2022 Local Board of Education Candidate Questionnaire

CANDIDATE: Tom Scanlan

OFFICE SOUGHT: Board of Education

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I confirm that the responses provided here are my official positions in seeking local office and I understand that CCEA intends to share my responses with members and interested parties.

CANDIDATE SIGNATURE: ___Thomas R. Scanlan_____   **DATE SUBMITTED: 1-18-2022**

Candidates: To be considered for a recommendation, you must indicate your response to each of the questions. Clarifications, explanations, and other information may be attached, but please be certain to clearly indicate the questions(s) to which you refer.

Please return your completed and signed questionnaire no later than _____ to Nathan Curtis at ncurtis@mseanea.org or to our office at 60 Aileron Court, Suite 6, Westminster, MD 21157.

Education Funding

Background Points

- With a critical need in closing education gaps, expanding programs and services, community schools, and improving student achievement, in 2016, lawmakers formed the Kirwan Commission to meet the challenges of a changing global economy and prepare Maryland students to be successful citizens in the 21st century.

- The Kirwan Commission's recommendations evolved into The Blueprint for Maryland's Future, which originally passed in 2020, was vetoed by Governor Hogan, and had its veto overridden in 2021. The Blueprint revises the state's school funding formula for the first time in nearly two decades. Over the next 13 years, the Blueprint calls for billions of dollars of new investment in Maryland schools--and $218 million for Carroll County through FY 30-- that would expand career and technical education programs, community schools, and pre-k; provide more resources for students from backgrounds of poverty and students with special needs; increase educator pay; hire more educators and expand and diversify the educator pipeline; and create a new, more rigorous accountability system. These programs are designed to raise achievement and address Maryland's economic inequality with programs to target concentrated poverty.

- The Board of Education will have a significant impact on implementation of the Blueprint, including future funding and success of Carroll County schools. The Blueprint is landmark legislation, but there is a continued need for investment in Carroll County schools to see that the Blueprint is successfully implemented, and in ensuring that educator voices are heard and respected throughout implementation.

1. Please provide your general and specific thoughts on how the county can address the unmet needs facing our schools. Detail how you would prioritize aid for education in your budget deliberations.

Staffing is the key to a successful school system. First and foremost, we must attract and retain highly qualified, diverse educators. The only way to do that is by offering competitive salaries in a supportive work environment. Currently about $208 million, 51.6% of the budget, goes to instructional salaries. We need to see that amount continue to increase. Salary negotiations should not go to impasse year after year. The Board and CCPS say they value educators, so they need to put their words into action by compensating educators fairly. More staffing is needed as well. From nurses to resource educators, the needs are real; therefore, the salary percentage must increase without sacrificing other areas of the budget. The problems that I envision are the many unknowns ahead. We don't really know how much Blueprint money will come to Carroll. Jonathan O'Neal has indicated the latest figures from the State are less than anticipated. Another unknown is the County Commissioners. We will have at least four

new Commissioners in November, and we do not know their priorities. Currently CCPS gets about $214 million from the County and $145.8 million from the State. The BOE must work collaboratively with the Commissioners and our Annapolis delegation to ensure those numbers increase.

2. There is considerable room for improvement in addressing educator recruitment and retention. Class sizes have increased because of cost-cutting measures and/or due to hiring freezes and retirements. Many support personnel positions have been eliminated. And Maryland is always challenged with filling educator jobs because we import nearly half of all certificated teachers from prep programs in other states. The coronavirus pandemic has exacerbated these shortages. At the same time, the Blueprint calls for the hiring of 15,000 additional educators to provide more individualized attention to students. How will you address critical concerns with educator recruitment and retention?

At the risk of being repetitive, salaries must come first, followed by creating a supportive work environment for educators. We all know that Carroll salaries lag behind our neighboring counties. We must continue to press for COLAs and steps for our educators. Carroll's health insurance package is excellent. We must ensure that stays robust so it can be used to attract candidates to Carroll. Diversity of staff has been an ongoing issue that will not be solved overnight. The publicized battles over CRT and equity only tarnishes our reputation; the messages that our BOE sends to the public must be inclusive and demonstrate community. Building a homegrown pipeline of educators will help us tremendously. We need to do a better job of recruiting students into our TAMS program and then tracking them in college. We should also be partnering with Carroll Community College's Teaching and Education program. These are the students we want returning to CCPS. Finally, to improve working conditions on the building level, Carroll could do much better in its use of ESPs. In recent years we had around 12 Instructional Assistants per 1000 students while Howard had 24/1000 students. Hiring more ESPs would reduce workloads across the board and save the county money.

