues, and conflicts-of-interest, it's critical that this audit take place.

The audit should review the \$205-million-dollar contract with Daly Computers⁴ to lease 150,000 HP tablets costing nearly \$1,600 each and related leasing costs of nearly \$60 million per year. This device placed third in BCPS hardware evaluations, and local reporting revealed that the bidding process may have been structured to favor the device.⁵

It should also cover digital curricula and software contracts, costs for infrastructure upgrades, licensing fees, and professional development, ed-tech-related consulting and speaking fees paid to top administrators, and extensive out-of-state travel to conferences where STAT was promoted.⁶

Of great concern is the Education Research & Development Institute, which facilitates private meetings between its corporate clients and superintendents. Both our former and current Superintendents were paid consultants in this "pay-for-play" scheme.⁷

1 <http://www.baltimoresun.com/news/maryland/baltimore-county/bs-md-co-dance-investigation-20170922-story.html>

2 <https://www.nytimes.com/2017/11/03/technology/silicon-valley-baltimore-schools.html?register=email&auth=register-email#story-continues-17>

3 <http://www.baltimoresun.com/news/maryland/investigations/bs-md-sun-investigates-dance-erdi-20171117-story.html>

4 <http://www.baltimoresun.com/news/maryland/education/blog/bs-md-co-technology-schools-20140311-story.html>

5 <https://statusbcps.wordpress.com/2017/11/17/digital-smoke/>

6 <http://www.baltimoresun.com/news/maryland/education/bs-md-co-dance-travel-20171024-story.html>

7 <http://thebaltimorepost.com/vendor-website-records-suggest-possible-pay-play-baltimore-county-schools>

ERDI clients have been awarded over \$62 million in mostly no-bid contracts or expansions since Dr. Dance was hired.⁸ Discovery Education has a \$10-million-dollar contract⁹. The contract for Middlebury Interactive Languages went from \$475,000 to \$7.5 million in one year despite many flaws and poor results.¹⁰

Another concern is internal redirecting of funding. In the 2015 Maryland State Education Technology Plan, BCPS noted that all areas of operation face continued budget cuts and redirects for STAT to be consistently funded.¹¹

BCPS students need technology, but not at exorbitant costs and with weak outcomes. The past 5 years in BCPS has been very outward-facing, more about rapidly and haphazardly implementing massive changes and enhancing our image on the national stage than about addressing our schools' many pressing needs. STAT's opportunity costs are staggering, especially since nearly half of our public school students live in poverty. Please support an outside audit to ensure that hundreds of millions in taxpayer dollars are not being misspent. ABCSchools members were polled and overwhelming agreed that an audit is needed to restore the public's trust.

8 <http://towsonflyer.com/2017/11/11/60-million-bcps-contracts-linked-controversial-private-clients/>

9 [http://www.boarddocs.com/mabe/bcps/Board.nsf/files/ADRH6P463371/\\$file/092716%20RGA-127-14%20Modification%20and%20Extension%20-%20Faculty%20Professional%20Development%20Streaming%20Content%20and%20Related%20Services.pdf](http://www.boarddocs.com/mabe/bcps/Board.nsf/files/ADRH6P463371/$file/092716%20RGA-127-14%20Modification%20and%20Extension%20-%20Faculty%20Professional%20Development%20Streaming%20Content%20and%20Related%20Services.pdf)

10 <https://statusbcps.wordpress.com/2017/11/27/middlebury-spanish-language-program-using-children-to-hone-flawed-software/>

11 http://dlslibrary.state.md.us/publications/JCR/2015/2015_98a.pdf (pp. 37-38)

To the Maryland State Board of Education:

Roughly 600,000 young women in Maryland are-- or will be-- victims of chronic pelvic pain, suffering silently through days of extreme pain that diminishes the quality of their lives and increases their risk for developing cancer, among other major concerns. At least *1 in 5* women are diagnosed annually with an underlying cause of chronic pain-- endometriosis, adenomyosis, polycystic ovary syndrome, among many others-- fewer women will be diagnosed with breast cancer.

However, the most chilling aspect of pelvic pain is the 8-10 year diagnosis delay: it takes over a *decade* for most women to receive a diagnosis and treatment. Women grit their teeth and bear the monthly pain for years—severe, debilitating cramps, to the point that leaving the bed in the morning becomes an insurmountable difficulty-- without even knowing their symptoms are not normal and can be treated. The crux of the problem lies in the lack of awareness surrounding menstrual complications, about what is abnormal levels of pain, and the stigma surrounding menstruation that prevents most women from seeking help.

So what can be done? The first-- and most important-- step is raising awareness through education. In the State of Maryland, there are *no objectives* or units related to menstrual complications in any grade level. As a result, teenagers and women rarely know anything about gynecological problems until a diagnosis arrives, typically delayed years or even decades from initial disease onset. I ask that the State Board of Education to include information about pelvic pain and menstrual complications. It would fit seamlessly into High School Standard 4 Topic C, Family Life and Human Sexuality, in the Maryland State Health Education Standards (Please see attached information). Adding this information is a highly significant first step to getting girls the knowledge and resources they need to take charge of their health.

