

**From:** [Marmol, Veronica](#)  
**To:** [Bill Marshall](#)  
**Cc:** [Cram, Christopher C](#); [Spector, Nicole A](#); [Marmol, Veronica](#)  
**Subject:** Your Maryland Public Information Act Request  
**Date:** Monday, April 26, 2021 3:42:12 PM  
**Attachments:** [image001.png](#)  
[FY21-159 Response Letter.pdf](#)

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Good afternoon Mr. Marshall.

Please find attached a letter from our Director, Department of Communications in response to your Maryland Public Information Act request.

Additionally, given the size of the file, I am unable to attach the responsive documents to this email.

However, you can access and download these documents here:

<https://drive.google.com/drive/folders/1MYkVdb0bFAUg-NxfR4qbLOyQggyoBQWd?usp=sharing>

Please confirm that you are able to access and download the documents.

Best regards,

**Veronica Marmol**

Communications Assistant

Department of Communications

240-740-2837

[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org)

[@MCPS](#) on Twitter | MCPS on [Facebook](#)

Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

*Expanding Opportunity and Unleashing Potential*

**From:** Jack\_Smith@mcpsmd.org  
**To:** [ExecStaffDist](#)  
**Subject:** Fwd: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 8:43:13 PM

---

Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** July 17, 2020 at 7:34:18 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>, "Jones, Donna Redmond" <Donna\_R\_Jones@mcpsmd.org>, "Mcknight, Monifa B" <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** "Boddy, Troy" <Troy\_Boddy@mcpsmd.org>, "Beckett, Laurretta D" <Laurretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one

of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.

**From:** Jack\_Smith@mcpsmd.org  
**To:** [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 8:47:32 PM

---

Monifa,

Perhaps one of your executive directors could reach out to this parent and we could engage her in the anti-racism audit? This was a great endorsement of the work that has been done.

Thanks,

Jack  
Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** July 17, 2020 at 7:34:18 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>, "Jones, Donna Redmond" <Donna\_R\_Jones@mcpsmd.org>, "Mcknight, Monifa B" <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** "Boddy, Troy" <Troy\_Boddy@mcpsmd.org>, "Beckett, Lauretta D" <Lauretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

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Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

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I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

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Kind regards,

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**From:** Jack\_Smith@mcpsmd.org  
**To:** [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Thank you for doing the anti-racist system audit  
**Date:** Friday, October 23, 2020 10:38:39 PM

---

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** October 23, 2020 at 9:32:50 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>  
**Subject:** [EXTERNAL] Thank you for doing the anti-racist system audit

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Smith:

Many thanks to you and the BOE for doing this audit. My family [REDACTED] but knows that racism is deeply entrenched and doesn't just go away by itself.

Racism of course takes the greatest toll on people on the receiving end, but living and learning in a racist society is good for no one. To know you're unfairly having advantages while others are unfairly suffering--either you do something to change it (and how much is enough? is there such a thing?), or you know your conscience and humanity are being diminished.

I think people who are actively working toward compassion and justice, in any variety of ways, are spread pretty thin. Please know that such people are out here.

Thank you for all your work.

Sincerely,

[REDACTED]  
[REDACTED]

**From:** Jack\_Smith@mcpsmd.org  
**To:** [REDACTED]  
**Cc:** [Mcknight, Monifa B](#)  
**Subject:** Re: [EXTERNAL] I support the MCPS anti-racist audit.  
**Date:** Saturday, October 24, 2020 4:08:35 PM

---

Thanks so much-

Sent from my iPhone

On Oct 24, 2020, at 4:05 PM, [REDACTED]  
wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

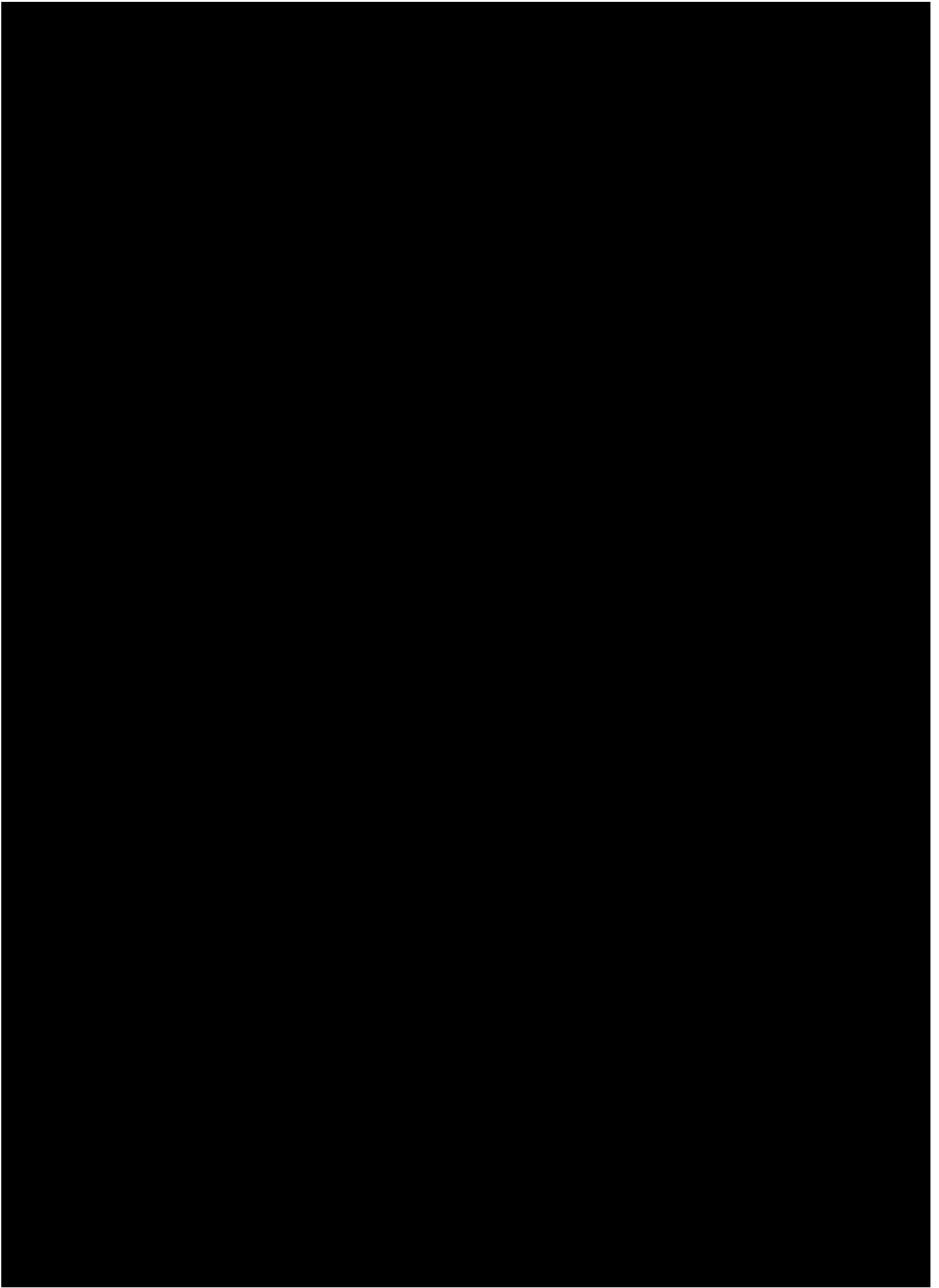
Dear Superintendent Smith,

[REDACTED] I just watched the video about the anti-racist system audit that MCPS is conducting. I heard from another parent that there has been pushback from some in the community about this audit, and **I wanted to let you know that I support the audit 100%.**

Please let me know if there is a way that I can help support this initiative as an MCPS parent.

[REDACTED]

[REDACTED]





## **Anti-Racist e-Books and Audiobooks Available for MCPS Students to Borrow Without Wait Time**

**August 3, 2020**

As part of its ongoing commitment to equity and excellence, Montgomery County Public Schools (MCPS) students and staff can access anti-racist e-books and audiobooks through the [Sora app](#), MCPS' digital eBook and audiobook platform from OverDrive, without any wait time until late September.

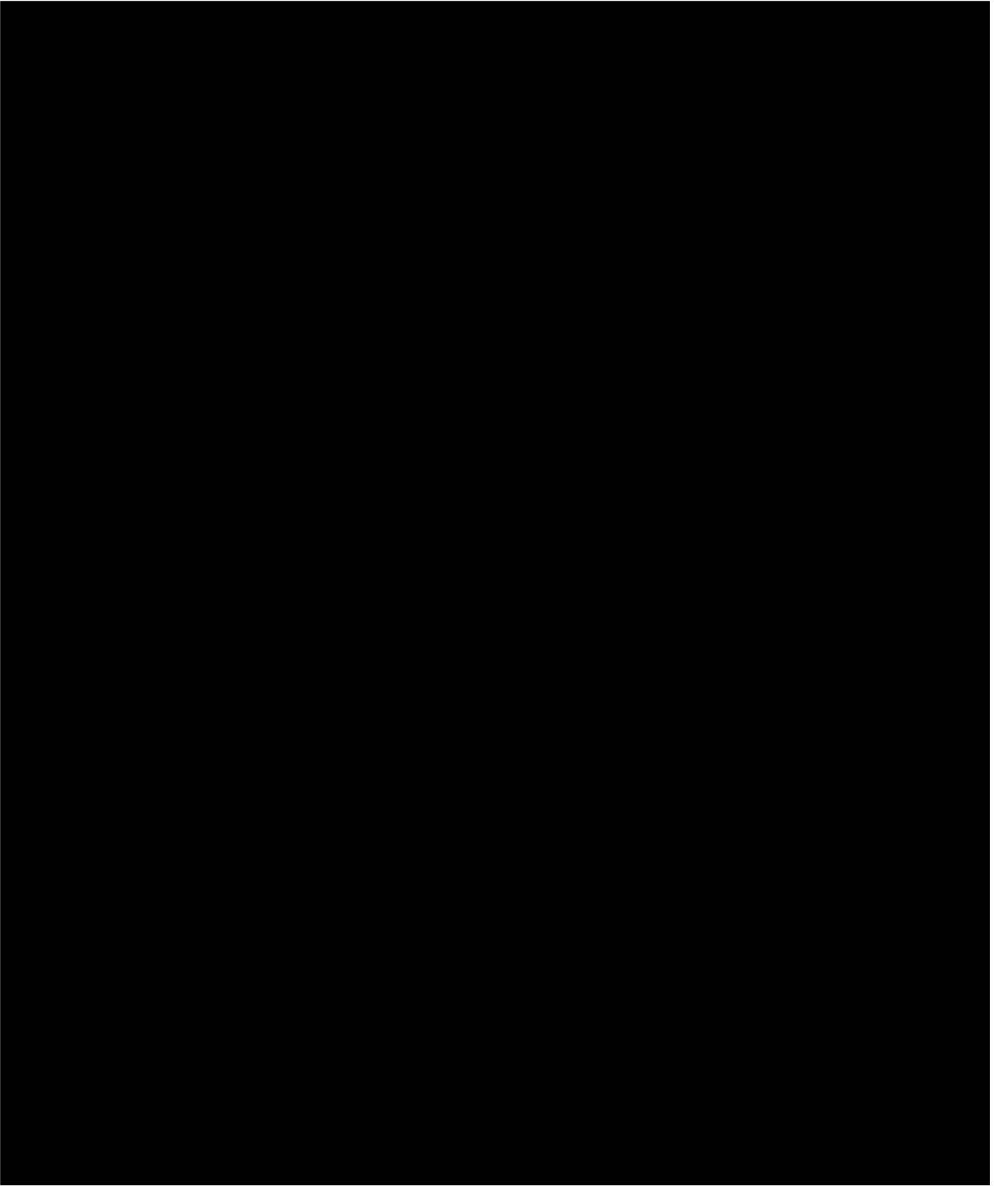
The following titles are available without hold time:

- “Antiracist Baby” by Ibram X. Kendi (Elementary)
- “Hair Love” by Matthew A. Cherry (Elementary)
- “The Day You Begin” by Jacqueline Woodson (Elementary)
- “The Lions of Little Rock” by Kristin Levine (Elementary/Middle)
- “A Good Kind of Trouble” by Lisa Moore Ramée (Elementary/Middle)
- “Clean Getaway” by Nic Stone (Elementary/Middle)
- “We Rise, We Resist, We Raise Our Voices” edited by Wade Hudson and Cheryl Willis Hudson (Middle)
- “I Can’t Breathe: A Killing on Bay Street” by Matt Taibbi (High)
- “Dear Martin” by Nic Stone (High)
- “I’m Not Dying with You Tonight” by Kimberly Jones and Gilly Segal (High)

“Literature provides a powerful lens to understand cultures, communities and experiences that are both different from and similar to our own,” said Superintendent Jack R. Smith. “Offering unlimited access to this curated collection is just one step in a multipronged effort to engage our community on issues of racism, bias and equity.”

MCPS is working to [interrupt bias and expand learning opportunities](#) so that all students feel valued and learn at their full potential. As part of those efforts, an [anti-racist system audit](#) will focus

on evaluating the current climate at MCPS, identifying the needs and recommending actions required to combat racism. It is anticipated that the findings and recommendations will be presented to the Board of Education in October 2020.









**From:** Jack\_Smith@mcpsmd.org  
**To:** [REDACTED]  
**Subject:** Re: [EXTERNAL] Thank you for doing the anti-racist system audit  
**Date:** Friday, October 23, 2020 10:39:57 PM

---

Thanks so much-

Jack Smith

Sent from my iPad

On Oct 23, 2020, at 9:32 PM, [REDACTED] wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Smith:

Many thanks to you and the BOE for doing this audit. My family [REDACTED] but knows that racism is deeply entrenched and doesn't just go away by itself.

