

Open Work Session
Board of Education Quarterly Work Session
December 18, 2018

Mr. Don Fitzgerald, Chairman of the Wicomico County Board of Education, Dr. Donna Hanlin, Superintendent of Wicomico County Public Schools, and Dr. Rick Briggs, Chief Academic Officer for Wicomico County Public Schools, came before Council.

Dr. Hanlin distributed an Agenda to Council, and said she prepared this in advance of getting a few additional items from Council yesterday, but she has that as well, and will be happy to converse about the items Council sent. She said, as soon as she was able to provide it, Council received information about the Every Student Succeeds Act (ESSA) Star Ratings, but they want to share some more detailed information with them about the outcomes. She said they are pleased, but they can always do better, and, in fact, they are already in the process of looking at where they need to improve. She then turned the discussion over to Dr. Briggs to provide some information about how the stars are derived.

Dr. Briggs said he wants to share a PowerPoint with Council specifically in regards to the accountability plan, and the ESSA Star Ratings to show them exactly how these Star Ratings were configured. He said, for accountability in Maryland, this is in reaction to Federal Law, so this is not something that just Wicomico is doing, or even something that just Maryland is doing, but is in response to the different reauthorizations of the Elementary and Secondary Education Act from 1965. He said Council might remember No Child Left Behind in the early 2000's, which said all students would be proficient and successful by 2014, but that year has come and gone, and not all students are proficient. He said the Every Student Succeeds Act (ESSA) is the latest reauthorization, and this is specifically Maryland's response to that. He said it is ambitious and rigorous, and, unlike No Child Left Behind that said every child is going to achieve proficiency by a certain date, this plan is to cut the number of students who are not proficient in half by 2030. He explained, data from the 2016-2017 school year was used as the baseline, and all States had to use some sort of what he will call a grading scale. He said some States are actually assigning letter grades, but Maryland chose to use a star rating framework as opposed to that.

Dr. Briggs said there is specific data to show they are cutting the number in half, and a good example is looking at American Indian or Alaska Native in English/Language Arts (ELA) that is at 40 percent, which means there are 60 percent who are not meeting proficiency. He said, if they cut that in half, that would be 30 percent, and then they would add that to the 40 percent, and that is how they come up with the 70 percent target to be proficient by 2030. He said that is done for all students as well as the various subgroups, which includes students with disabilities, and English Language Learners. Mr. Joe Holloway asked how many American Indian and Alaska Native students they have, to which Dr. Briggs responded, very few. He clarified, he does not know the number, but it is very few. He said there has to be more than 10 or they would not be included in one of the subgroups.

Dr. Briggs said, to get the actual star rating, basically, they take the number of total points earned by a school, and he is going to share how schools earn points, and divide that by the total possible points a school is able to earn, and they come up with a percentage. He clarified, they need to get away from usual percentages, such as 75 percent would be thought of as a middle C, but that is not the case here. He explained, any school earning at least 75 percent of the points would earn 5 stars, which is the maximum, and then they can see the various percentage frames in there as well.

Dr. Briggs said he will talk about how schools actually earn those points. He referred to his slide, and said this is specifically for elementary and middle schools, but he also has a slide for high schools. He said, for all schools, 65 percent of the possible points earned are from academic measures, and 35 percent is specifically rated for school quality and student success, which are nonacademic measures. He said, for academic achievement, 20 percent is the performance on ELA and math assessments where there are 10 possible points, 5 for math and 5 for ELA, for students who were proficient, which means they either met or exceeded expectations. He said the second 10 points is the average student performance for the entire school. He said one thing he failed to mention at the beginning that he thinks is important to point out is that only schools get assigned star ratings, so Wicomico County Public Schools does not get a rating, but it is specifically the schools that get the ratings.

Dr. Briggs said he will move onto the academic progress piece, which includes growth on Partnership for Assessment of Readiness for College and Careers (PARCC). He reported, most school districts, including theirs, were very excited that this was in there because this allows schools to, basically, be rewarded for moving students forward. He clarified, if a student comes in at a Level 1, but through the excellent work of the teacher and support staff they bring the student to a Level 3 showing a lot of growth, that would still count as a failure on the academic achievement part because they were not proficient, but it would be captured in this growth piece.

Dr. Briggs said, in addition to growth is a well-rounded curriculum, which shows that students who are in fifth or eighth grade need to have the opportunity to take and then pass social studies, fine arts, physical education, and health. He added, eighth grade also includes science. He referred to a bullet on his PowerPoint showing percent proficient on Maryland Integrated Science Assessment (MISA) and social studies assessments, and said those are two State level assessments that are currently being piloted, and once those go into effect, then they will become a part of the accountability system as well.