3. Do you support or oppose Maryland's updated maintenance of effort law that requires local jurisdictions to fund the local share of all wealth-equalized formulas, instead of only the foundation formula?

___X___ Support   _____ Oppose

Additional Comments:

I understand that resources are finite. CCPS may be the largest piece of the county budget, but the Commissioners have other priorities to balance. We have to negotiate, cooperate, and collaborate with them to benefit all.

Public Funding for Private Schools

Background Points

- *CCEA believes any education dollars spent outside of improving public schools makes it harder to make the progress necessary to provide a world-class education for every student.*

- Non-public school funding for programs in the budget such as textbooks, technology, school construction, and vouchers reduce the state's General Fund while subsidizing the cost of private education. Data from the first few years of the BOOST program indicated that more than 70% of voucher recipients already attended and paid for private school before receiving the voucher.

- The Maryland State Department of Education requires a certificate of approval or registration for private schools; it does not accredit or license them. Private schools do not have to report or administer teacher qualifications, class sizes, adherence to College and Career Readiness Standards, student retention rates, graduation rates, demographics, or discipline or suspension policies. Without these measures, it is impossible to effectively evaluate the programs funneling public tax dollars to private schools.

4. As a Board member, are you in favor of allocating public funding to home and privately schooled students?

_____ Support   __X___ Oppose

Additional Comments:

Public schools are for everyone, and we do a good job at educating everyone. If a parent chooses another educational path, it is no longer public. Public funds for public schools; private funding for private (and home) schools.

Evaluations and Less Testing, More Learning

Background Points

- CCEA believes that educator evaluation systems must be educator-informed, research-based, and collaboratively developed. Evaluation systems should be fair, transparent, timely, rigorous, valid, and designed to improve instruction by focusing on teaching and learning.

- Maryland law mandates that student growth is a "significant component" and "one of the multiple measures" in a teacher's evaluation. No evaluation criterion can account for more than 35%. The law also mandates that evaluation systems must be mutually agreed upon at the local level.

- A key provision of evaluation systems is the requirement for local agreement between school boards, superintendents, and local associations. Such local development allows for the evaluation system to meet the unique needs of each district.

- CCEA believes the continued push for high-stakes student assessments undermines educator's creativity and their ability to respond to the needs of students. Instead of high-stakes assessments, which CCEA & CASE support high-quality assessments that support student learning from a rich curriculum and with room for educator's voices in the development of curriculum and assessment.

- Additionally, CCEA supports rigorous and relevant professional development through the continued alignment of evaluation systems.

5. Do you support or oppose local autonomy to develop evaluation systems in compliance with statute and regulation?

__X____Support   _____ Oppose

Additional Comments:

Over the years I have seen the evolution of these high-stakes assessments, from the Maryland Writing Test to PARCC, and now MCAP. I recognize that assessments are necessary, as diagnostics and to evaluate student progress. Students do learn valuable skills in preparing for MCAP and MISA. The problem is the amount of instructional time lost due to these extended tests, not to mention the disruption to the school day schedule. Remember, there are county created assessments and state mandated assessments. Combine all this testing, and it is too much. As a former educator, I thoroughly support the fourth bullet point above. I primarily taught Level One students (Foundational) and clearly saw that the English assessments, written by Carroll County English teachers, were not appropriate for my students. I wrote my own, using the same structure and format as the "required" assessments. Instead of forcing my students to try to read random selections that had nothing to do with the curriculum, I created assessments that used the same strategies but led towards the content they would

encounter in the English modules. Teachers know their students and should be allowed to gear their assessments to the particular needs of those students.

6. Do you support or oppose efforts to overturn school districts mutually agreed upon, statutorily compliant evaluation models in pursuit of one-size-fits-all models developed by federal and state agencies, rather than local education agencies?

_____ Support   _X____ Oppose

Additional Comments:

Local jurisdictions understand the needs of their local school district far better than a centralized agency removed from the community.

7. Do you support or oppose efforts to provide educators with sufficient professional development to ensure that they can deliver high-quality instruction aligned with College and Career Readiness?