Racism of course takes the greatest toll on people on the receiving end, but living and learning in a racist society is good for no one. To know you're unfairly having advantages while others are unfairly suffering--either you do something to change it (and how much is enough? is there such a thing?), or you know your conscience and humanity are being diminished.

I think people who are actively working toward compassion and justice, in any variety of ways, are spread pretty thin. Please know that such people are out here.

Thank you for all your work.

Sincerely,

[REDACTED]  
[REDACTED]



**From:** Jack\_Smith@mcpsmd.org  
**To:** [Fish, Angie L](#); [Napoli, Sandra L](#)  
**Subject:** Re: Thoughts and Concerns  
**Date:** Thursday, November 12, 2020 7:34:42 PM

---

Thanks so much for sharing your thoughts, Angie.

Sandy, could you find time for Angie and me to have a 30 minute telephone conversation about the topics in this message.

Have a good evening,

Jack Smith

Sent from my iPad

On Nov 12, 2020, at 7:13 PM, Fish, Angie L <[Angie\\_L\\_Fish@mcpsmd.org](mailto:Angie_L_Fish@mcpsmd.org)> wrote:

Hi Dr. Smith,

I wanted to follow up from my previous email. There is something extremely important to me, and I don't want us to lose sight of it. I am listening to the Bond webinar this evening, and one of the topics again went back to our lack of diversity in our workforce. We must build a diverse pipeline of teachers and leaders, and what we have been doing is not working. It would be wonderful if we could begin this pipeline with our very own students because our students need to see themselves in our educators and our leaders.

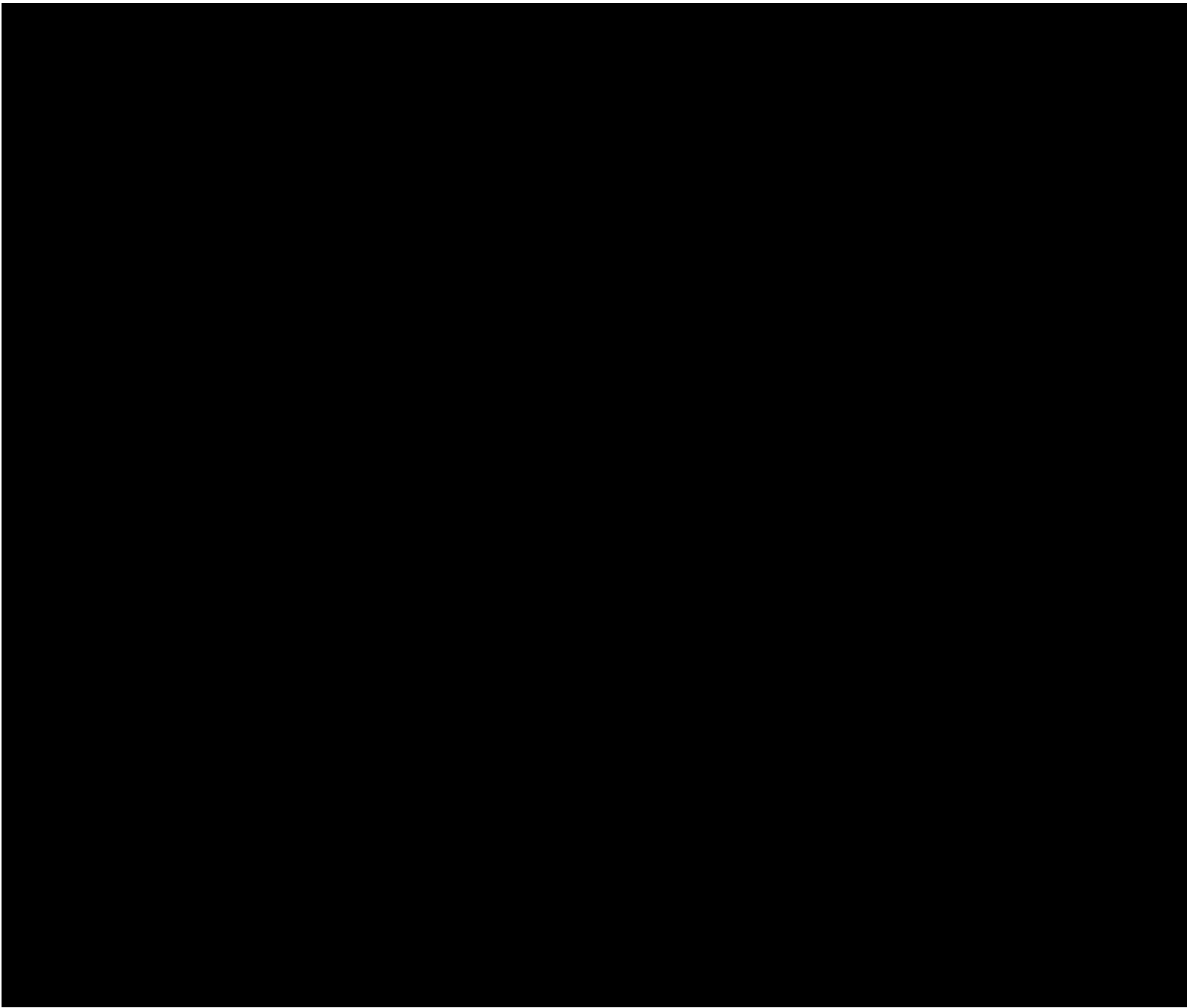
This requires a multi-pronged approach inclusive of a PR outreach plan that is directed toward our students. We currently offer AA programs in engineering at our high schools. I believe we can start such a program in education for our high schoolers where they could graduate with an AA in education while in high school. Then, we could hire them as paraeducators while they complete their BA in education. We would be providing them a 4 year degree at a minimal cost because of our existing teacher pathway partnerships, and we would be creating a long-lasting pipeline of diverse teachers and future leaders.

Thank you for listening. Please know that I am always happy to talk more about how to move something like this forward.

Have a nice evening,

Angie

Mrs. Angie Fish  
Principal Intern  
Rosa Parks Middle School  
240-740-3300

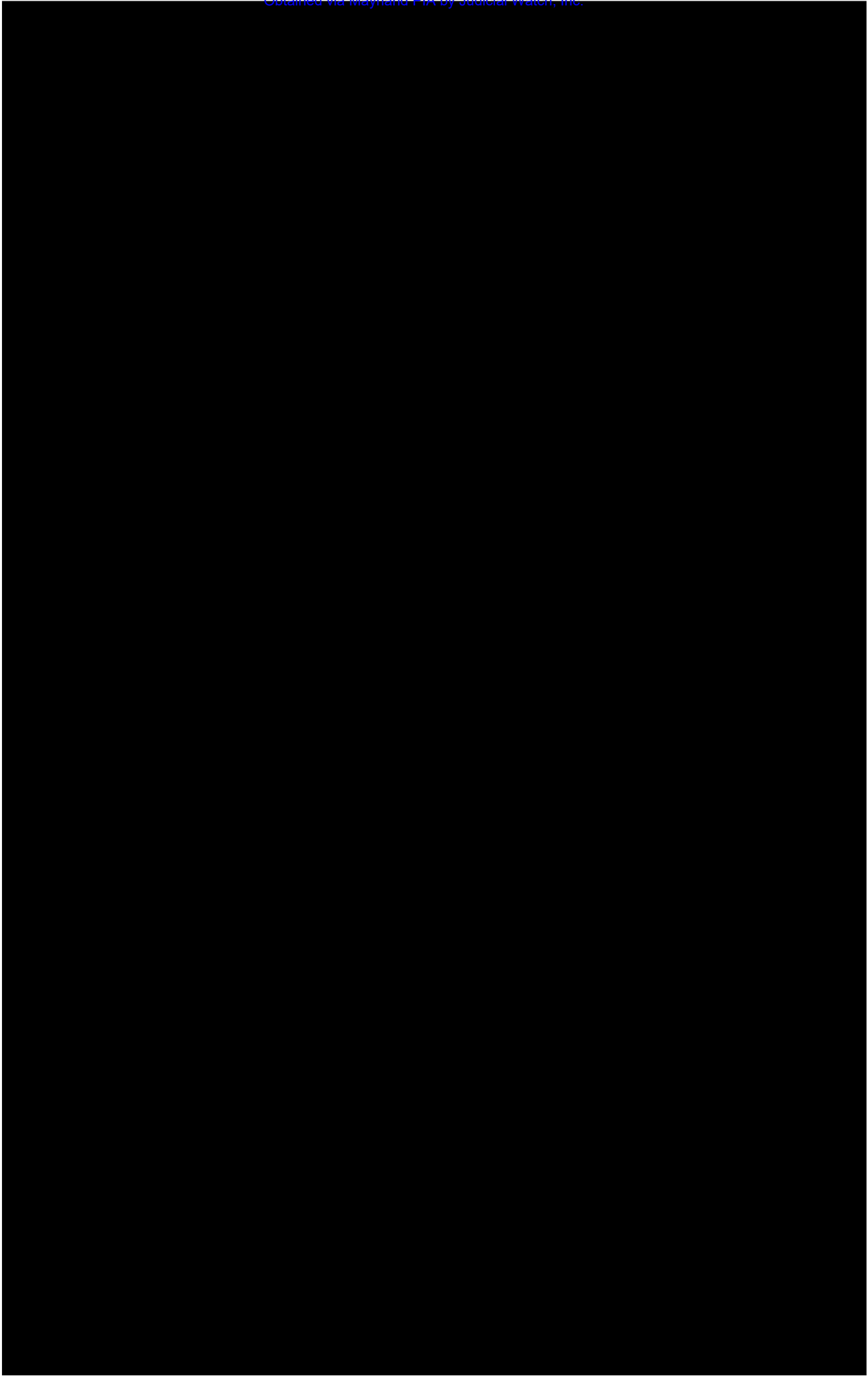












**From:** [REDACTED]  
**To:** [Smith, Jack](#)  
**Subject:** [EXTERNAL] I support the MCPS anti-racist audit.  
**Date:** Saturday, October 24, 2020 4:05:55 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Superintendent Smith,

[REDACTED] I just watched the video about the anti-racist system audit that MCPS is conducting. I heard from another parent that there has been pushback from some in the community about this audit, and **I wanted to let you know that I support the audit 100%.**

Please let me know if there is a way that I can help support this initiative as an MCPS parent.

Sincerely,

[REDACTED]

**From:** [REDACTED]  
**To:** [Smith, Jack](#)  
**Subject:** [EXTERNAL] In support of the MCPS Anti-Racist System Audit  
**Date:** Monday, November 2, 2020 4:08:00 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Superintendent Smith,

I'm a parent with a child at [REDACTED] in Montgomery County (and in a few years will [REDACTED] in MCPS). I am applauding the School Board's efforts to conduct an anti-racist system audit. I've heard there has been some community pushback about this effort. I believe that effort is misguided and in no small part illustrates why conducting this audit is necessary to begin with, particularly in our county's public schools.

I recently spoke to a woman who has been doing D&I training since 1992 and continues to work in that space. She has a Ph.D. and MBA and is an expert in her field. We talked about how the field has changed and vocabulary has expanded over the years to identify issues that have always been with us. When we look at the overwhelming systemic racism that will affect everyone in our county, we need tools to identify the ways we can combat racism in a systemic way. It's time to go beyond diversity and inclusion to proactively addressing anti-racism in our institutions. In looking at the materials provided to conduct this study, I appreciate that Montgomery County wants to move with the times so we are not addressing racism, or failing to address it, in the same way we did in 1992.

Thank you for your service to the county's public schools and for continuing to combat systemic racism through your efforts.

Best,

[REDACTED]

**From:** [REDACTED]  
**To:** [Smith, Jack](#)  
**Subject:** [EXTERNAL] MCPS anti-racist system audit support  
**Date:** Tuesday, October 27, 2020 9:50:50 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Mr. Smith - I am writing as an [REDACTED] in support of the anti-racist system audit. I understand some parents are complaining about it, but this is one parent who is supportive. We need our communities to understand and accept systemic racism impacts our schools and we need more awareness. All of our kids, regardless of their color, stand to benefit from the audit. My [REDACTED] and racial justice is hugely important to our family.

Thank you for any support you can offer of this important effort.

Regards,

[REDACTED]



## **Anti-Racist e-Books and Audiobooks Available for MCPS Students to Borrow Without Wait Time**

**August 3, 2020**

As part of its ongoing commitment to equity and excellence, Montgomery County Public Schools (MCPS) students and staff can access anti-racist e-books and audiobooks through the [Sora app](#), MCPS' digital eBook and audiobook platform from OverDrive, without any wait time until late September.

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- “A Good Kind of Trouble” by Lisa Moore Ramée (Elementary/Middle)
- “Clean Getaway” by Nic Stone (Elementary/Middle)
- “We Rise, We Resist, We Raise Our Voices” edited by Wade Hudson and Cheryl Willis Hudson (Middle)
- “I Can’t Breathe: A Killing on Bay Street” by Matt Taibbi (High)
- “Dear Martin” by Nic Stone (High)
- “I’m Not Dying with You Tonight” by Kimberly Jones and Gilly Segal (High)

“Literature provides a powerful lens to understand cultures, communities and experiences that are both different from and similar to our own,” said Superintendent Jack R. Smith. “Offering unlimited access to this curated collection is just one step in a multipronged effort to engage our community on issues of racism, bias and equity.”

MCPS is working to [interrupt bias and expand learning opportunities](#) so that all students feel valued and learn at their full potential. As part of those efforts, an [anti-racist system audit](#) will focus on evaluating the current climate at MCPS, identifying the needs and recommending actions required to combat racism. It is anticipated that the findings and recommendations will be presented to the Board of Education in October 2020.