Dr. Briggs said the next piece is English language proficiency, which is for their English Language Learners (ELL), and it captures the growth they experience throughout the year. He said all ELL students take access testing, which shows their proficiency learning the English language, and this growth measure captures that. Mr. Cannon asked if this is a new item as opposed to how other testing has been done in the past, to which Dr. Briggs responded, the access testing has always been done and monitored, but this, obviously, is the first time it has been done as a part of the accountability system. He clarified, they have always monitored it, and always have tried to increase student growth in this area, but now it is just going to be reflected on the school's report card. Mr. Cannon asked if it is reflected in combination with all of the other results, or is it separated, to which Dr. Briggs responded, the 10 percent he referred to earlier is specifically for the ELL population. Dr. Hanlin added, on the Board of Education website, he can click on that and see how a school did in that specific area. Dr. Briggs said they have schools at the high school level that do not have ELL students because the vast majority of ELL students at the high school level go to James M. Bennett where they can get the additional support. He explained, if he was to look at Parkside, Wi-High, or Mardela, they would not have the data because they do not have the minimum 10 students that he referenced a few minutes ago, so they would not get that 10 percentage of points. He said it does not help them, but it also does not hurt them, and it would just change their denominator when they divide to get their percentage of points earned. Mr. Cannon asked, if he went on-line to that section, would he be referred to the correct section, to which Dr. Hanlin responded, he would be on Bennett's report card.

Dr. Briggs said the other 35 percent is school quality and student success where 15 points are specific to absenteeism. He explained, chronic absenteeism is defined as the number of students absent 10 percent or more of the days they are enrolled in school. He said, if a student is enrolled in school 180 days a year, a student would be defined as chronically absent if they miss 18 or more days, to which Dr. Hanlin added, excused or unexcused. Dr. Briggs said family vacations, college visits, and family deaths all count, so, if they are absent from school, it hurts that number. He said this is definitely an area of growth for the vast majority of schools in their district because it is where they lost a large number of points possible because they had so many students that are, by this definition, defined as chronically absent. Mr. Cannon asked, if they mix the vacations in with the delinquents, how will they know whether they are in a good position or bad position, to which Dr. Hanlin responded, the philosophy is, if they are not in school, they are not learning. Dr. Briggs said part of that is communication, and their principals are doing a great job of that, so he would love Council's support as well in communicating to parents that they want them in school. He said he understands with parents' work schedules, etc. there might not be opportunity for family vacations and such, but, when they are out of school for a week, those are five days of instruction they are missing, and that is tough to be replicated.

Dr. Briggs said the last piece is access to a well-rounded curriculum. He said it was mentioned in the previous slide, and this is the percentage of grade 5 and grade 8 students enrolled in fine arts, physical education, and health. He said they did a very good job in that area because all of their students have that opportunity, and are experiencing a well-rounded curriculum.

Dr. Briggs said on the slide they can see the climate survey that is currently grayed out, which was piloted this past fall, but will be given in the spring, and it will count toward next year's accountability. He clarified, this year it did not count, but next year that will go into effect, and, hopefully, will help their schools, but that is to be determined.

Dr. Briggs said, for high schools, it is set up the same way with the 65 and 35 percentages, and he will highlight the items that are different than elementary and middle schools. He said with graduation rates they look at the percentage of students who graduated within four years, and then they also have an adjusted cohort graduation rate that allows for the fifth year with greater weight on the four years. He said, obviously, four years is the goal, but five years is also acknowledged and counts.

Dr. Briggs said academic progress for high school students is a little bit different, so he will talk about that. He said, for a well-rounded curriculum in high school, that is the percentage of students exiting with a certificate of completion with at least one measure of readiness for post-secondary success, and that has been talked about with Council previously when they talked about Career Technology Education (CTE), Advanced Placement (AP), dual enrollment, or meeting the standard through some other measure, such as SAT or ACT. He explained, not only do they just want to graduate students, but they want to graduate them ready to join the workforce, whether it is through CTE, being ready for college as evidenced through AP, dual enrollment, or some other measure.