___X___Support   _____ Oppose

Additional Comments:

Educators get tired of "new" initiatives which are often just rehashes of older strategies. What educators want is relevant professional development that can be used in a real classroom. We all want "high-quality instruction" – that is the goal of just about every educator I know. I thoroughly support anything that will help all our students become College and Career Ready.

Collective Bargaining

Background Points

- CCEA supports efforts to protect and enhance the state's collective bargaining laws.

- Collective bargaining is the negotiation of a contract – including wages, salary scale, benefits, and working conditions – between employers and employees. The items agreed to in a ratified collective bargaining agreement apply to all employees in a bargaining unit, providing a benefit to employees and employers in not having to negotiate thousands of individual contracts.

- MSEA opposes right-to-work laws. Such laws restrict freedom of association and weaken organized labor in Maryland. The strength of organized labor is critical to protecting workers, ensuring quality, and maintaining fairness, safety, and competitive wages in the workplace.

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8. Do you support or oppose public education employees' rights to bargain collectively?

____X__ Support   _____ Oppose

Additional Comments:

This is a no-brainer. Without collective bargaining and the negotiated contract, educators could be vulnerable to arbitrary employment requirements and disciplinary action. Salaries, steps, and much more are guaranteed because of the contract.

9. How familiar are you with the CCEA & CASE contract?

___X___ Familiar   _____ Unfamiliar

Additional Comments:

I was a building rep, a member of the Executive Board (briefly), and am still a CCEA retired member.

10. What changes, if any, would you like to see? And how would you honor the negotiated agreement, especially in tight fiscal times?

As I said at the beginning of this questionnaire, attracting and retaining a highly qualified staff is the key to a successful school system. This has to be the starting point of contract negotiations. Regaining lost steps is probably not realistic, but maintaining steps and attaining reasonable COLAs is paramount. The CCPS budget is tight, with not a lot of fat. However, any potential cuts cannot come from instruction.

There are two changes I would like to see. First, I believe that the BOE should have a larger role in contract negotiations. One member should be able to sit at the table to have a broader, more accurate picture of the negotiations, even if only as an observer. Secondly, I have never understood why class size cannot be part of the equation in negotiations. Class size has a huge impact on a teacher's workload. I have seen too many educators burdened with over 35 students in a single class. The number should be closer to 25.

Continuing Impact of the Pandemic

> **Background Points**
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> - The pandemic has exacerbated a pre-existing, multifaceted housing crisis. Housing costs continue to rise, keeping some families out of the market entirely, while those whose incomes were slashed during the pandemic have fallen so far behind that the Census Bureau estimates 7 million households as of late June 2021 face eviction when the temporary moratorium on eviction enacted during the pandemic is lifted.
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> - The pandemic has also increased stresses, adverse childhood experiences (ACEs), food insecurity, and digital divide issues for our students.
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> - The pandemic has exacerbated a pre-existing, multifaceted housing crisis. Housing costs continue to rise, keeping some families out of the market entirely, while those whose incomes were slashed during the pandemic have fallen so far behind that the National Equity Atlas estimates approximately 129,000 Maryland households, as of August 2021, are behind on rent and face possible eviction when the temporary moratorium on eviction enacted during the pandemic is lifted.

11. How will you address increased needs for mental health supports for students and educators in the wake of the pandemic?

More school counselors have been on the CCPS wish list for too long. The American School Counselor Association recommends one counselor for every 250 students. That should be our goal. It was a mistake when CCPS eliminated the crisis counselors as a cost saving measure, and they should be restored. In-school programs like Sources of Strength and Unity Day are excellent, low-cost initiatives that should be in all schools. We know that many children suffer from a variety of adverse childhood experiences. Professional development on "trauma-informed" or "trauma-sensitive" environments is needed to ensure our schools are safe havens for our students. Finally, confidential mental health counseling is part of the CCPS health care plan for employees. Struggling educators need to be encouraged to use this service.

12. The pandemic further illuminated the immediate need for reliable, affordable access to technology for all students and educators in our state. How would you propose to eliminate the digital divide?