**From:** [REDACTED]  
**To:** [Smith, Jack](#); [Jones, Donna Redmond](#); [Mcknight, Monifa B](#)  
**Cc:** [Boddy, Troy](#); [Beckett, Lauretta D](#)  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 7:34:19 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED] participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

[REDACTED]



**From:** [REDACTED]  
**To:** [Smith, Jack](#); [Mcknight, Monifa B](#); [Evans, Shebra L](#); [Wolff, Brenda](#); [Patricia\\_O%27Neill@mcpsmd.org](#); [Docca, Judy](#); [Smondrowski, Rebecca K](#); [Silvestre, Karla](#); [Asante, Nick](#); [Dixon, Jeanette E](#)  
**Subject:** [EXTERNAL] Support for MCPS Anti-Racist System Audit  
**Date:** Thursday, October 29, 2020 11:04:44 AM

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**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear MCPS Leadership,

[REDACTED] and I writing in full support of the County's Anti-Racist System Audit.

Understanding baseline measures will be a critical step in building a school system striving towards equity, inclusion, and antiracism. Such an audit is foundational to identifying the system's existing strengths and weaknesses and to making structural and cultural changes moving forward.

While these should be goals at all times, ensuring our key social institutions are best situated to support communities of color is especially important during the pandemic which is disproportionately impacting Black and Hispanic people across the US.

It is disheartening to me to learn that others in the community have opposed the audit and efforts to pursue anti-racism; In doing so, they have prioritized privilege and power over making our schools healthier, safer, and more equitable spaces for all of the community.

Thank you for your leadership in these efforts.

[REDACTED]

**From:** [REDACTED]  
**To:** [Smith, Jack](#)  
**Subject:** [EXTERNAL] Thank you for doing the anti-racist system audit  
**Date:** Friday, October 23, 2020 9:32:50 PM

---

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Dear Dr. Smith:

Many thanks to you and the BOE for doing this audit. My family [REDACTED] but knows that racism is deeply entrenched and doesn't just go away by itself.

Racism of course takes the greatest toll on people on the receiving end, but living and learning in a racist society is good for no one. To know you're unfairly having advantages while others are unfairly suffering--either you do something to change it (and how much is enough? is there such a thing?), or you know your conscience and humanity are being diminished.

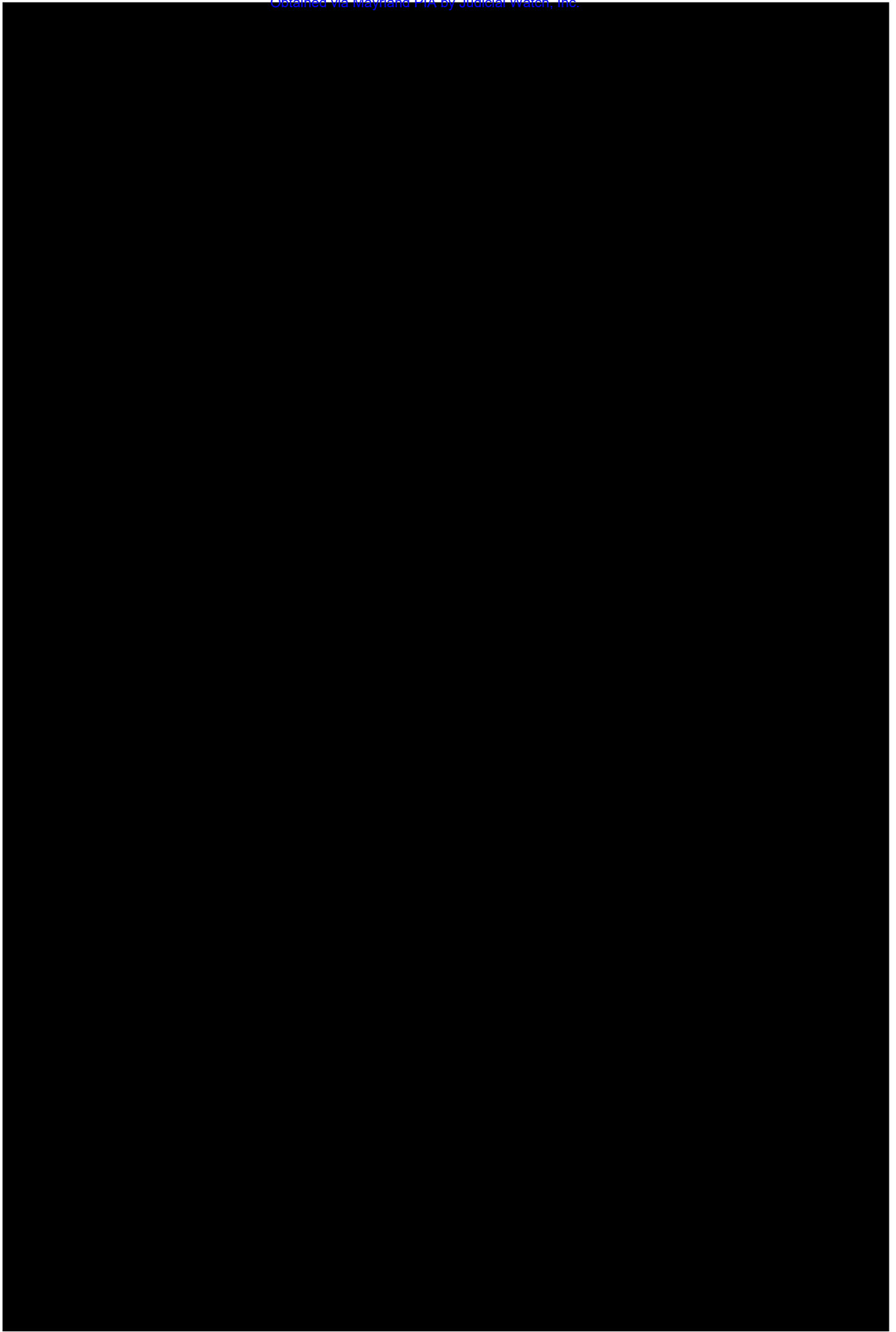
I think people who are actively working toward compassion and justice, in any variety of ways, are spread pretty thin. Please know that such people are out here.

Thank you for all your work.

Sincerely,

[REDACTED]  
[REDACTED]

















**From:** [Sheron, Stephanie S](#)  
**To:** [Smith, Jack](#); [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Re: Meeting tomorrow  
**Date:** Tuesday, December 29, 2020 6:26:00 PM  
**Attachments:** [Bullet Points for Meeting with Jack Smith MCPS.pdf](#)

---

Hello Jack and Monifa,  
MAEC sent over the attached document for your review in advance of tomorrow's meeting. Their plan is to talk about the audit process and then answer any questions you may have/provide any necessary clarity to the process. See you both in the morning! I hope your holiday was restful!

Stephanie

Get [Outlook for iOS](#)

---

**From:** Daryl Williams <daryl@maec.org>  
**Sent:** Tuesday, December 29, 2020 2:49 PM  
**To:** Sheron, Stephanie S  
**Cc:** Boddy, Troy; Kasia Razynska  
**Subject:** [EXTERNAL] Re: Meeting tomorrow

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Stephanie,  
My apologies again. I thought that we had sent the attached agenda over on December 21.

Daryl

**Daryl V. Williams, Ed.D.**  
Senior Education Equity Specialist  
MAEC, Inc.

■ [3016577741ext. 127](tel:3016577741)  
■ [daryl@maec.org](mailto:daryl@maec.org)  
■ [www.maec.org](http://www.maec.org)  
■ 5272 River Rd Ste 340, Bethesda, MD 20816





On Tue, Dec 29, 2020 at 2:07 PM Sheron, Stephanie S <[Stephanie\\_S\\_Sheron@mcpsmd.org](mailto:Stephanie_S_Sheron@mcpsmd.org)> wrote:

Hey Daryl,

Just checking in that we are all set for the meeting with the superintendents tomorrow. If you have an agenda prepared for the meeting please send it our way! I hope you had a good holiday!

Stephanie

Sent from my iPhone

**From:** [Smith, Jack](#)  
**To:** [ExecStaffDist](#)  
**Subject:** Fwd: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 8:43:20 PM

---

Sent from my iPhone

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**Cc:** "Boddy, Troy" <Troy\_Boddy@mcpsmd.org>, "Beckett, Laurretta D" <Laurretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

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Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

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of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.

**From:** [Hamerski, Marianne M](#) on behalf of [Mcknight, Monifa B](#)  
**To:** [Mcknight, Monifa B](#); [Asante, Nick](#); [Dixon, Jeanette E](#); [Docca, Judy](#); [Evans, Shebra L](#); [O'Neill, Patricia](#); [Silvestre, Karla](#); [Smondrowski, Rebecca K](#); [Wolff, Brenda](#)  
**Cc:** [Webb, Lori-Christina](#); [Smith, Jack](#); [Johnson, Henry R](#); [Seabrook, Robyn N](#); [Susskind, Danielle M](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Turner, Derek G](#); [Ferrell, Linda E](#); [Hamerski, Marianne M](#)  
**Subject:** July 20 Board Update from the Deputy Superintendent  
**Date:** Monday, July 20, 2020 1:41:15 PM

---

**Monday, July 20, 2020**

*This email message is being sent on behalf of Dr. Monifa B. McKnight, Deputy Superintendent.*

**CONFIDENTIAL FOR THE BOARD MEMBERS**

"Do not get lost in a sea of despair. Be hopeful, be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year, it is the struggle of a lifetime. Never, ever be afraid to make some noise and get in good trouble, necessary trouble." - Rep. John Lewis

This past week with the announcement of the Recovery of learning framework, we all have experienced a myriad of reactions from many stakeholders. As this pandemic continues to provide many uncertainties, I understand that many are managing this circumstance in a variety of ways. Given that there has been much misinformation in the community causing confusion, MCPS put out a "facts" video to clarify information that was inaccurate and causing much angst and reservation from students, staff, parents, and community members. As we navigate the next couple of months and all of the changes it will bring, we will continue to work on a communication strategy to keep our stakeholders informed in a proactive manner so that they can raise questions and share comments relating to our true circumstances and overall recovery plan. Thank you for sharing information with us that you receive so that we can respond promptly to all of the dynamics we are currently navigating. Meanwhile, we are continuing to plan and build out the details of our online and blended model to provide a robust learning experience for our students in whichever circumstance we are expected to work within as a school system. This must remain as our number one priority.

Monifa Mcknight, Ed.D, Deputy Superintendent

**Recap of Last Week, July 13 - 17:**









**From:** [Wilson, Janet S](#)  
**To:** [Principals Mail List - All](#); [Principals Mail List - Spec-Alt](#)  
**Cc:** [ExecStaffDist](#); [Admin Secretary - ExecStaff](#); [Admin Secretary - HS](#); [Admin Secretary - MS](#); [Admin Secretary - ES](#); [Admin Secretary - OSSI](#); [Christine Handy](#); [Christine Handy](#); [Directors - All](#); [Supervisors - All](#)  
**Subject:** July 30, 2020 COVID-19 Update  
**Date:** Thursday, July 30, 2020 7:06:04 AM  
**Attachments:** [Montgomery MD distribution list 2020.xlsx](#)  
[Montgomery MD Box Chart BA 2018.xlsx](#)

---

Dear Principals,

I am writing to provide important information about an opportunity for staff and students to borrow without wait time e-books in our continuing efforts to bring about equity and excellence through efforts focused on anti-racism. The Office of Teaching, Learning and Schools is offering Office Hours on Friday designed to focus on discussions about the start times for each level during the virtual-only fall semester. In addition, information about Benchmark deliveries, early entrance to kindergarten, and Eureka Mathematics trainings is provided. Lastly, information about the cancellation of the August SAT administration is included, as well as resources for students to continue to use in support of their learning.