Dr. Briggs said the other measure, which he thinks is interesting and a very valid measure to show how their students are doing, is that they are on track in 9th grade. He said this is the percentage of students earning four or more credits in English, math, science, social studies, and/or world language. He said there is a lot of research that shows if they can get them to be successful in 9th grade, they are much more likely to graduate, so he likes the fact they put an emphasis on that in 9th grade.

Dr. Briggs said school quality and student success includes absenteeism, and their secondary schools were hit harder than their elementary schools because elementary students are much more likely to come to school every day as opposed to a high school student. He said the item for opportunity for well-rounded curriculum is a little bit different than the middle and elementary schools, and, again, this is where it references AP course work, CTE programs, and dual enrollment.

Dr. Briggs referred to a slide, and said this is just another way of looking at the 65 and 35 percent, and is, actually, straight off the Maryland Report Card. He used Pemberton Elementary as an example, and said they earned 71 percent of their total possible points earned. He said the first two columns show the possible points, and then the earned points. He said Pemberton earned 71 percent of the possible points, and 4 star schools fall between 60 to 75, so they were closer to the 5-star range than 3 stars. He said, when they go to the report card on-line, they can drill down into every single one of their schools.

Dr. Briggs referred to a slide showing specific star ratings and said, looking at the first five, there is no star rating because those are their primary schools. He explained, these are the pre-kindergarten to 2nd grade schools, and official State assessments do not start until grade 3. He said because there is no assessment data, there are not enough points they could possibly earn to get a rating, so that is why their primary schools do not have an assigned star rating. He said all of their other elementary schools earned 4 stars, and all fell within the 60 to 75 percent of points earned. He said what he will call their in-town middle schools and in-town high schools all earned 3 stars, and then their more rural Mardela and Pittsville schools earned 4 stars. Mr. McCain said there obviously seems to be a distinction between their elementary students and their middle and high schools where most of those were 3 stars, but most of the elementary schools were 4 stars. He said Dr. Briggs had said something about the absenteeism, particularly in the high schools, and that measurement really hurts. He then asked if that was the biggest contributor to earning 3 stars as opposed to 4, to which Dr. Briggs responded, yes. He said the absenteeism was one of the predominant factors, and it also mirrored other data throughout the State. He explained, looking at other State comparable data, elementary schools across the State performed a little bit higher than the middle and high schools, so Wicomico's data aligns very closely with that, specifically with attendance, as well as the completion for a well-rounded curriculum. He said they have a number of graduates who, unfortunately, were not in a CTE program, or did not meet one of the academic requirements, so that is definitely an area of growth their high schools have already started to work on. Mr. McCain said that seems to indicate to him one of two things, one being that the measuring system is kind of biased towards the younger populations, or, secondly, that across the State they do a better job with their younger populations versus their older populations, to which Dr. Briggs responded, he would say it is more biased. He clarified, the data supports that statement, and it is not just him saying it. Mr. Kilmer said it measures graduation rate, which, obviously, is not measured in grade school, and Wicomico has a below the State average graduate rate, so they will get dinged on that. He said, if they measured graduation rate for elementary school, they would do pretty well, but he thinks the measurement is a little different for high school, so, if there is a little bit of a bias, it goes back and forth.

Mr. Dodd asked what hurt the three City schools, to which Dr. Briggs responded, absenteeism was definitely higher, and the academic test score component was not as high as some of the outlying schools.

Dr. Briggs said he failed to mention evening high school, which meets the needs of students in the community who had to drop out of the regular day school for a wide variety of reasons, or maybe it was just not working for them, or maybe dropped out and then came back to school a couple of years later because they realized they needed to earn that high school diploma. He said it definitely meets the

needs of their student population, so they do not believe it should be factored in the same way as the rest of the schools. He said he thinks it is not fair to evening high school because he thinks evening high school does a great job for a unique student population in their community, so to say it is a 1-star school does not do it justice. He said it is one of his favorite graduations every year, and they will have one in January where they will probably graduate anywhere between 10 to 14 students who otherwise would not have earned a high school diploma.

Dr. Briggs explained that they have the data for all of the other schools in the State, and just by looking at it, they can see the disparity and breakdown based upon all of the different levels from elementary, middle, and high, and then the various combined schools across the State as well by County.