Girls need to become aware about what is abnormal so they seek help from their parents or doctors. No parent or child would ignore symptoms of congestion, fever, and cough-- from a young age, those symptoms are instantly recognized as being problematic. However, when period pains become overly painful or other symptoms begin to present, girls tend to write them off as typical regardless of severity. We need to get information about pelvic pain and menstrual complications in our schools. Including an objective in the State High School Health curriculum, under Standard 4 Topic C, Family Life and Human Sexuality, would be a key first step to addressing the pain that thousands of girls and women and Maryland struggle with every day.

Thank you for your consideration,
Yamini Ananth
December 2017
Atholton High School

Image: Maryland State Curriculum Requirements (High School Health Education Standards)

Source: <http://mdk12.msde.maryland.gov/instruction/hsvsc/health/standard4.html>

Mental and Emotional Health	Alcohol, Tobacco, and Other Drugs	Personal and Consumer Health	FAMILY LIFE AND HUMAN SEXUALITY	Safety and Injury Prevention	Nutrition and Fitness	Disease Prevention and Control
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Standard 4 Family Life and Human Sexuality

Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

TOPIC

B. Physical, Mental and Social Growth

INDICATOR

1. Analyze factors that influence an individual's decisions concerning sexual behavior.

OBJECTIVES

- a. Investigate factors that contribute to sexual identity.
- b. Discuss ways family members influence decision making concerning sexual behavior.

TOPIC

C. Puberty and Reproduction

INDICATOR

1. Explain the process of human reproduction (fetal and maternal).

OBJECTIVES

- a. Describe fertilization, fetal development, and the birth process.
- b. Identify the most prevalent congenital and hereditary conditions that affect the fetus.
- c. Examine resources to maintain or promote reproductive health.

*Part of a Girl Scout Gold Project from the Girl Scouts of Central Maryland

Good morning and thank you for the opportunity to speak today.

I am the mother of two Baltimore County Public Schools students, a former school counselor, and a firm believer in ensuring that every student have access to a quality education through the public school system.

However, over the past 3 to 4 years I've witnessed the introduction of Baltimore County's technology initiative known as STAT and I have been disappointed and dismayed. As the STAT initiative has continued to roll out, I've seen students spending more time on devices and less time interacting with students and teachers. Students are being encouraged to fulfill a certain number of minutes per day or per week on programs like Dreambox and iReady, regardless of whether or not these programs are appropriate for the students or meet their individual needs.

Meanwhile, there is absolutely no conclusive evidence that such software or this type of technology initiative will have any academic benefit for students. In fact, there is evidence to suggest that this is the wrong approach (when it comes to increasing achievement and preparing students for college and careers).

Consider the report¹ from the Organisation for Economic Co-operation and Development (or OECD) on technology and education released in 2015. In this report, the OECD makes the following statements:

"even countries which have invested heavily in information and communication technologies (ICT) for education have seen no noticeable improvement in their performances in...reading, mathematics or science."

"Ensuring that every child reaches a baseline level of proficiency in reading and mathematics will do more to create equal opportunities in a digital world than solely expanding or subsidising access to high-tech devices and services."

" to reduce inequalities in digital skills, countries need to improve equity in education first."

"Most countries that invested heavily in education related IT equipment did not witness an appreciable improvement in student achievement over the past 10 years. "

There is other research with similar results and even a Johns Hopkins researcher said the effects of STAT are "statistically insignificant", at best. Yet, despite this evidence to the contrary and despite concerns being expressed by parents, community members, and teachers, BCPS has continued to add to the hundreds of millions of dollars it has already spent on contracts with technology companies (such as Discovery Education, Advance Path Academics, and Middlebury Interactive Languages) for anything from software licenses to devices for each student.

So we are left to wonder: when there is no evidence to support such an initiative and a number of reasons to be cautious and concerned, why is BCPS continuing to run full steam ahead with the program? Why does BCPS continue to sign and extend contracts with these technology companies to the tune of paying tens of millions of dollars each year on top of money already spent?

As a concerned parent and community member, I would fully support an independent audit of all technology related contracts and agreements. It is crucial we get to the bottom of the controversy that has recently come to light so we can know with certainty what is behind this push for technology use in BCPS.

¹ <http://www.oecd.org/education/new-approach-needed-to-deliver-on-technologys-potential-in-schools.htm>

Good morning Board Members. I am Margaret Gibson, the mother to five dyslexic children and to many dyslexic nieces and nephews. All of my children have been through Baltimore County Public School's (BCPS) which has provided me a cumulative 32 years' worth of experience working with and against the school system. My family's story as well as others was just featured in the American Public Media's podcast *Hard to Read: How American schools fail kids with dyslexia*. We are just a few of the many families who approach Decoding Dyslexia weekly for support and information. I want the board to know that the issue of dyslexia is still a large one within BCPS. I know that our school system can and should do better. BCPS just passed the iReady contract and this warrants an audit of BCPS.