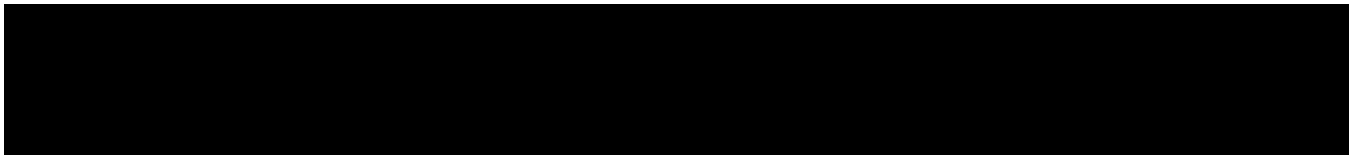
-

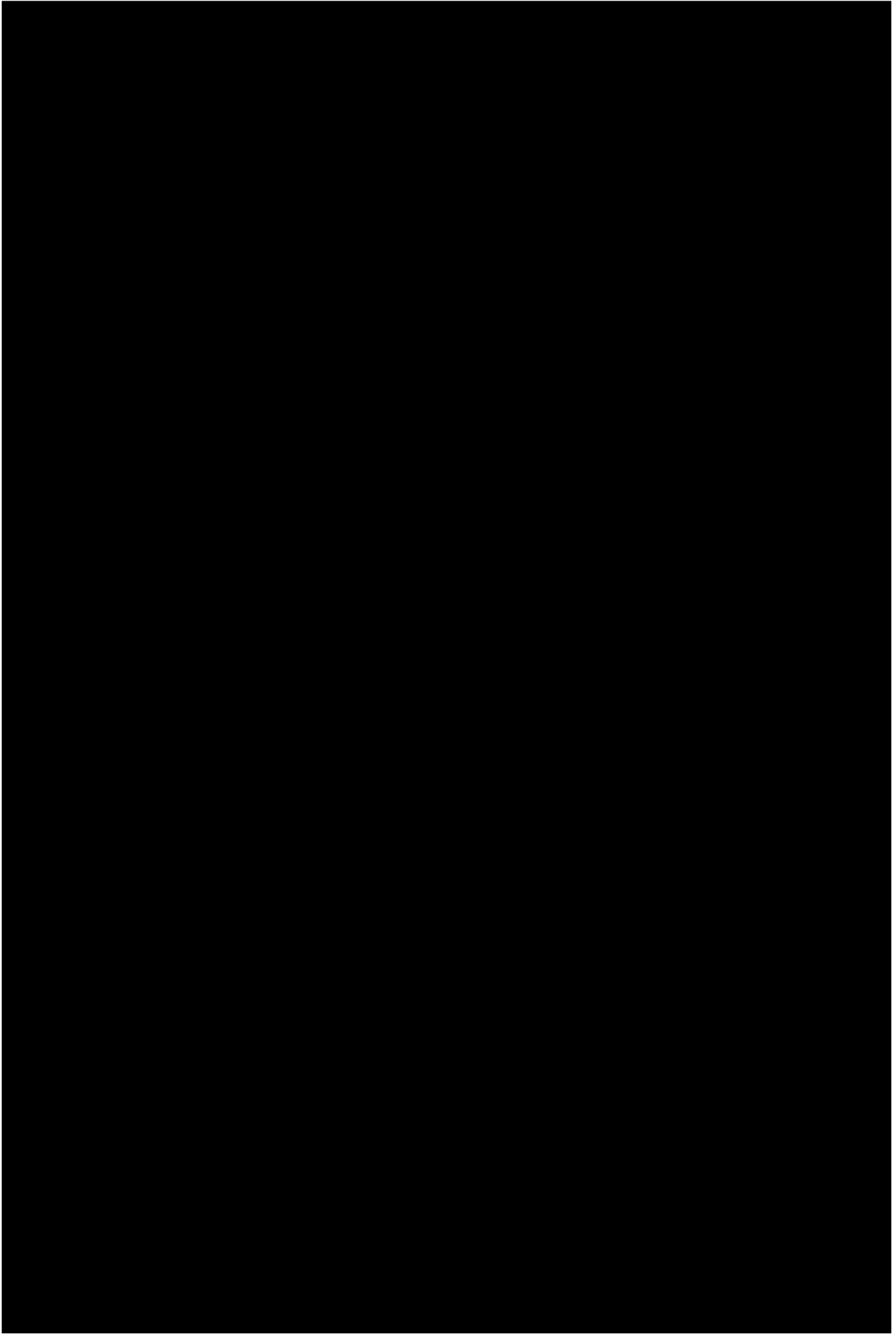
**Anti-Racist e-Books and Audiobooks Available for MCPS Students/Staff to Borrow Without Wait Time**

As part of its ongoing commitment to equity and excellence, Montgomery County Public Schools (MCPS) students and staff can access anti-racist e-books and audiobooks through the [Sora app](#), MCPS' digital eBook and audiobook platform from OverDrive, without any wait time until September.

The following titles are available without hold time:

- "Antiracist Baby" by Ibram X. Kendi (Elementary)
- "Hair Love" by Matthew A. Cherry (Elementary)
- "The Day You Begin" by Jacqueline Woodson (Elementary)
- "The Lions of Little Rock" by Kristin Levine (Elementary/Middle)
- "A Good Kind of Trouble" by Lisa Moore Ramée (Elementary/Middle)
- "Clean Getaway" by Nic Stone (Elementary/Middle)
- "We Rise, We Resist, We Raise Our Voices" edited by Wade Hudson and Cheryl Willis Hudson (Middle)
- "I Can't Breathe: A Killing on Bay Street" by Matt Taibbi (High)
- "Dear Martin" by Nic Stone (High)
- "I'm Not Dying with You Tonight" by Kimberly Jones and Gilly Segal (High)























“Literature provides a powerful lens to understand cultures, communities and experiences that are both different from and similar to our own,” said Superintendent Jack R. Smith. “Offering unlimited access to this curated collection is just one step in a multipronged effort to engage our community on issues of racism, bias and equity.”

MCPS is working to [interrupt bias and expand learning opportunities](#) so that all students feel valued and learn at their full potential. As part of those efforts, an [anti-racist system audit](#) will focus on evaluating the current climate at MCPS, identifying the needs and recommending actions required to combat racism. It is anticipated that the findings and recommendations will be presented to the Board of Education in October 2020.

###

**For more information contact the Public Information Office**

850 Hungerford Drive, Room 137, Rockville, MD 20850

Phone: 240-740-2837 | Fax: 301-279-3221

[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org) | [pio@mcpsmd.org](mailto:pio@mcpsmd.org) | [Follow us on Twitter](#)

**From:** [Montgomery County Public Schools](#)  
**To:** [ALL MCPS Employees](#)  
**Subject:** MCPS Press Release: Board of Education Meets Virtually and Takes Tentative Action on Return to School Framework; Renames Col. E. Brooke Lee Middle School; Awards Contract for Anti-Racist System Audit; And Takes Action On Board Policies  
**Date:** Tuesday, November 17, 2020 12:59:49 PM

---

Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

*Expanding Opportunity and Unleashing Potential*

## **Board of Education Meets Virtually and Takes Tentative Action on Return to School Framework; Renames Col. E. Brooke Lee Middle School; Awards Contract for Anti-Racist System Audit; And Takes Action On Board Policies**



**November 17, 2020**

The Montgomery County Board of Education (Board) conducted a virtual business meeting on Tuesday, November 10, 2020. During the meeting, the Board tentatively approved Montgomery County Public Schools' (MCPS) Return to School Framework; voted to rename Col. E. Brooke Lee Middle School as Odessa Shannon Middle School; discussed the reimagining of the Office of Human Resources and Development; awarded a contract for the MCPS Anti-Racist System Audit; and took action on two board policies.

The agenda for the meeting, with links to related materials, can be viewed on the [Board of Education website](#).

Watch the recording of the [November 10, 2020, meeting](#).

### **Return to School Framework**

The Board received an update and voted to take tentative action on MCPS' framework for the phased return of students to in-person learning beginning January 2021. The framework was presented to the Board of Education on November 6 and outlines the district's plan for a phased-in return to in-person instruction. MCPS will begin a phased-in return to in-person instruction beginning January 12, 2021, with a focus on specific special education programs and certain Career and Technology Education programs that require hands-on experiences for licensure. If health metrics continue to be met, larger groups of students will begin phasing in on February 1, 2021, the start of the second semester. MCPS can only move forward with this plan if health metrics are met. MCPS

parents have been asked to [complete a survey](#) to indicate whether their child(ren) will remain in a virtual-only model for the second semester or if they would like to engage in in-person learning experiences. The survey closes December 3, 2020.

MCPS continues to collaborate closely with the county health officer and other county leaders on its Return to School plan.

View the [presentation](#).

Read the [Resolution](#).

### **Renaming of Col. E Brooke Lee Middle School**

The Board of Education unanimously approved renaming Col. E. Brooke Lee Middle School as Odessa Shannon Middle School. At its meeting on June 29, 2020, the Board of Education unanimously adopted a resolution (Resolution No. 350-20) that set forth the following three names for consideration for the re-naming of Col. E. Brooke Lee Middle School: Josiah Henson, Katherine Johnson, and Odessa Shannon. At its meeting on September 10, 2020, the Board continued its discussion on the re-naming process and voted to recommend four names, including the addition of Brigadier General Charles Edward McGee, to the School Re-naming Advisory Committee (Committee) for consideration (Resolution No. 424-20). In accordance with MCPS Regulation FFA-RA, *Naming School Facilities*, the Committee was convened by Mrs. Kimberly N. Hayden Williams, principal, Col. E. Brooke Lee Middle School. Pursuant to MCPS Regulation FFA-RA, the final responsibility for officially renaming a school building rests with the Board of Education.

In 2018, the Board awarded Odessa Shannon a Distinguished Service Award for Public Education. She worked tirelessly for more than 40 years on behalf of students, especially students of color, to receive equal educational opportunities. She began her public career as a teacher in Baltimore City public schools. Later, she worked for the federal government and became the national program director for the Equal Opportunity Commission. She also served as deputy director of the Montgomery County Department of Family Resources and executive director of the Montgomery County Human Rights Commission. She was elected to the Board of Education in 1982 as the first African-American woman elected to public office in Montgomery County. Although she resigned from the Board in 1984, she continued to be involved in public education and MCPS. She has received numerous awards, including the NAACP (Washington Committee) Legal Defense and Educational Award for Exceptional Achievement in Advancing the Rights of Minorities and Women, and Maryland's Hornbook Award for Outstanding Service to Education.

Read the [resolution](#).

### **Reimagination of the Office of Human Resources and Development**

The Board received an update from MCPS staff on the reimagination of the Office of Human Resources and Development (OHRD). OHRD is committed to the All Means All

approach to student success. In collaboration with other key offices across MCPS, OHRD's reimagination work aims to address the disparities in student outcomes by closing gaps in access, opportunity, and achievement for all students, in all of MCPS classrooms and schools. Explicitly, OHRD will address the dimensions of teaching quality and school leadership quality that are presented in the MCPS All In: Equity and Achievement Framework. The impact of the work of OHRD is evident across schools as recruiting teams identify new talent, onboard them to the organization, provide scaffolding and support methodologies, and guide them through effective professional development; all with the goal of retaining high-quality educators in MCPS.

Read the [memorandum to the Board](#).

### **Award of Contract: MCPS Anti-Racist System Audit**

The Board voted to award a contract to Mid-Atlantic Equity Consortium to conduct an Anti-racist System Audit for a total amount not to exceed \$454,680 for Fiscal Year 2021. At the Board of Education meeting on July 14, 2020, Dr. Monifa B. McKnight, deputy superintendent, presented the vision behind the implementation of a systemwide Anti-racist System Audit. Throughout August and September 2020, stakeholder feedback from students, staff, and the community was collected and synthesized to inform the Request for Proposals (RFP). At its work session on October 19, 2020, Mr. Troy E. Boddy, director, Equity Initiatives Unit; Ms. Stephanie S. Sheron, executive director, Office of the Deputy Superintendent; and Mr. John S. Landesman, coordinator, Study Circles, presented an update to the Board on the work completed thus far around the audit. The Anti-racist System Audit will provide an opportunity to examine the district's systems, practices, and policies that do not create access, opportunities, and equitable outcomes for every student's academic and social emotional well-being. Furthermore, the audit will provide the opportunity to examine not only the student experience; it presents the occasion to analyze policies and practices that impact staff, as well. Therefore, MCPS will engage in a systemwide audit to examine the following areas: Workforce Diversity, Work Conditions, K–12 Curriculum Review, Equity Achievement Framework Progress, Community Relations and Engagement, and Evaluation of School Cultures.

Read the [memorandum to the Board](#).

### **Action on Board Policies**

#### ***Policy IDA, School Year Calendar***

The Board voted to temporarily suspend the part of Board Policy IDA, *School Year Calendar*, that requires the superintendent of schools to present the proposed school year calendar for the following school year to the Board's Policy Management Committee (Committee) for review in early fall, as well as the part of Policy IDA that requires the Board to adopt the calendar for the upcoming school year no later than the end of December 2020. The Board also approved a modification to the timeline for the adoption of the 2021–2022 school year calendar and directed the superintendent to

return to the Committee with a proposal for developing the 2021–2022 School Year Calendar when future conditions and requirements are clearer, no later than March 15, 2021.

Read the [memorandum to the Board](#).

### ***Tentative Action, Policy IQD***

The Board voted to take tentative action on Board Policy IQD, *Academic Eligibility for Extracurricular Activities*. A July 11, 2019, memorandum for the Board requested that the Board’s Policy Management Committee (Committee) review Policy IQD, benchmark with similarly situated school systems, review system data on eligibility, and consider bringing forward a recommendation to the Board during the 2019–2020 school year. The proposed amendments in the Committee recommended draft encourage student engagement in extracurricular activities, including but not limited to interscholastic sports, student government, fine arts, academic teams, and other group activities. Proposed amendments are supportive of broad student engagement and identify academic eligibility standards for middle school and high school students’ participation in interscholastic sports. The Committee also recommends that the policy be renamed Policy IQD, *Extracurricular Activities*. The policy will now be sent out for public comment.

Read the [memorandum to the Board](#).

### **Annual Legislative Priorities**

The Board reviewed and held a discussion on its 2021 Annual Legislative Priorities. The Board discussed its key priorities aligned with its core values of learning, respect, relationships, excellence, and equity.

View the [2021 Annual Legislative Priorities](#).

### **Recognitions**

The Board approved the resolution recognizing November 11, 2020, as [Veterans Day](#).

The Board approved the resolution declaring November 16–20, 2020, [as American Education Week in MCPS](#).

### **Future Meetings**

The Board of Education is scheduled to hold its next business meeting on Thursday, December 3, 2020. The virtual format of this meeting will continue, given the current COVID-19 crisis. The agenda is subject to change. Please check the Board of Education website and [meeting calendar](#) for further information.

### **About the Board of Education**

The Montgomery County Board of Education is the official educational policymaking body in the county. The Board is responsible for the direction and operation of the

public school system. The Board consists of seven county residents elected by voters for a four-year term and a student elected by secondary school students for a one-year term. Board members are elected countywide but run at-large or from the Board district in which they reside.

Montgomery County Board of Education: Mrs. Shebra L. Evans, president; Ms. Brenda Wolff, vice president. Members: Ms. Jeanette E. Dixon, Dr. Judith Docca, Mrs. Patricia O'Neill, Ms. Karla Silvestre, Mrs. Rebecca Smondrowski, and Mr. Nicholas Asante, student member. Dr. Jack R. Smith, superintendent of schools and secretary-treasurer. Office of the Board: 240-740-3030.