Mr. Davis asked if everybody uses the PARCC testing, to which Dr. Briggs responded, everybody in the State of Maryland, but this is the last year they will be using the PARCC assessments because they will be transitioning to (Maryland Comprehensive Assessment Program) MCAP. He said the State is, actually, in the process right now of soliciting bids, for lack of a better term, to bring in a new vendor, so they will be transitioning from PARCC to MCAP. He clarified, however, it is important to note that the assessment will be measuring the same standards they currently cover, so they are not going to be adjusting any curriculum or anything like that, but just using a different assessment to measure it. Mr. Dodd asked if the complaints Council has heard over the past couple of years are standard, to which Dr. Briggs responded, they will probably stand this year, and the hope is that MCAP will be better and shorter, and with less interruptions to the instructional day. He said the complaints they have heard are coming from within as well where principals have to totally disrupt their learning environment for a week or two to do these tests that are State mandated. He said the State has heard those complaints as well, and the hope would be that MCAP is a better, more efficient assessment tool, to be determined.

Dr. Briggs encouraged Council to go to Maryland Report Card to drill down some of the data, and said, if they have any questions through that process, they can reach out to him, and he will be glad to help.

Dr. Hanlin said for their second agenda item she would like to invite Jeff Hagan and Matt Auchey to come before Council. She said they will share with Council a presentation on where they are with the Beaver Run Elementary School capital project. She said, as Council may have seen in what has come forth in their CIP for FY20, for Beaver Run they are requesting \$9 million dollars in funding, and they just want Council to be aware of what the needs are there. She said Mrs. Ashby was unable to be with them today, but they have her able team here. She introduced Mr. Hagan, and said he is from Hord, Coplan and Macht Architects, and Mr. Auchey is their facilities planner for the school systems.

Dr. Hanlin also introduced Hugh Livingston and Jim Thomas in the audience, and said they are the Chair and Vice Chair of the School Building Commission.

Mr. Auchey said they will present their design and development presentation. He said Mr. Hagan's team just wrapped up that portion of the design, and they have submitted it to the State, so this is the presentation for that. He said they have just started the construction documents.

Mr. Hagan said this is a snapshot in time of where they are in the design. He said they just finished the design and development phase, and now they are moving into the construction documents, which is getting the job ready to go out for bid. He referred to a slide, and said this is their design team, who has been working on this project since the beginning. He then showed their design schedule, and said everything in gray is what they have completed to date, which started with a feasibility study. He said

they wrote an educational specification, made a schematic design, which has been approved by the State, and they just recently completed design development documents, which are in for State review currently. He said, along the way, they have done quite a few different types of meetings, such as community outreach, which he will touch on as they go through the presentation.

Mr. Hagan said, starting with the community outreach piece, it started with a robust committee that the school principal put together, which they have been meeting with on a regular basis. He said all design decisions have gone through this committee, and they helped shape the design of this project so that they are designing to the user exactly what they need to best deliver the educational program to their students. He said, in addition to that committee, they have also had a number of community events, two of which he has highlighted. He said on June 6th they had an event in the gymnasium at the school where they invited the community so they could present what they had been working on to date in terms of the design, and to solicit feedback from them. He said that included what they call a brown paper exercise, which is seen on the slide, where they laid out images of different types of buildings which were good examples of school designs from exterior, to classroom design, and to courtyard design, and all of the components that would go into this building. He said they asked them to write on the paper what they liked and disliked about the images they were seeing so they could take that feedback into the shop and incorporate that into their design decisions as they were going through the process. He said it is a really great tool to find out what people think, and to do it on their own terms, in their own language, and ideas that they can write out without any pressure.

Mr. Hagan said another event he wants to highlight is that they attended the back to school afternoon event that Mr. Twilley invited them to, and they called that their gallery walk where they did a two-part event. He explained, for the adults and parents, there were images of the design as it had developed further from the June 6th event, and they asked them to comment, ask questions, and update them, and they were able to get some good feedback from everybody. He said at the same time they had an event for the students to make it fun for them. He said they brought in kid-sized educational furniture, and they asked them to do what they call the goldilocks project, to test drive and see what fit, what did not fit, what they liked, and what they did not like. He said the students voted, and at the end of the day they found that the older students gravitated towards a certain type of chair, and the younger students gravitated towards a certain type of chair. He said, as the furniture piece develops further down the road, they will kind of know what they like and do not like. He said these were really great events, and they really appreciate that they have been able to speak to the community at large.