The reality is that the school system can only do so much. We provide meals for FARMs children. Individual schools intervene when they can, such as providing holiday meals for needy families. WHS has a food bank. CCPS issued devices to all middle and high school students. Beyond that, the BOE has to work with the commissioners and our state delegation to encourage funding for expanded broadband access. Many of the candidates for governor have promised to make broadband access a priority, and we need a BOE that will advocate for this as well. In the meantime, we can provide mobile hotspots for those who do not have internet in their homes. Schools could allow after-

hours access for students to use the internet. Parents should also be encouraged to use community resources such as the public libraries.

Racial and Social Justice

Background Points

- CCEA unequivocally believes that our diversity makes us stronger. We fundamentally believe that schools should be safe, welcoming, and nurturing learning environments for students of all backgrounds and beliefs, and places where all our students see themselves in the lessons they learn and experiences they enjoy. While students of color made up approximately 64% of the student population across the state in school year 2019-2020, our state had only 29% teachers of color, 38% principals of color, and 45% assistant principals of color. MSEA was represented on the Kirwan Commission and a vocal advocate of the Blueprint for Maryland's Future in part because of our support for training and developing high-quality teachers and education leaders, particularly those from diverse and historically underrepresented backgrounds.

- Every child, regardless of their background or zip code, deserves education justice and equitable access to opportunities, resources, and supports. We believe that the lives of our Black and Brown students matter and that all our students have a fundamental right to be educated in safe, healthy, and supportive learning communities and all our educators deserve safe, healthy, and supportive working environments.

- Maryland and U.S. history are far more diverse than is generally reflected in the content and courses currently taught in our public schools. Far too many Marylanders can progress through their formal primary and secondary education and rarely, if ever, see themselves reflected in the content they are learning or hear about themselves in the stories they read and are told. This lack of inclusivity negatively impacts not only our students' ownership of and agency in their learning, but it also adversely impacts their overall engagement in their learning and portrays a one-sided view of our history for all students. This disconnect is further exacerbated by the dearth of a more diverse field of educators in our schools and by the disproportionate (and sometime inaccurate) representations seen in society and in our culture that ultimately reinforces a sense of "otherness" for the people, communities, and cultures who have been rendered less relevant and less valuable. CCEA & CASE recognize the vital importance of honesty in education: ensuring that all students learn about historical figures who not only had a tremendous impact on the forming of our state and our nation but whose actions and sacrifices laid the foundation upon which this nation's pledge of "liberty and justice for all" must be built.

- CCEA is committed to developing critical thinking skills in our students because we know that they enable them to better understand the problems our society faces and to develop collective solutions. To that end, we are abundantly clear that truth and honesty are fundamental components of teaching and learning, as are academic integrity and professional responsibility. Our essential mission is to prepare our students for college, career, and life and to play an active role in our democracy.

13. CCEA supports honesty in education across all subject areas and in all areas of the approved curriculum. To encourage critical thinking, we believe educators should have professional autonomy and should be afforded the deference to teach the truth in their classrooms, schools, and districts.

   Do you support honesty in education? Do you believe educators have professional autonomy and should be afforded the deference to teach the truth in their classrooms, schools & districts?

   For example, if a Carroll County high school history teacher, keeping with the approved CCPS curriculum, taught the true local story of Townsend Cook, who was lynched in Westminster in 1885, and as a result some parents became upset because they saw the lesson's material as divisive and controversial, then would you as a BOE member, defend that teacher's right to teach students this true story as part of the curriculum?

   __X___ Support

   _____ Oppose

   Additional Comments:

   I absolutely agree with the CCEA position,100%! The only thing I have to add is my indignation at the prospect of a "reporting and monitoring" system to track supposed violations of a political neutrality policy. It is an insult to all educators. If that is enacted, and if I am elected, on day one I will work to rescind the policy. The new complaint form is questionable at best and could be used inappropriately.

14. How will you support diversity, equity, and inclusion for all students throughout the county? What specific policies do you support whose goals are focused on providing equitable access, opportunities, resources, and supports?

This is basically covered in the Safe and Secure Environment Pillar in the CCPS Strategic Plan and is a topic I am passionate about. As a school system, we need to be more adamant about our support for Pillar IV. The annual African-American Read-in is just one example of how CCPS could promote diversity. We need to do much more than one event per year. To reiterate, we need to recruit a more diverse staff. Students need to see themselves reflected in their educators. On the school level, peer groups and mentors are enormously important. Gay/Straight Alliances, Black Student Unions, and other similar groups should be encouraged in all schools, not just high schools. We also need to provide supports for our Hispanic students, which I have not yet seen happen. CCPS has excellent Special Education and ESOL programs which should be recognized

and supported. The Transition Connections Academy offers an invaluable service for our Special Education students.