###

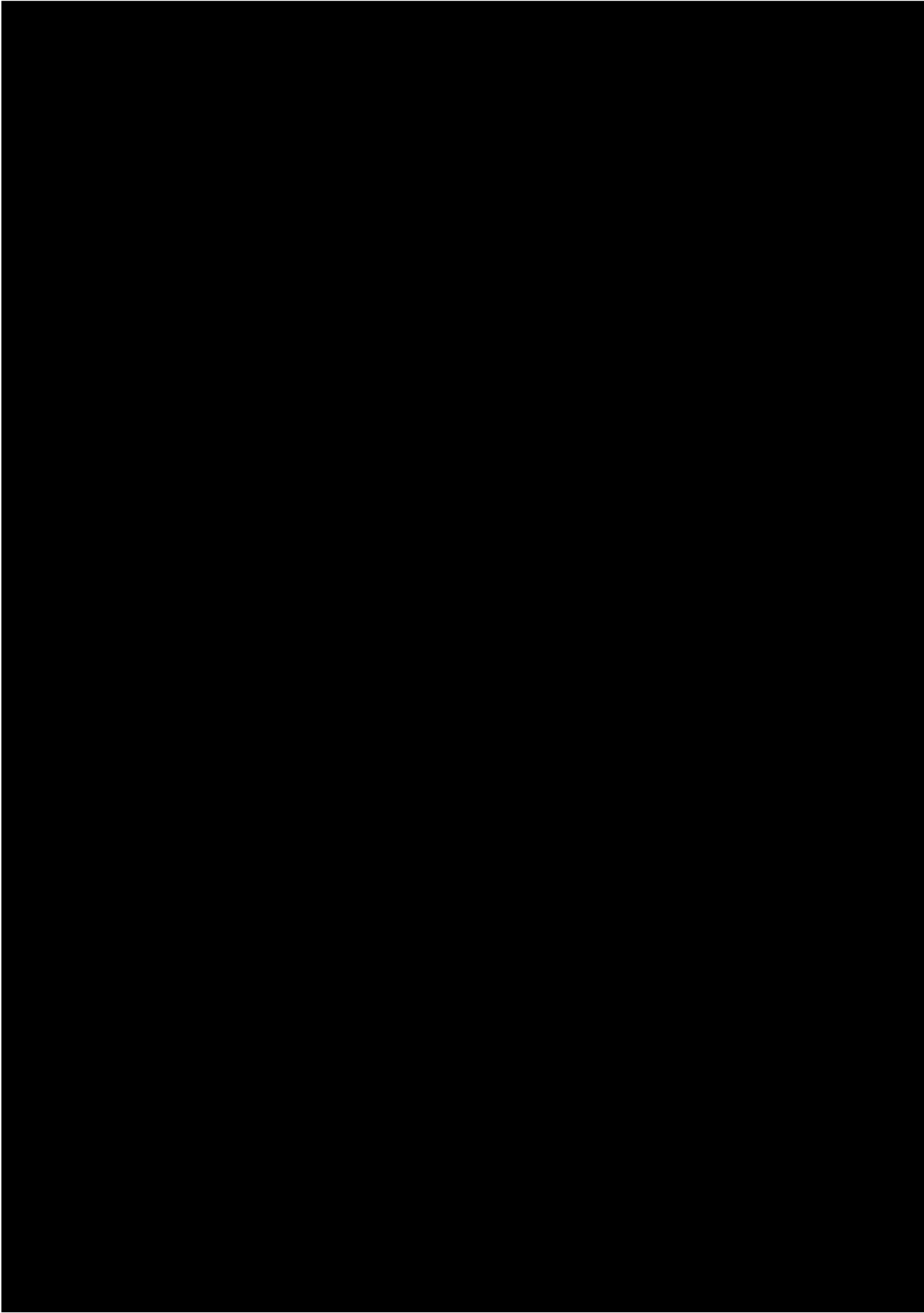
**For more information contact the Public Information Office**

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Phone: 240-740-2837 | Fax: 301-279-3221

[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org) | [pio@mcpsmd.org](mailto:pio@mcpsmd.org) | [Follow us on Twitter](#)











**From:** [REDACTED]  
**To:** [Mcknight, Monifa B](#)  
**Cc:** [Smith, Jack](#); [Jones, Donna Redmond](#); [Boddy, Troy](#); [Beckett, Laurretta D](#); [Sheron, Stephanie S](#); [Hazel, Niki T](#); [Wilson, Janet S](#)  
**Subject:** Re: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Monday, July 20, 2020 12:20:11 PM

---

Dear Dr. McKnight, Dear Ms. Sheron,

Thank you so much for your reply. I would really like to be involved in the anti-racist system audit. My contact details are as follows:

[REDACTED]

Thank you! I wish you all the best - thank you again for all of your hard work!!

All best,

[REDACTED]

On Sun, Jul 19, 2020 at 10:39 PM Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)> wrote:

Dear [REDACTED],

Thank you very much for providing this feedback to us regarding your child's summer course -Social Justice summer boost. This feedback is very helpful to us as we determine which have been most impactful to our students in a positive way. I have copied my executive director, Ms. Sheron, who will be in touch to see how we can involve you as a community stakeholder in our anti-racist system audit. We will need the perspective of engaged community members such as yourself when planning the priorities in the design of this audit.

Thank you so much for reaching out again. Stay safe and healthy!

Warm Regards,

Dr. Monifa B. McKnight

Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 7:34 PM  
**To:** Smith, Jack <[Jack\\_Smith@mcpsmd.org](mailto:Jack_Smith@mcpsmd.org)>; Jones, Donna Redmond <[Donna\\_R\\_Jones@mcpsmd.org](mailto:Donna_R_Jones@mcpsmd.org)>; Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)>  
**Cc:** Boddy, Troy <[Troy\\_Boddy@mcpsmd.org](mailto:Troy_Boddy@mcpsmd.org)>; Beckett, Laurretta D <[Laurretta\\_D\\_Beckett@mcpsmd.org](mailto:Laurretta_D_Beckett@mcpsmd.org)>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED] participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion

rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.

**From:** [Mcknight, Monifa B](#)  
**To:** [Sandra Cavalieri](#); [Smith, Jack](#); [Jones, Donna Redmond](#)  
**Cc:** [Boddy, Troy](#); [Beckett, Laretta D](#); [Sheron, Stephanie S](#); [Hazel, Niki T](#); [Wilson, Janet S](#)  
**Subject:** RE: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Monday, July 20, 2020 12:39:34 AM

---

Dear [REDACTED],

Thank you very much for providing this feedback to us regarding your child's summer course -Social Justice summer boost. This feedback is very helpful to us as we determine which have been most impactful to our students in a positive way. I have copied my executive director, Ms. Sheron, who will be in touch to see how we can involve you as a community stakeholder in our anti-racist system audit. We will need the perspective of engaged community members such as yourself when planning the priorities in the design of this audit.

Thank you so much for reaching out again. Stay safe and healthy!

Warm Regards,

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 7:34 PM  
**To:** Smith, Jack <Jack\_Smith@mcpsmd.org>; Jones, Donna Redmond <Donna\_R\_Jones@mcpsmd.org>; Mcknight, Monifa B <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** Boddy, Troy <Troy\_Boddy@mcpsmd.org>; Beckett, Laretta D <Laretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.



My daughter, [REDACTED] participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

[REDACTED]

**From:** [Mcknight, Monifa B](#)  
**To:** [Allrich, James K](#); [Smith, Jack](#)  
**Cc:** [Sanders, Jewel A](#); [Kim, Yong M](#); [LaGrange, Irina](#); [de los Santos, Virginia A](#); [Lake-Parcan, Lily V](#); [Eldridge, Cynthia](#); [Sheron, Stephanie S](#); [Johnson, Henry R](#); [Boddy, Troy](#); [Allain, Nicole P](#)  
**Subject:** RE: MS Principal Meeting on Anti-Racism, Follow-up and Next steps  
**Date:** Wednesday, July 15, 2020 8:48:10 AM

---

Good Morning James and members of the MS principals PLC group,

Again Dr. Smith and I both thank you for your thoughtful input and discussion on this past Monday morning about ways that we can address these areas of priority that continue to impact our students, staff, community members, and one another. Your thoughts and ideas were so insightful and I know will continue to help us address these issues collectively over time for the benefit of all who depend on our school system to get this right.

Hopefully you all saw the board meeting yesterday and were able to get a better idea of how the anti-racist audit and then the follow up action plans that come from what we learn in the audit will address areas you shared with us in addition to other areas.

We will start the project by soliciting feedback from all stakeholder groups to determine how they would like to see the audit launched and to share how they would like to share input in a meaningful way as participants. \*This is critically important as we are all still managing most forums in a virtual setting. This is the first step prior to the project getting started so that we begin with the influence of all who have been impacted and are invested in this effort. The Equity Unit will initiate communication around this initial data gathering step. To answer your questions below- yes you will be involved in influencing the design of the audit, your own experiences will be involved in the audit, and you will certainly be a part of helping to design the action plans as a principals based on what we learn from the audit. These recommendations for actions will go to the board on October 27<sup>th</sup>.

I have copied Dr. Johnson who is leading the SRO project and I also know that a large part of this project is to get input from principals. He will reach out as that project goes underway to make connection with principals as well.

I thank you all for reaching out and know that we are committed to ensuring there is authentic collaboration and input in the design and launch of this anti-racist system audit. It will all be better because your perspective along with many others perspectives that will be present in this work.

Stay tuned as more information is to come soon. Stay charged up around this work as well as healthy!

Warm Regards,

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129

Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** Allrich, James K  
**Sent:** Monday, July 13, 2020 10:20 PM  
**To:** Smith, Jack <Jack\_Smith@mcpsmd.org>; Mcknight, Monifa B <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** Sanders, Jewel A <Jewel\_A\_Sanders@mcpsmd.org>; Kim, Yong M <Yong\_M\_Kim@mcpsmd.org>; LaGrange, Irina <Irina\_LaGrange@mcpsmd.org>; de los Santos, Virginia A <Virginia\_A\_DeLosSantos@mcpsmd.org>; Lake-Parcan, Lily V <Lily\_V\_Lake-Parcan@mcpsmd.org>; Eldridge, Cynthia <Cynthia\_Eldridge@mcpsmd.org>; Sheron, Stephanie S <Stephanie\_S\_Sheron@mcpsmd.org>  
**Subject:** MS Principal Meeting on Anti-Racism, Follow-up and Next steps

Good Evening Dr. Smith and Dr. McKnight,

We'd like to thank you for participating in today's meeting regarding the middle school principals' work towards creating and maintaining an anti-racist environment for teaching and learning in our schools. Working collaboratively as a school system definitely supports our students and the school community as a whole. As we move forward in this work, we wanted to clarify our next steps:

- After this week's board meeting and the introduction of the anti-racist audit, the middle school principals, who met with you today, will attend a meeting with SLT (Senior Leadership Team) to discuss our proposal for some collective actions in the areas of staff development needs; suggestions for curriculum change; and community partnerships. We will invite representatives from the high school and elementary PLCs.
- It was shared that a group is working on race and equity professional development.
  - Are we able to partner with this group to create a robust training plan that promotes an anti-racist teaching and learning program?
- It was shared that there are changes happening with the MOU between MCPS and SROs.
  - Who is responsible for that work?
  - Are we able to partner with this group to effect change in the student and SRO experience?
- It was shared that students have consistently expressed the need for changes in the curriculum. As a result of student voice, changes are being made.
  - Do we know in which disciplines this is being addressed?
  - Will there be a rollout or partial rollout this year?
- Dr. Smith shared that he wants to see a more robust curriculum training plan for

teachers that highlights cultural competency and addresses biases.

- Are we able to partner on this work now?
- If so, to whom should we address these concerns?

Again, thank you for such a riveting meeting. We all walked away feeling empowered and ready to serve our students and school communities. We look forward to the changes that will be the result of our collaboration. All means all and each students matters.

James Allrich  
Principal  
Argyle Magnet Middle School  
301-460-2400  
[www.ArgyleMS.org](http://www.ArgyleMS.org)  
"Invent the Future With Us"  
Follow me: @ArgylePrincipal

**From:** Mcknight, Monifa B <Monifa\_B\_Mcknight@mcpsmd.org>  
**Sent:** Wednesday, July 15, 2020 8:48 AM  
**To:** Allrich, James K <James\_K\_Allrich@mcpsmd.org>; Smith, Jack <Jack\_Smith@mcpsmd.org>  
**Cc:** Sanders, Jewel A <Jewel\_A\_Sanders@mcpsmd.org>; Kim, Yong M <Yong\_M\_Kim@mcpsmd.org>; LaGrange, Irina <Irina\_LaGrange@mcpsmd.org>; de los Santos, Virginia A <Virginia\_A\_DeLosSantos@mcpsmd.org>; Lake-Parcan, Lily V <Lily\_V\_Lake-Parcan@mcpsmd.org>; Eldridge, Cynthia <Cynthia\_Eldridge@mcpsmd.org>; Sheron, Stephanie S <Stephanie\_S\_Sheron@mcpsmd.org>; Johnson, Henry R <Henry\_R\_Johnson@mcpsmd.org>; Boddy, Troy <Troy\_Boddy@mcpsmd.org>; Allain, Nicole P <Nicole\_P\_Allain@mcpsmd.org>  
**Subject:** RE: MS Principal Meeting on Anti-Racism, Follow-up and Next steps

Good Morning James and members of the MS principals PLC group,

Again Dr. Smith and I both thank you for your thoughtful input and discussion on this past Monday morning about ways that we can address these areas of priority that continue to impact our students, staff, community members, and one another. Your thoughts and ideas were so insightful and I know will continue to help us address these issues collectively over time for the benefit of all who depend on our school system to get this right.

Hopefully you all saw the board meeting yesterday and were able to get a better idea of how the anti-racist audit and then the follow up action plans that come from what we learn in the audit will address areas you shared with us in addition to other areas.