He said he is sure Council is all familiar with the project, but, to recap, they have almost 18 acres to work with, though the existing school's location is a little bit of a challenge in that it is located right in the middle of their site, and they are going to keep this building open while they are constructing the new building. He said they have worked out a scheme that he thinks is very effective, and will keep the separation. He said some of the highlights of what they are going to put on the site are the typical things they would expect at a school, such as bus parking and drop off, and staff and visitor parking. He said, in this case, and the case of all of their new schools, those will be separated to keep the traffic from intermingling. He said they will have dedicated play space for the younger kids versus the older kids at the school, and they will have about a 98,000 square foot building when they are done for a student capacity of 650 students, and that includes bringing the students who are currently over at WELC to this school when it opens. He said that means they will be serving a student population of Y3 students, prekindergarten, and kindergarten up through grade 2. Mr. Dodd asked if he said WELC was moving to Beaver Run, to which Mr. Hagan responded, that is correct. Mr. Dodd then asked what will happen to that facility, to which Dr. Hanlin responded, that is yet to be determined, but will possibly be space for

additional prekindergarten. Mr. Hagan said, within the building itself, they will have the typical spaces to include about 30 classrooms with support spaces, student dining, a separate gym, a performance platform, and media center. He said this is a Title I school, so they have a number of support spaces to serve those programs. He said the State also contributes additional funds for community spaces, and, in this case, they are including a community wellness center that is currently being developed as part of the school attached to the nurse's suite for additional community use.

Mr. Hagan then showed a slide of the proposed site plan, and said it is a little hard to see, but the red dashed outline is the existing school, and the blue shaded piece is the proposed building, so they are building in the back of the site. He said with a parcel of land to the left above that solar field, which is not part of the school system, their intent is to use that as their staging area, and then they will be able to feed the construction from the left, and be able to separate all of that construction activity from the existing school so that they keep the existing students safe, and in full operation while they are building the new project. He said the orange is the see new playgrounds that will serve the prekindergarten and kindergarten students on the left, and the first and second grade students on the right. He said they have a dedicated grass field up front in the orange box outside the gym, and, as they can see, they will be able to reutilize the existing curb cuts, for the most part, which will save costs. He said buses will come in the center piece, and to the left of that will be a parent drop off loop, and also teacher access to the parking lot. He said they created some separation so the teachers do not get stuck while parents are lined up picking up or dropping off their kids, which is always a concern. He said they are creating one new curb cut on the right, which will be for their service access. He said they wanted to limit that to the far edge of the property so students are not having to cross that service drive in any manner.

Mr. Hagan said, briefly, just to highlight the design of the floorplan, they have separated the building into two components, which they have been calling the public side of the building at the front, and then the more private side, which is the classrooms at the back, and that is separated by the main corridor running left to right on the screen. He clarified, they put the media center, gymnasium, and the cafeteria/kitchen up front with direct access to the parking lot so they can be used after hours by the community as a whole without having to access the back of the building. He said they are able to lock off the classroom wings at four points after hours, or even during hours in the event of an emergency, so they can have good separation there. He said the classroom wing on the left is for the prekindergarten, kindergarten, and Y3 students, and is centered around an interior courtyard, and the wing on the right is their first and second grade wing, which is also around a courtyard. He said bridging between those two are some flex classrooms, so if they wind up with a larger prekindergarten and kindergarten population at some point, they can grab those classrooms, and not feel totally separated from the rest of their classmates and teachers. He said the purple boxes are Title I programs and special education, and then off each of the two courtyards they have art on one side, and music on the other. He said the intent of the courtyards is to be low maintenance but allow educational programs to take place in those courtyards, so they are currently working with the school to design that, and figure out exactly how they can utilize that educationally. He said the main entrance to the school is between the media center in orange, and then administration in green, and they have a secure vestibule, as they would typically see in a new school. He said the community wellness center is to the left of the green administration at the top in the yellowish-orange, and then right below that is the nurse's suite. He said they created various access points seen in green, which are important to the school. He said they asked for this for arrival and dismissal so there is not a bottleneck at one door, and they have multiple doors to get the students in and out. He said, during the day, of course, those doors would be locked and secure.

Mr. Hagan said he has highlighted some building sections mainly to show that they are doing as they have done on other schools. He said they are putting the rooftop equipment under cover in a mechanical mezzanine, so they have created some pitched roofs to locate that equipment, and that will make the equipment last much longer, as they can imagine. He said they did not do a full pitched roof because of cost. He explained, they are trying to cut costs wherever they can, so they did the pitched roof to create the mezzanine, and then they stepped it, and have a low sloped roof next to that so they can save some money. He said this also creates a good opportunity for when the equipment eventually needs to be replaced so they can pull it out of that sidewall, and not be trapped inside an attic space. He said they are trying to think ahead to the future for maintenance purposes.