Community Schools

Background Points

- Poverty dramatically and negatively affects the wellbeing of children, particularly in the areas of physical health, mental health, safe housing, access to technology, parental support, family planning services, nutrition, youth employment, and education. Each of these areas play a large role in whether students can learn and do well in school—making it imperative that these opportunity gaps be closed if we want to provide an equitable education in our communities. According to data collected by MSDE, 48% of Maryland public school students were enrolled for free and reduced-price meals this school year (meaning their family income level is at or below 185% of federal income poverty guidelines).

- CCEA supports the establishment of community schools, where applicable, which are designed to close these opportunity gaps by making the school a hub for essential services that students in disadvantaged communities lack.

- Community schools generally have the following four components: (1) they serve a high concentration of students in poverty; (2) they employ a full-time coordinator to lead community school-related services; (3) they conduct a needs assessment to identify key obstacles to learning and the services needed to close the opportunity gaps; and (4) they work with community partners to bring those needed services into the school building or nearby locations to make them accessible to students and community members.

- The Blueprint phases in community schools beginning in FY20, starting with 219 schools with 80% or more of their students enrolled for free and reduced-price meals. Community schools will be added, phased in according to highest levels of poverty first, until FY27, when a predicted 557—nearly one-third of all schools in the state—are projected to become community schools. That makes this one of the largest scale expansions of community schools in the nation.

- The American Rescue Plan provided additional funding to assist with the expansion of small group instruction delineated in the Blueprint. Of these funds, at least 20% must be used to address pandemic-associated learning gaps through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- CCEA supports equitable and adequate resources to provide every student with an opportunity to learn in a safe and non-disruptive environment. Establishing and funding community schools is a research-based strategy for closing opportunity gaps and building strong communities.

15. Do you support or oppose local efforts to create and support community schools in areas of concentrated poverty?

__X____ Support   _____ Oppose

Additional Comments:

We need to recognize that Carroll will probably not qualify for any of the Community Schools funding. On the other hand, the supports and components designated for Community Schools are exactly what we need for our Title 1 schools and beyond. I don't need to expound on the devastating effects of poverty on our students. School Improvement Teams must includes FARMs student in their plans. At WHS we focused on attendance and grades, with periodic check-ins with the FARM students to monitor how they were doing. The Judy Center Early Learning Hubs are another example of how we can better meet the needs of our families experiencing poverty.

Parental Involvement and Public Support

Background Points

- It is calculated that school age children spend 70% of their waking hours (including weekends and holidays) outside of school.

- Research shows that the most consistent predictors of children's academic achievement and social adjustment are parental involvement in schools and parental expectations of the child's academic attainment and satisfaction with their child's education at school.

- Additionally, research indicates there are three major factors that influence parental involvement in schools:
  - Parents' belief that they can impact what is important and necessary on behalf of their children school.

  - The extent to which parents believe that they can have a positive influence on their children's education; and

  - Parents' perceptions that their children and school want them to be involved.

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16. As a Board member, what would you do to increase parental involvement and public support for our public schools and educators?

This issue is extremely important to me. A very organized vocal minority has attempted to highjack the conversation regarding our education system. It is easier said than done, but one of my goals is to get politics out of our BOE decisions. We need to refocus on the classroom, going back to the CCPS Core Values and Beliefs. I believe parental involvement must begin at the local school level. It is the job of the BOE to encourage school-based initiatives. Helping elementary schools maintain and upgrade their playground equipment would be the perfect partnership between the BOE and the community. Parents get involved when their children are involved. Whether it is athletics, arts programs, or academic initiatives, we need parental involvement. PTAs/PTOs and the wide variety of booster organizations are very important and need the full support of the BOE.

17. CCEA has had ongoing concerns about how some Board of Education members have used social media in ways we have considered divisive. What assurances would you make about how you would communicate with various stakeholders?

I have been politically involved as a private citizen for many years. Being a non-partisan elected official, however, would require a higher standard of public conduct. Public comments as a BOE member should be informational only, reflecting the consensus

view of the Board. Facebook is my only social media involvement, and personal comments would be non-controversial.