We will start the project by soliciting feedback from all stakeholder groups to determine how they would like to see the audit launched and to share how they would like to share input in a meaningful way as participants. \*This is critically important as we are all still managing most forums in a virtual setting. This is the first step prior to the project getting started so that we begin with the influence

of all who have been impacted and are invested in this effort. The Equity Unit will initiate communication around this initial data gathering step. To answer your questions below- yes you will be involved in influencing the design of the audit, your own experiences will be involved in the audit, and you will certainly be a part of helping to design the action plans as a principals based on what we learn from the audit. These recommendations for actions will go to the board on October 27<sup>th</sup>.

I have copied Dr. Johnson who is leading the SRO project and I also know that a large part of this project is to get input from principals. He will reach out as that project goes underway to make connection with principals as well.

I thank you all for reaching out and know that we are committed to ensuring there is authentic collaboration and input in the design and launch of this anti-racist system audit. It will all be better because your perspective along with many others perspectives that will be present in this work.

Stay tuned as more information is to come soon. Stay charged up around this work as well as healthy!

Warm Regards,

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** Allrich, James K

**Sent:** Monday, July 13, 2020 10:20 PM

**To:** Smith, Jack <Jack\_Smith@mcpsmd.org>; Mcknight, Monifa B  
<Monifa\_B\_Mcknight@mcpsmd.org>

**Cc:** Sanders, Jewel A <Jewel\_A\_Sanders@mcpsmd.org>; Kim, Yong M <Yong\_M\_Kim@mcpsmd.org>;  
LaGrange, Irina <Irina\_LaGrange@mcpsmd.org>; de los Santos, Virginia A  
<Virginia\_A\_DeLosSantos@mcpsmd.org>; Lake-Parcan, Lily V <Lily\_V\_Lake-Parcan@mcpsmd.org>;  
Eldridge, Cynthia <Cynthia\_Eldridge@mcpsmd.org>; Sheron, Stephanie S  
<Stephanie\_S\_Sheron@mcpsmd.org>

**Subject:** MS Principal Meeting on Anti-Racism, Follow-up and Next steps

Good Evening Dr. Smith and Dr. McKnight,

We'd like to thank you for participating in today's meeting regarding the middle school

principals' work towards creating and maintaining an anti-racist environment for teaching and learning in our schools. Working collaboratively as a school system definitely supports our students and the school community as a whole. As we move forward in this work, we wanted to clarify our next steps:

- After this week's board meeting and the introduction of the anti-racist audit, the middle school principals, who met with you today, will attend a meeting with SLT (Senior Leadership Team) to discuss our proposal for some collective actions in the areas of staff development needs; suggestions for curriculum change; and community partnerships. We will invite representatives from the high school and elementary PLCs.
- It was shared that a group is working on race and equity professional development.
  - Are we able to partner with this group to create a robust training plan that promotes an anti-racist teaching and learning program?
- It was shared that there are changes happening with the MOU between MCPS and SROs.
  - Who is responsible for that work?
  - Are we able to partner with this group to effect change in the student and SRO experience?
- It was shared that students have consistently expressed the need for changes in the curriculum. As a result of student voice, changes are being made.
  - Do we know in which disciplines this is being addressed?
  - Will there be a rollout or partial rollout this year?
- Dr. Smith shared that he wants to see a more robust curriculum training plan for teachers that highlights cultural competency and addresses biases.
  - Are we able to partner on this work now?
  - If so, to whom should we address these concerns?

Again, thank you for such a riveting meeting. We all walked away feeling empowered and ready to serve our students and school communities. We look forward to the changes that will be the result of our collaboration. All means all and each students matters.

James Allrich  
Principal  
Argyle Magnet Middle School  
301-460-2400  
[www.ArgyleMS.org](http://www.ArgyleMS.org)  
"Invent the Future With Us"  
Follow me: @ArgylePrincipal

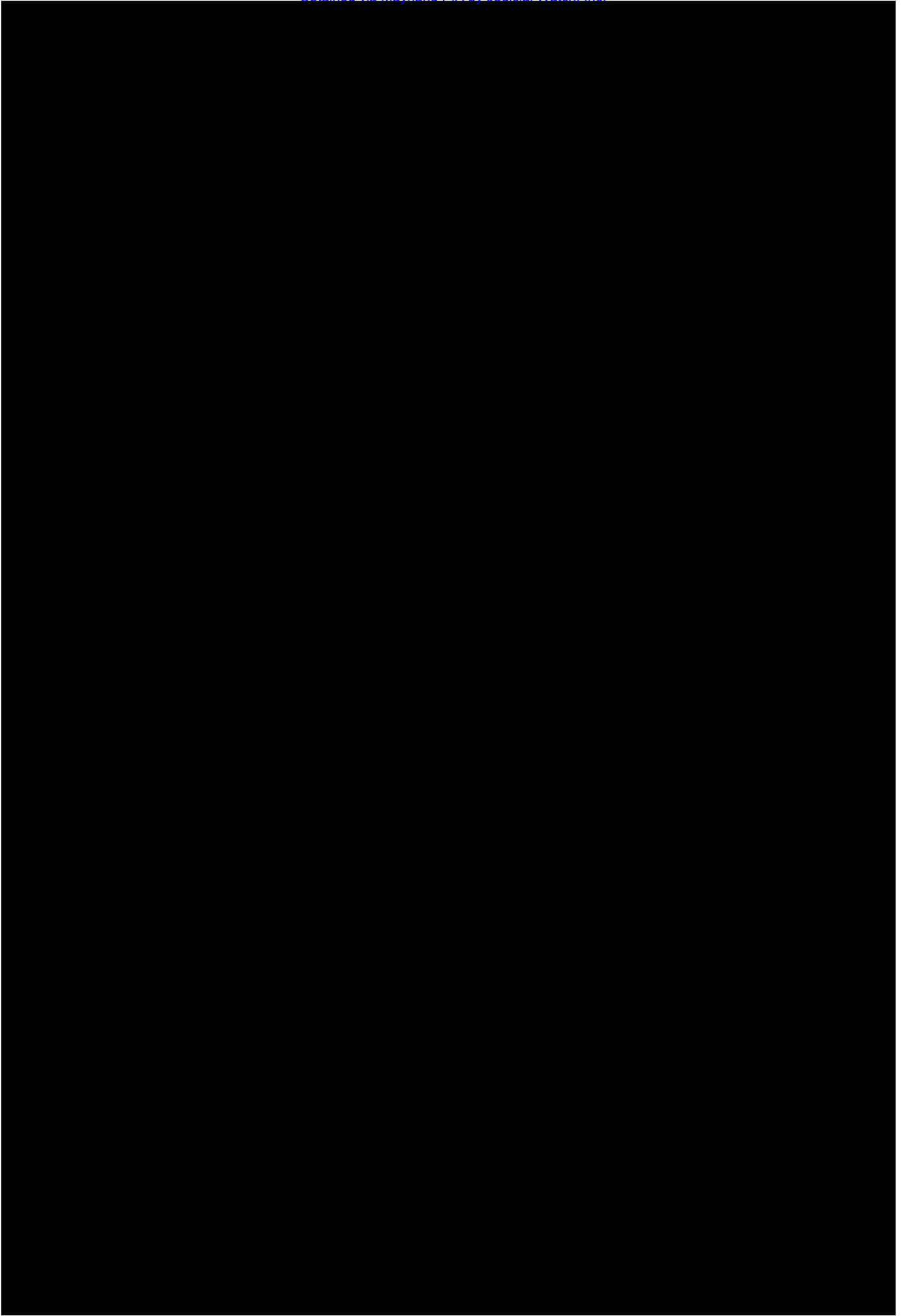
















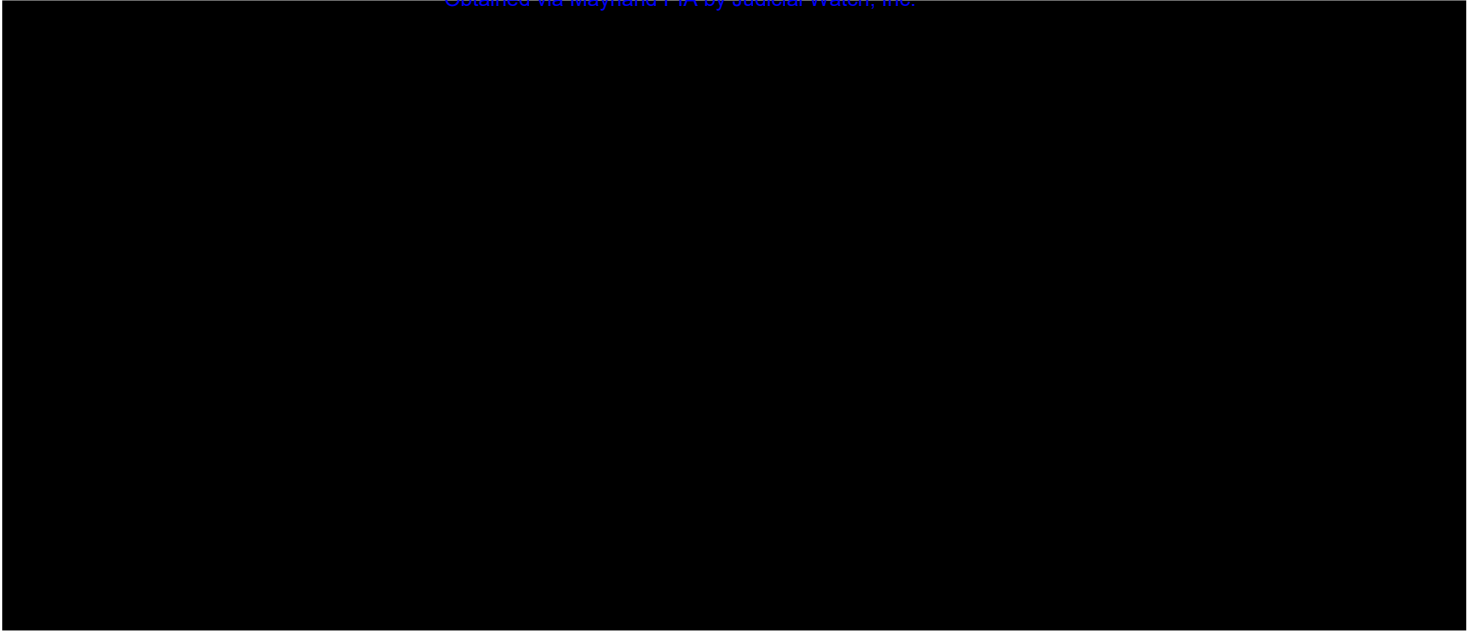














**From:** [Hamerski, Marianne M](#)  
**To:** [Asante, Nick](#); [Dixon, Jeanette E](#); [Docca, Judy](#); [Evans, Shebra L](#); [O'Neill, Patricia](#); [Silvestre, Karla](#); [Smondrowski, Rebecca K](#); [Wolff, Brenda](#)  
**Cc:** [Webb, Lori-Christina](#); [Smith, Jack](#); [Johnson, Henry R](#); [Seabrook, Robyn N](#); [Susskind, Danielle M](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Turner, Derek G](#); [Ferrell, Linda E](#); [Hamerski, Marianne M](#); [Haddad, Lana S](#); [Mcknight, Monifa B](#)  
**Subject:** Week of August 3 Board Update from the Deputy Superintendent  
**Date:** Tuesday, August 4, 2020 3:46:44 PM  
**Attachments:** [August 3.docx](#)

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### Week of August 3, 2020

*This email message is being sent on behalf of Dr. Monifa B. McKnight, Deputy Superintendent.*

### CONFIDENTIAL FOR THE BOARD MEMBERS

*“Children are the world’s most valuable resource and its best hope for the future.” John F. Kennedy*

*Thank you, board members, for your comments, questions and recommendations made this far that have contributed to our online virtual platform that we will share and discuss in detail this week with our community members. Our guiding principles outlined in the plan you sent us really serves as the core of this plan. We know that our discussion on Thursday and feedback from stakeholders will allow us to hear from many in regards to their input. The staff have put forth great ideas and collaborated with many stakeholders in this process. I know that additional feedback will only allow for us to improve upon our current plan. Thank you as always for your leadership and support as we work to address the needs of our many students and families during this time. Be well and take care.*

### **Recap of Last Week, July 27-31:**

### **Anti-Racist System Audit**































**From:** [Smith, Jack](#)  
**To:** [ExecStaffDist](#)  
**Subject:** Fwd: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 8:43:18 PM

---

Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** July 17, 2020 at 7:34:18 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>, "Jones, Donna Redmond" <Donna\_R\_Jones@mcpsmd.org>, "Mcknight, Monifa B" <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** "Boddy, Troy" <Troy\_Boddy@mcpsmd.org>, "Beckett, Laurretta D" <Laurretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED] participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one

of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.

**From:** [Smith, Jack](#)  
**To:** [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 8:47:33 PM

---

Monifa,

Perhaps one of your executive directors could reach out to this parent and we could engage her in the anti-racism audit? This was a great endorsement of the work that has been done.

Thanks,

Jack  
Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** July 17, 2020 at 7:34:18 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>, "Jones, Donna Redmond" <Donna\_R\_Jones@mcpsmd.org>, "Mcknight, Monifa B" <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** "Boddy, Troy" <Troy\_Boddy@mcpsmd.org>, "Beckett, Lauretta D" <Lauretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.

**From:** [Smith, Jack](#)  
**To:** [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Thank you for doing the anti-racist system audit  
**Date:** Friday, October 23, 2020 10:38:48 PM

---

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** October 23, 2020 at 9:32:50 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>  
**Subject:** [EXTERNAL] Thank you for doing the anti-racist system audit

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Smith:

Many thanks to you and the BOE for doing this audit. My family [REDACTED] but knows that racism is deeply entrenched and doesn't just go away by itself.