Mr. Hagan said they had a lot of feedback from the brown paper exercises, and what they heard was, with Winterplace Park being next door to the site, the community as a whole wanted to have this school feel like it was a part of that, and blend with that, and he thinks they have been able to achieve that. He then zoomed in on the next slide to highlight some of the materials, and said the materials they are using are exactly the same materials they used on their last several new buildings, so they are doing nothing unique, but the colors chosen will help blend this building to make it feel part of the community. He said those materials are, essentially, standing seam metal roofs for their sloped roofs, storefront window systems, metal wall panels, and, instead of brick they are using a stone veneer. He said it is much like a brick product, and actually comes from the same brick company, but is just a different product that they represent. He said they think this will tie all of this together to make it feel like it is embedded in the community, and has always been a part of the Beaver Run community as a whole.

Mr. Hagan said the next necessary thing they have to talk about in today's society is safety and security. He said every design decision they make in how this building is shaped takes a cue from safety and security of the students, and is at the forefront of everything they are thinking about. He said Crime Prevention through Environmental Design (CEPTED) is kind of the latest thinking out there, and a lot of people are talking about it. He explained, there is technology that can be used for security, and then how they design the building is a second way they can really make sure they are designing a safe and secure facility. He said they are certainly going to be doing all of the technology pieces that are typically done, and always thinking about better ways to do that, but, as he mentioned before, he will highlight some of the ways they have laid out this building. He said they separated the students to the back so there is a buffer of those big public spaces so that, when the students are in their classrooms on a day to day basis, they have that buffer up front. He said they have created a secure vestibule, of course, as they always would. He said they created good sightlines from administration so that the administrative staff, who is there all day long, can see who is approaching the building. He said they have kept that clean and unobstructed so that anybody who is approaching that building will be seen quickly and early. He said one of the advantages that happen to be the case with having to put this building in the back of the site is that it gives them an extra-long front driveway and front approach to this building so that it will take someone awhile to get to this building, and they can be seen very clearly, and early. He said transparency is a big piece of this, and trying to find the right balance of transparency so that people can be seen, but yet also feel secure. He said he has just highlighted a few things, but he would be glad to get into this in more detail because there is a lot they are thinking about here, including being able to lock off the four doors going back to the classrooms with a piece of technology, plus the typical doors. He said, again, this is something they take very seriously, and incorporate it in every way possible.

Mr. Hagan said he will talk a little bit about the sustainability strategies they have to implement on this project. He said Leadership in Energy and Environmental Design (LEED) has been the forefront of what the State has mandated for many years, but now they have opened it up to two other rating options,

which are IGCC and Green Globes in addition to LEED. He said the latest version of LEED has become even more difficult to achieve in terms of the points they have to get. He said they did an analysis of all three rating systems to see what would be the best path forward for Beaver Run and this project, and they determined that, at the end of the day, IGCC really is the way they recommend going. He said it will give them the most flexibility in terms of the points they have to achieve, and they can appeal to the Board on points if something is just unachievable because of the specifics of the project, and they are willing to listen, and willing to work with them on this. He said, at this point in time, they are moving forward with the IGCC model in terms of their sustainability strategy, and that is a whole other presentation in itself as to what that is all about, but he is happy to answer any questions on that. He said they have one of the greatest, most knowledgeable people on their team, Lisa Feretto, who is very knowledgeable about this, and guiding them through this process very smoothly.

Mr. Hagan then turned the presentation over to Mr. Auchey to talk about the budget, who said they have broken out the costs on the screen. He reported, as Council knows, they submitted their FY20 CIP request for Beaver Run, and the construction cost is number one between the demolition and hazmat of the existing school, and new construction of the site coming in at about \$35 million dollars, and that is in today's dollars. He explained, construction is slated to start in 2020, so they have added an escalation factor for all various reasons, which brings them up to roughly \$37 million for construction costs. He said, on top of construction costs, they, obviously, have all of the fees that come with that, including design fees and CMR fees. He said those fees can be broken down into two different groups, one being State eligible, and then the soft costs, which are costs the State will not participate in. He said to get their State and local share, currently their cost share split is 95 percent. He said they reduced it to 95, but last year it was 97, and this project falls under 95 percent, so the State will participate in \$26,316,000, which leaves local with \$23,050,000. He said below that is what they have received to date from the County, which is \$3,075,000, which leaves a remainder of \$19,975,000. He said this past week the State had their 75 percent recommendations from the IAC, which was approved. He said, for Beaver Run, the State is currently anticipating at the 75 percent mark \$6,857,000. He said one thing the State implemented this year is that they are also giving them their 100 percent prediction, or what they foresee them getting at 100 percent, and they are predicting they will get their full \$9 million dollars they have requested this year. He said they are very pleased, and excited that they are showing them what is coming so that they are able to plan, and they are also into the County for the \$9 million dollars as well. He said, as a big project, obviously, they are trying to frontload with the dollars so they have enough to get the construction started in March 2020. He said, if Council has any questions about the design process or budget, he would be glad to hear them.