Privatization

Background Points

- CCEA opposes any effort to outsource or privatize education jobs that are part of a bargaining unit. We maintain that any attempt to outsource or privatize jobs of public educators violates collective bargaining agreements because such an effort is in essence terminating or firing bargaining unit positions.

- Outsourcing and privatization efforts have threatened teacher and education support professional (ESP) jobs for years. In the last few years, Anne Arundel County has attempted to outsource teaching services for deaf and blind students, Talbot County has discussed privatizing transportation services, and Kent County has attempted to privatize custodial services. There have been multi-county efforts on the Eastern Shore to outsource the hiring of occupational therapists and physical therapists to work in the schools.

- When jobs are outsourced, quality control is diminished, and safety is compromised. Public employees are subject to background checks that private employers often do not require. After privatizing, local school boards lose control over the individuals working in schools and have little ability to provide input on job performance.

- Privatizers often use an argument of cost-savings as a means of winning contracts. The amount is often misleading because they intentionally underestimate first year operating costs. Ultimately, they reduce hours, health care coverage, or just cut jobs. All these steps lead to increase in local unemployment and less money in the community overall.

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18. As a Board member, are you in favor of contracting out custodial, cafeteria, and maintenance services rather than have those services provided by Board of Education employees?

_____ Support   __X___ Oppose

Additional Comments:

The bullet points above say it all. Privatization in the name of cost-cutting is actually quality-cutting. The goal of private enterprise is profit not high-quality education. The current plight of the bus drivers is the perfect example of how privatization impacts workers. Someone said to me just this week that the bus drivers need to unionize. We need to ensure that our employees are fairly compensated, and we need oversight as to who is hired (background checks) for the safety of our students.

Virtual Learning

Background Points

- Statewide closures due to the pandemic forced educators and schools to implement virtual learning as an alternative to traditional in-person learning. The haste with which our schools, educators, and students were required to pivot was unprecedented and without advance planning. There is no doubt that the initial roll-out of virtual learning, coupled with the uncertainty of its duration, created significant challenges for all involved.

- While we don't believe that virtual learning should ever replace in-person learning, CCEA believes that well-planned, goal-specific virtual learning options should be considered to meet the individual learning or course requirement needs of some of our students.

- While there are some things about teaching that remain the same regardless of the mode of instruction, virtual learning does require some significant revisions to instructional planning and implementation that are unique. As such, CCEA believes that if classroom teachers and instructional staff are required to operate using a virtual learning modality, they must be provided with the training, resources, and supports required to ensure that they can do so effectively. MSEA also believes that all employees for virtual instruction must be school system employees and not contracted employees.

19. Do you support CCEA's position on virtual schools?

__X___ Support

_____ Oppose

Additional Comments:

I was working in the school system when we closed in March 2020, so I know firsthand how difficult it was. I was lucky because my wife was very proficient with Google Classroom. Others were not so fortunate. Additionally, some of the tutorials created by CCPS did not work. A social studies teacher from WHS created his own, which was a life saver for many teachers. At the beginning of the 20-21 school year, I heard the frustration of numerous colleagues on how difficult the learning curve was with the new virtual systems in place. So yes, we definitely need training, resources, and supports in place. And beyond that, educators need time to figure it all out.

20. Do you support or oppose the creation of virtual schools that are independent of local school boards?

_____ Support

__X__ Oppose

Additional Comments:

Independent virtual schools would be no different than private schools, with little accountability and oversight.

21. What allowances or guardrails would you like to see implemented related to virtual learning options?

The first thing I want to say is I think it was a mistake for CCPS not to have developed a virtual option for students. When you look at the number of students quarantined due to COVID, it is clear they are put at an unnecessary disadvantage. If virtual school was in place, the learning loss due to absence would be greatly diminished. This certainly would also apply to absences for other reasons besides COVID. We've all had students out for extended periods of time. We gather materials and prepare packets. Half the time the packets are never picked up, or if they are, the work is rarely completed. A virtual academy option would go a long way to help fill this gap, especially when expectations are clearly set by the school system.

Having said that, virtual learning cannot be one more thing put on the plate of educators. We need to look at best practices around the country and develop a system that works without overburdening staff. As an example, Montgomery County recruited educators specifically for their Virtual Academy. Adequate planning time and resources will be necessary for the virtual option to be successful.

Thank you for taking the time to address the questions above.