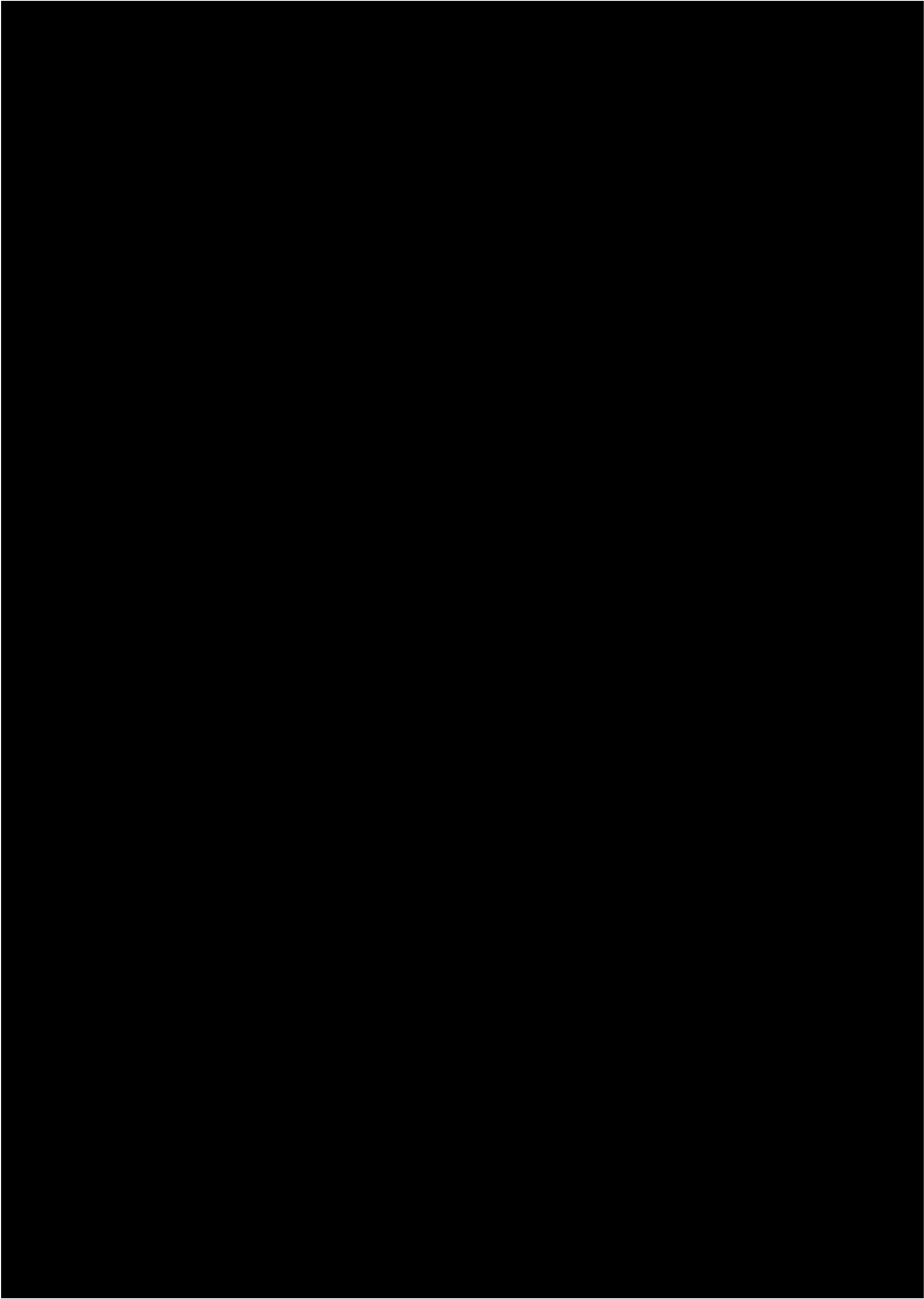
Racism of course takes the greatest toll on people on the receiving end, but living and learning in a racist society is good for no one. To know you're unfairly having advantages while others are unfairly suffering--either you do something to change it (and how much is enough? is there such a thing?), or you know your conscience and humanity are being diminished.

I think people who are actively working toward compassion and justice, in any variety of ways, are spread pretty thin. Please know that such people are out here.

Thank you for all your work.

Sincerely,

[REDACTED]  
[REDACTED]







## **Anti-Racist e-Books and Audiobooks Available for MCPS Students to Borrow Without Wait Time**

**August 3, 2020**

As part of its ongoing commitment to equity and excellence, Montgomery County Public Schools (MCPS) students and staff can access anti-racist e-books and audiobooks through the [Sora app](#), MCPS' digital eBook and audiobook platform from OverDrive, without any wait time until late September.

The following titles are available without hold time:

- “Antiracist Baby” by Ibram X. Kendi (Elementary)
- “Hair Love” by Matthew A. Cherry (Elementary)
- “The Day You Begin” by Jacqueline Woodson (Elementary)
- “The Lions of Little Rock” by Kristin Levine (Elementary/Middle)
- “A Good Kind of Trouble” by Lisa Moore Ramée (Elementary/Middle)
- “Clean Getaway” by Nic Stone (Elementary/Middle)
- “We Rise, We Resist, We Raise Our Voices” edited by Wade Hudson and Cheryl Willis Hudson (Middle)
- “I Can’t Breathe: A Killing on Bay Street” by Matt Taibbi (High)

- “Dear Martin” by Nic Stone (High)
- “I’m Not Dying with You Tonight” by Kimberly Jones and Gilly Segal (High)

“Literature provides a powerful lens to understand cultures, communities and experiences that are both different from and similar to our own,” said Superintendent Jack R. Smith. “Offering unlimited access to this curated collection is just one step in a multipronged effort to engage our community on issues of racism, bias and equity.”

MCPS is working to [interrupt bias and expand learning opportunities](#) so that all students feel valued and learn at their full potential. As part of those efforts, an [anti-racist system audit](#) will focus on evaluating the current climate at MCPS, identifying the needs and recommending actions required to combat racism. It is anticipated that the findings and recommendations will be presented to the Board of Education in October 2020.

**From:** [Smith, Jack](#)  
**To:** [REDACTED]  
**Cc:** [Mcknight, Monifa B](#)  
**Subject:** Re: [EXTERNAL] I support the MCPS anti-racist audit.  
**Date:** Saturday, October 24, 2020 4:08:42 PM

---

Thanks so much-

Sent from my iPhone

[REDACTED]

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Superintendent Smith,

[REDACTED] I just watched the video about the anti-racist system audit that MCPS is conducting. I heard from another parent that there has been pushback from some in the community about this audit, and **I wanted to let you know that I support the audit 100%.**

Please let me know if there is a way that I can help support this initiative as an MCPS parent.

Sincerely,

[REDACTED]





**From:** [Smith, Jack](#)  
**To:** [REDACTED]  
**Subject:** Re: [EXTERNAL] Thank you for doing the anti-racist system audit  
**Date:** Friday, October 23, 2020 10:39:58 PM

---

Thanks so much-

Jack Smith

Sent from my iPad

On Oct 23, 2020, at 9:32 PM, [REDACTED] wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Smith:

Many thanks to you and the BOE for doing this audit. My family [REDACTED] but knows that racism is deeply entrenched and doesn't just go away by itself.

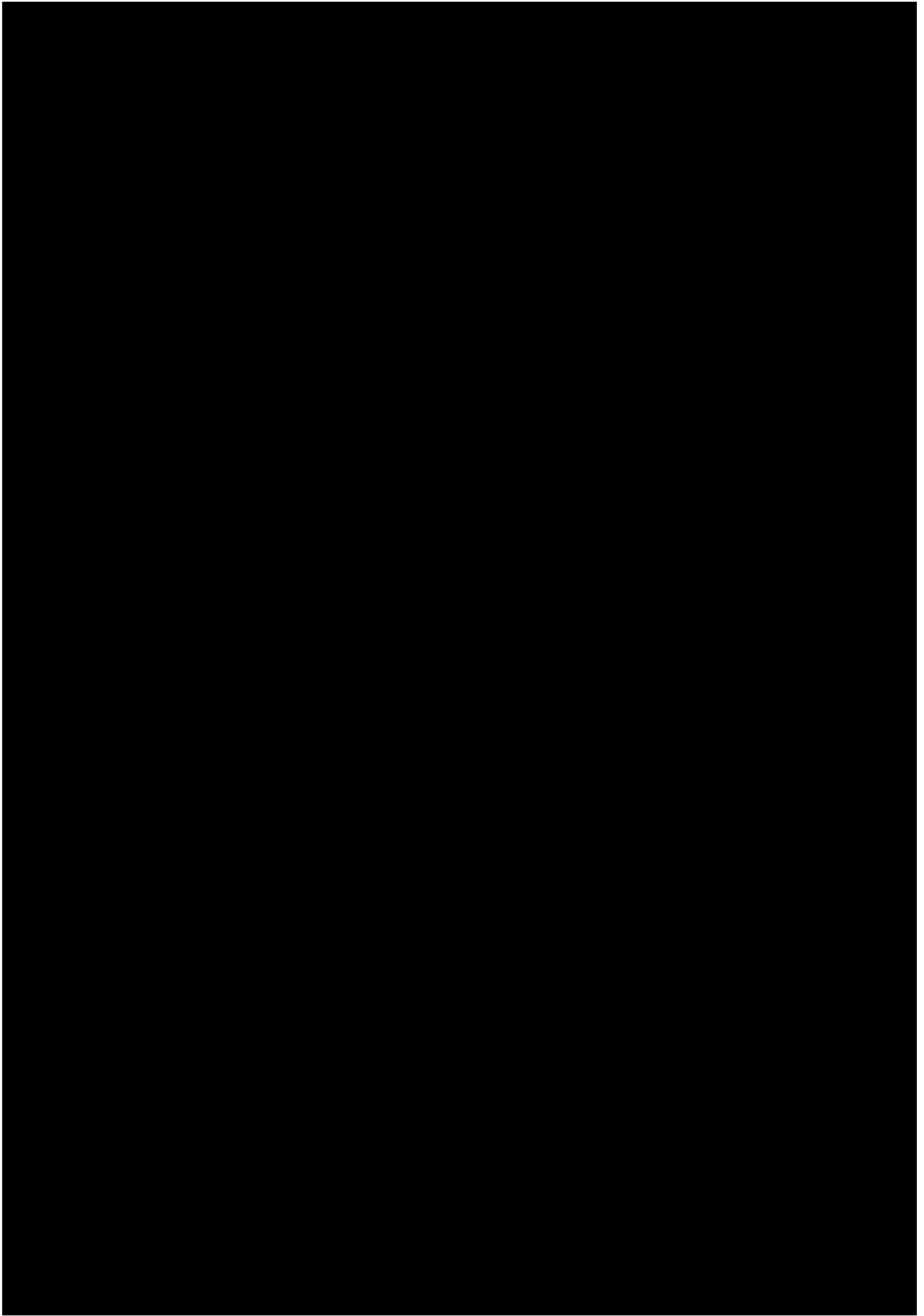
Racism of course takes the greatest toll on people on the receiving end, but living and learning in a racist society is good for no one. To know you're unfairly having advantages while others are unfairly suffering--either you do something to change it (and how much is enough? is there such a thing?), or you know your conscience and humanity are being diminished.

I think people who are actively working toward compassion and justice, in any variety of ways, are spread pretty thin. Please know that such people are out here.

Thank you for all your work.

Sincerely,

[REDACTED]  
[REDACTED]







Thank you for listening. Please know that I am always happy to talk more about how to move something like this forward.