Mr. McCain asked, if they start building in March 2020, when would occupancy be, to which Mr. Auchey responded, Fall of 2022, so the 2022-2023 school year.

Mr. Hastings asked, on the environmental side, are they able to put any permeable pavers or anything like that. He said he did not see anything like that listed, or anything they can do to get WIP credits, to which Mr. Hagan responded, in all honesty, they are still working through some of those details. He said they do not have the answer yet because they have not quite worked out all of the stormwater pieces yet, so that is a possibility, but undetermined.

Dr. Hanlin said, if anyone is interested in taking a tour of Beaver Run as it is now to get a better feel for the needs they have there, she would be happy to arrange that.

Dr. Hanlin said their next agenda item is just a heads up of something that will be coming Council's way at their next meeting. Mr. Bruce Ford, Chief Finance Operations Officer, then came before Council, and said, at the regular meeting of the Board of Education in December, the Board approved submitting a request to the County Executive for a budget transfer in the amount of \$265,000. He said that transfer request was submitted to Mr. Culver's office, who directed his staff to forward that request onto Mrs. Hurley, and he believes she has received that request. He said that request is a result of Wicomico County receiving several students with severe needs in their special education population. He said those students that they did not budget for require one-on-one nursing services full-time, from the time they get on the bus, to the time they are brought home at night. He said they are anticipating those costs to exceed \$265,000, or near that amount of money, and they will be back before Council to entertain any questions they may have concerning that request. Mr. Dodd said Mr. Ford said the County received these students. He then asked him to explain that, to which Mr. Ford responded, they enrolled in their County, and were not enrolled before.

Dr. Hanlin said Council had several items on their list that they wanted to discuss, and she will take their lead on these to see what specific questions they had. She said the CTE program was on the list, to which Mr. Cannon responded, he thinks they were just trying to see where they were with the CTE program since the last time they discussed it. He said, in the interim, Somerset County has a new school, so he was just curious, and he thinks a lot of the people in the community are curious and anxious to see where they are with Wicomico County, and where they are planning to go. He said he thinks this is a good niche for this County, as they have discussed in the past. Dr. Hanlin said they are at capacity at Parkside High School, so the challenge is adding traditional CTE programs in that space as opposed to, perhaps, which they have done, adding CTE programs that do not require some sort of lab space. She said, for example, this year they have added an interactive media class at Wicomico High School that is a CTE program, and it is fully enrolled. She said it is a very exciting program. Dr. Briggs said, similar to that, their business accounting is a CTE program, but it is housed at each of the homeschools. He said a Mardela student who is a business accounting completer counts as a CTE completer, but they do not have to come to Parkside. He said, based upon the space availability, a lot of the growth is going to have to be specifically back at the homeschools, which is an area they are looking at. He said Mr. Ashby does an outstanding job running their CTE program with trying to find student interest to tap into to help out with graduation rates, and to help their young people be more productive members of their County. Dr. Hanlin said they recently had a conversation with Mr. Ashby about another new program that is still very early in discussion, so she would rather not share with them specifically what it is yet, but another CTE program where they may be able to find some kind of innovative space for an additional program. She said they agree with Council about adding CTE programs, and, obviously, the State advocates for CTE programs, so they are looking at increasing the number of students who graduate in a CTE program over the course of the next few years. She said this is part of what is considered credit for a well-rounded curriculum, so they are in total agreement, and they are constantly exploring, but space is an issue.