Decoding Dyslexia is grateful that BCPS has taken the first step in beginning to train some teachers in Orton Gillingham. Early screening is essential for remediation. We need to identify students in kindergarten. Research shows that early intervention can prevent reading failure, anxiety and other co-morbidities of failing in school.

However, programs like i-Ready are not designed to identify or remediate a child with significant reading deficits. The two key indicators of persistent reading difficulties are significant difficulty with phonemic awareness and rapid automatized naming. BCPS' inappropriate implementation of iReady is causing harm to its students by not identifying the root cause of the reading deficit. Once a student is identified as needing support they are already years behind. BCPS must collect baseline data on the student and continue with appropriate progress monitoring. I have been told by BCPS administration countless times that my child no longer needed intervention because they were making progress. Without baseline data these claims could not be proven true or false. You just don't know where the student is going. This is why the school system must continue to train their teachers about struggling readers and the expected response to intervention.

We know that all children benefit from multi-sensory, structured literacy. The time is now to train all of our teachers in structured literacy and not use iReady as a substitute.

Many members of Decoding Dyslexia and many other stakeholders presented these facts to BCPS's Board of Education as to why iReady was not an appropriate program for approximately 20% of their student population. Curriculum Associates, the makers of iReady concurred that iReady is not designed to identify or remediate the dyslexic student. With this knowledge BCPS's board still hastily voted to pass the iReady contract.

I am asking the Maryland State Department of Education to audit Baltimore County. I would like to know why a contract was pushed through that does not meet the needs of children the county intended it to service. The state needs to implement early screening and appropriate early intervention for all struggling readers, as is their right under federal law.

Thank you for your time.

Margaret Gibson
Decoding Dyslexia Maryland
@M_Gibson5

APM link:

<https://www.apmreports.org/story/2017/09/11/hard-to-read>

Testimony to state board 20171205

Good morning President Smarick, members of the board, and Superintendent Dr. Salmon.

My name is Ann Miller. I am a member of the Baltimore County Board of Education and serve on the board's Audit Committee. I am here with fellow board member Kathleen Causey.

We ask that the state board vote to have an independent, comprehensive audit conducted of BCPS contracts for the years 2012 to present. We applaud Senator Brochin's request for this audit and are part of the four BCPS board members who also requested this audit, along with many stakeholders.

The reasons the audit we are requesting is necessary are many:

1. BCPS conducts a Change in Principal Audit every time there is a new principal at a BCPS school. It is reasonable to also conduct an audit when there is a change of leadership for the entire school system to set a baseline for the incoming superintendent.
2. After five years of setting the system's agenda, culture, programs, and central office personnel, the previous superintendent resigned unexpectedly, with little explanation. It was later reported by the Baltimore Sun that the Maryland State Prosecutor had begun a criminal investigation of the previous superintendent about a month prior to his resignation.
3. The BCPS Ethics Review Panel found the previous superintendent to be in ethical violation on three counts during his five year tenure, not including more possible violations which came to light after his departure. One of his violations surrounded a no-bid contract with a company for whom the superintendent had worked as a paid consultant.
4. The review of BCPS procurement practices that our interim superintendent has initiated only covers a fraction of what is needed, and only reviews six months of the time under our previous superintendent.
5. It is essential that any audit of BCPS contracts be conducted by an independent external entity, not under the direction of the subject of the audit.
6. The Baltimore County Board of Education has shown inadequacy in holding our system leadership accountable. If it had addressed the issues that had been raised repeatedly by some board members, several elected officials, and

numerous stakeholders over the past several years, we would not be standing in front of you today.

7. The latest ethical lapse, for which a complaint was filed last month, involves both our previous and current interim superintendents and a company which brokers relationships between ed-tech companies and school system leadership. Many of their vendor clients hold contracts with BCPS, many which are no-bid, and some being the most controversial contracts that BCPS has entered into during the previous superintendent's tenure.
8. The legislative audit conducted in 2015 cited several BCPS no-bid contracts, but BCPS continued to issue no-bid contracts for even higher dollar amounts and longer term lengths.
9. Despite a misleading press release issued jointly by our board chair and the interim superintendent recently, the issues around the current ethics complaint are not settled or concluded. Board members are still waiting for responses to information requests, and the preliminary requirements imposed on the interim superintendent by the board only addressed one of six counts of the ethics complaint regarding financial non-disclosure. The other counts, which have potentially more serious ramifications deal with improper influence, erosion of the public trust, conflicts of interest, and use of prestige of office.
10. The BCPS Ethics Review Panel has no investigative authority. It can only opine based on the information already available. The only way to begin the journey of restoring the public trust in our school system's leadership and decision-making is to conduct a comprehensive, independent audit of our contracts from 2012 to present.

Along with a written copy of this testimony, we will be providing additional information which may be helpful to you in defining the scope of the audit, if approved. Thank you for your consideration of this very important matter.

Ann Miller, Member At Large
Board of Education of Baltimore County