Mr. Cannon asked how many different CTE subjects there are, to which Dr. Hanlin responded, it is close to 20. Mr. Cannon asked how they evaluate which ones they are going to teach, and if it is based on student request, to which Dr. Hanlin responded, yes. Mr. Cannon said he assumes they also may coordinate with Wor-Wic to see what they are looking for. He said they could be looking for a need, but if the students do not have the interest, it does not serve any purpose, to which Dr. Briggs responded, Wor-Wic uses the County's space at night as well. He said they come into their space to teach their students, so there is constantly articulation back and forth between Wor-Wic. Mr. Cannon asked if what Somerset County did was very similar to what Wicomico County had already accomplished through their program at Parkside, or have they gone to another level, to which Dr. Briggs responded, he does not

know the details of their program, but he thinks it is, basically, what Wicomico County did. Dr. Hanlin said they are building a new school, but she does not know what programs they are adding. Mr. Fitzgerald said it is really nice. He said he has been by it, and it is going to be nice. He said they are well deserving of it down there, but they are growing their CTE program. Mr. Dodd asked if it is on Wicomico County's radar for a new CTE building since they said they are at capacity, to which Dr. Hanlin responded, that is not in the near future, but they are looking at ways to address the capacity of their high schools. Mr. Fitzgerald said their CTE program is the best kept secret in Wicomico County, and he is real proud of it. Mr. Dodd said it is high tech.

Dr. Hanlin said the next item is public-private partnerships, to which Mr. Cannon responded, they are just trying to keep that on the front burner to see how cognizant they are of the businesses that might be out there that could create an opportunity for any type of additional funding. He said he would like to keep that on the agenda so they are aware of it, to which Dr. Hanlin responded, they are currently very specifically exploring an opportunity for alternative financing through a public-private partnership for a construction project that may help alleviate some of their enrollment issues at the high schools. She said there will be much more to come on that, but it is pretty exciting, and it is definitely on their radar. Mr. Cannon asked if there are advertising restrictions in schools to make sure they are not indoctrinating the students, to which Dr. Hanlin responded, they have a policy on advertising in schools, which is one of the policies they are currently reviewing, and is coming to the Board for revision next month. Mr. Cannon said he jokingly said one time at a meeting that he did not care if they had billboards in the hallways if that was a means by which to get more funding to the schools, and he would not have a problem with that. Dr. Hanlin said they are exploring that, and they are exploring additional naming opportunities that they have not really explored before for building components, and not just schools.

Dr. Hanlin said the next item is about the Kirwan Commission, to which Mr. Cannon responded, that may be somewhat premature because they still have a way to go. Dr. Hanlin said they are meeting all day today and all day tomorrow, so there is much more to come before they present their recommendations to the Legislature, and then it is to be determined what the Legislature will do with the billions of dollars they are talking about. Mr. McCain said he thinks the one reality that they all need to recognize is that education as they know it is going to be much different going forward, to which Dr. Hanlin responded, it could be, depending on what gets funded, and what policies get approved. She said, if Council has had an opportunity to read through the work of the five work groups, it is very lofty, and it is exciting, but everybody is asking the question of how in the world is this going to be funded because it is billions of dollars. Mr. Fitzgerald said his concern is that the small Counties could be left out, and he is worried about the big Counties taking most of the money, to which Mr. Cannon responded, they are always fighting that battle. He said he thought at one time they abandoned the geographical index, to which Dr. Hanlin responded, they are talking about that. Mr. Cannon said he thinks they are definitely considering bringing that back in full force so that the more expensive areas will get more funding simply because it costs more to buy materials there. He said he is sure that is what they will come up with either way.

Mr. Cannon said they touched briefly on English Language Learners, and he has talked in great detail to members of the Haitian community in particular who are very anxiously concerned about getting their children up to the learning level. He said this did not really strike home to him until it was pointed out that, if there is someone who has trouble with English language learning, they are not going to learn chemistry, they are not going to learn physics, and they are not even going to start with history until they get past the obstacle of English. He said, in Wicomico County, they have recognized the fact that there is a very large community growing by leaps and bounds, and, as far as foreign born individuals in

Wicomico County, it is the largest number over Spanish. He clarified, he thinks there are more Spanish individuals here, but, as far as those born in a foreign Country, he thinks the Haitians are the largest community, and they are seeing a large influx. He said maybe in the next quarter they can put that on the agenda to figure out how they will address that, and, of course they can work on those numbers as well. He said, even in talking about Kirwan, one of their building blocks is to specifically address English Language Learners, to which Dr. Hanlin responded, and students at risk. Mr. Cannon said they can revisit that in the next quarter. There was no further discussion.



John T. Cannon, President



Larry W. Dodd, Vice President, District 3



Ernest F. Davis, District 1



Marc Kilmer, District 2



Josh Hastings, District 4



Joe Holloway, District 5



William R. McCain, At-Large



Laura Hurley, Council Administrator