Have a nice evening,

Angie

Mrs. Angie Fish  
Principal Intern  
Rosa Parks Middle School  
240-740-3300

































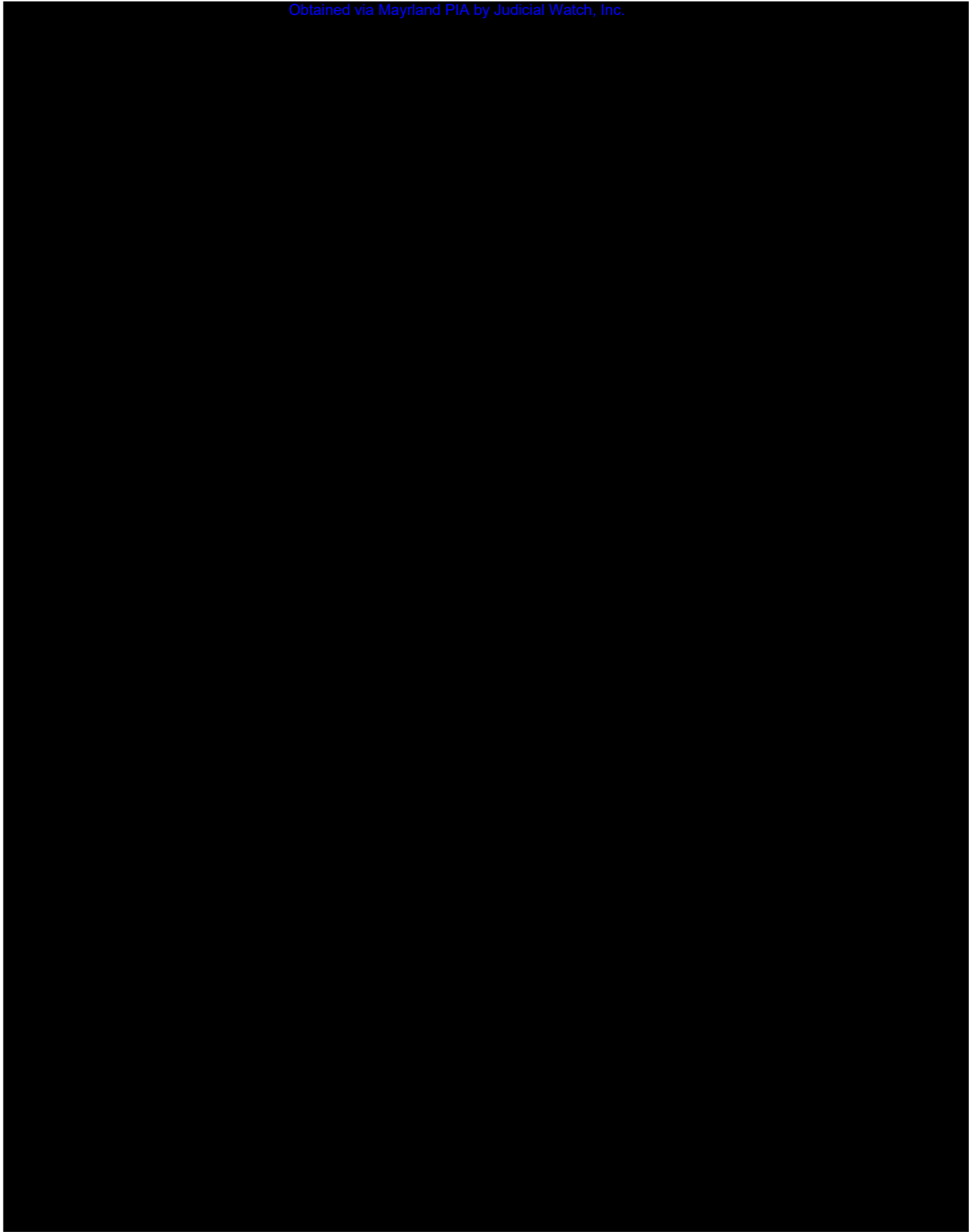








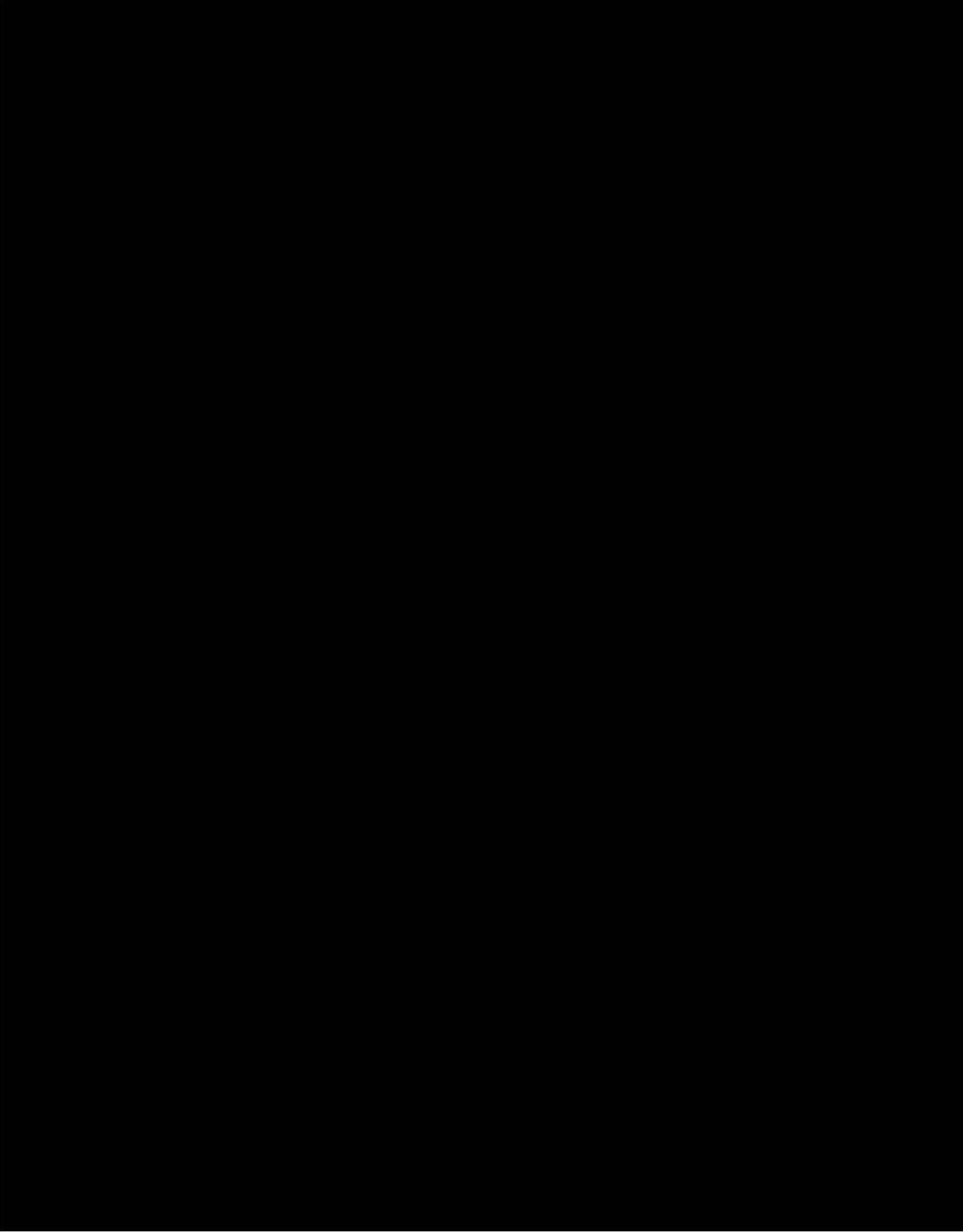




**From:** [Hamerski, Marianne M](#)

**To:** [Boddy, Troy](#); [Landesman, John S](#); [Howard, Daryl C](#); [Hernandez, Edwin M](#); [Mory, Joan A](#); [Hay, Marya E](#); [Jules, Maniya](#); [Mcknight, Monifa B](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Kuhney, Deanna M](#)

**Subject:** Meeting with Dr. McKnight/EDs/Equity Unit to Continue Discussion about Anti-Racist System Audit















**From:** [REDACTED]  
**To:** [Mcknight, Monifa B](#)  
**Subject:** [EXTERNAL] I support the MCPS anti-racist audit.  
**Date:** Saturday, October 24, 2020 4:06:48 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Deputy Superintendent McKnight,

[REDACTED] I just watched the video about the anti-racist system audit that MCPS is conducting. I heard from another parent that there has been pushback from some in the community about this audit, and **I wanted to let you know that I support the audit 100%.**

Please let me know if there is a way that I can help support this initiative as an MCPS parent.

Sincerely,

[REDACTED]

**From:** [REDACTED]  
**To:** [Mcknight, Monifa B](#)  
**Subject:** [EXTERNAL] In support of MCPS Ant-Racist System Audit  
**Date:** Monday, November 2, 2020 4:09:22 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Deputy Superintendent Monifa McKnight,

[REDACTED] I am applauding the School Board's efforts to conduct an anti-racist system audit. I've heard there has been some community pushback about this effort. I believe that effort is misguided and in no small part illustrates why conducting this audit is necessary to begin with, particularly in our county's public schools.

I recently spoke to a woman who has been doing D&I training since 1992 and continues to work in that space. She has a Ph.D. and MBA and is an expert in her field. We talked about how the field has changed and vocabulary has expanded over the years to identify issues that have always been with us. When we look at the overwhelming systemic racism that will affect everyone in our county, we need tools to identify the ways we can combat racism in a systemic way. It's time to go beyond diversity and inclusion to proactively addressing anti-racism in our institutions. In looking at the materials provided to conduct this study, I appreciate that Montgomery County wants to move with the times so we are not addressing racism, or failing to address it, in the same way we did in 1992.

Thank you for your service to the county's public schools and for continuing to combat systemic racism through your efforts.

[REDACTED]



**From:** [REDACTED]  
**To:** [Smith, Jack](#); [Jones, Donna Redmond](#); [Mcknight, Monifa B](#)  
**Cc:** [Boddy, Troy](#); [Beckett, Lauretta D](#)  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 7:34:19 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

[REDACTED]

**From:** [REDACTED]  
**To:** [Smith, Jack](#); [Mcknight, Monifa B](#); [Evans, Shebra L](#); [Wolff, Brenda](#); [Patricia\\_O%27Neill@mcpsmd.org](#); [Docca, Judy](#); [Smondrowski, Rebecca K](#); [Silvestre, Karla](#); [Asante, Nick](#); [Dixon, Jeanette E](#)  
**Subject:** [EXTERNAL] Support for MCPS Anti-Racist System Audit  
**Date:** Thursday, October 29, 2020 11:04:43 AM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear MCPS Leadership,

[REDACTED] and I writing in full support of the County's Anti-Racist System Audit.

Understanding baseline measures will be a critical step in building a school system striving towards equity, inclusion, and antiracism. Such an audit is foundational to identifying the system's existing strengths and weaknesses and to making structural and cultural changes moving forward.

While these should be goals at all times, ensuring our key social institutions are best situated to support communities of color is especially important during the pandemic which is disproportionately impacting Black and Hispanic people across the US.

It is disheartening to me to learn that others in the community have opposed the audit and efforts to pursue anti-racism; In doing so, they have prioritized privilege and power over making our schools healthier, safer, and more equitable spaces for all of the community.

Thank you for your leadership in these efforts.

[REDACTED]

**From:** [REDACTED]  
**To:** [Mcknight, Monifa B](#)  
**Subject:** [EXTERNAL] Thank you for anti-racist system audit  
**Date:** Friday, October 23, 2020 9:36:06 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Ms. McKnight:

Many thanks to you and the BOE for doing the anti-racist system audit. My family [REDACTED] but knows that racism is deeply entrenched and doesn't just go away by itself.

Racism of course takes the greatest toll on people on the receiving end, but living and learning in a racist society is good for no one. To know you're unfairly having advantages while others are unfairly suffering--either you do something to change it (and keep striving and striving), or you know your conscience and humanity are being diminished.

I think people who are actively working toward compassion and justice, in any variety of ways, are spread pretty thin. Please know that such people are out here.

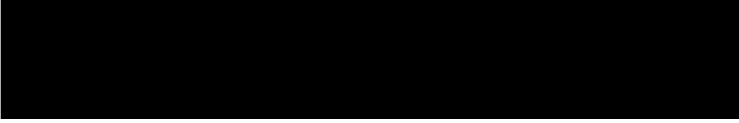
Thank you for all your work.

Sincerely,

[REDACTED]  
[REDACTED]



























**From:** [Van Dyke, E. Victoria](#)  
**To:** [Dixon, Jeanette E](#); [Docca, Judy](#); [Evans, Shebra L](#); [O'Neill, Patricia](#); [Silvestre, Karla](#); [Smondrowski, Rebecca K](#); [Wolff, Brenda](#); [Asante, Nick](#)  
**Cc:** [Smith, Jack](#); [Mcknight, Monifa B](#); [Wilson, Janet S](#); [Ahn, Natalia M](#); [Johnson, Henry R](#); [Marella, Daniel K](#); [McGuire, Essie](#); [Turner, Derek G](#); [Ferrell, Linda E](#); [Webb, Lori-Christina](#); [Seabrook, Robyn N](#); [Napoli, Sandra L](#); [Van Dyke, E. Victoria](#); [Haddad, Lana S](#)  
**Subject:** Board Meeting PowerPoint Presentations  
**Date:** Tuesday, July 14, 2020 12:18:16 PM  
**Attachments:** [MCPS Recovery Ed Plan 200714 PPT AC.pdf](#)  
[Human Capital Mgmt 200714 PPT AC.pdf](#)  
**Importance:** High

---

The PowerPoint presentations for today's Recovery of Education Plan and Human Capital Management discussions are attached. The presentations have been uploaded to the "Administrative Content" section of the agenda for each topic. A public version of each will be uploaded tomorrow.

Victoria



*Victoria Van Dyke*

*Administrative Legal Secretary  
Office of the Board of Education*

Montgomery County Public Schools

850 Hungerford Drive, Room 123

Rockville, MD 20850

Phone: 240-740-3030

Fax: 301-279-3860

Email: [E.Victoria\\_VanDyke@mcpsmd.org](mailto:E.Victoria_VanDyke@mcpsmd.org)

[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org)

































**From:** [Hamerski, Marianne M](#)  
**To:** [Mcknight, Monifa B](#); [Ferrell, Linda E](#)  
**Cc:** [Allain, Nicole P](#); [Sheron, Stephanie S](#)  
**Subject:** Final Version to be sent  
**Date:** Monday, July 20, 2020 1:16:50 PM

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**Monday, July 20, 2020**

*This email message is being sent on behalf of Dr. Monifa B. McKnight, Deputy Superintendent.*

**CONFIDENTIAL FOR THE BOARD MEMBERS**

“Do not get lost in a sea of despair. Be hopeful, be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year, it is the struggle of a lifetime. Never, ever be afraid to make some noise and get in good trouble, necessary trouble.” - Rep. John Lewis

This past week with the announcement of the Recovery of learning framework, we all have experienced a myriad of reactions from many stakeholders. As this pandemic continues to provide many uncertainties, I understand that many are managing this circumstance in a variety of ways. Given that there has been much misinformation in the community causing confusion, MCPS put out a “facts” video to clarify information that was inaccurate and causing much angst and reservation from students, staff, parents, and community members. As we navigate the next couple of months and all of the changes it will bring, we will continue to work on a communication strategy to keep our stakeholders informed in a proactive manner so that they can raise questions and share comments relating to our true circumstances and overall recovery plan. Thank you for sharing information with us that you receive so that we can respond promptly to all of the dynamics we are currently navigating. Meanwhile, we are continuing to plan and build out the details of our online and blended model to provide a robust learning experience for our students in whichever circumstance we are expected to work within as a school system. This must remain as our number one priority.

Monifa Mcknight, Ed.D, Deputy Superintendent

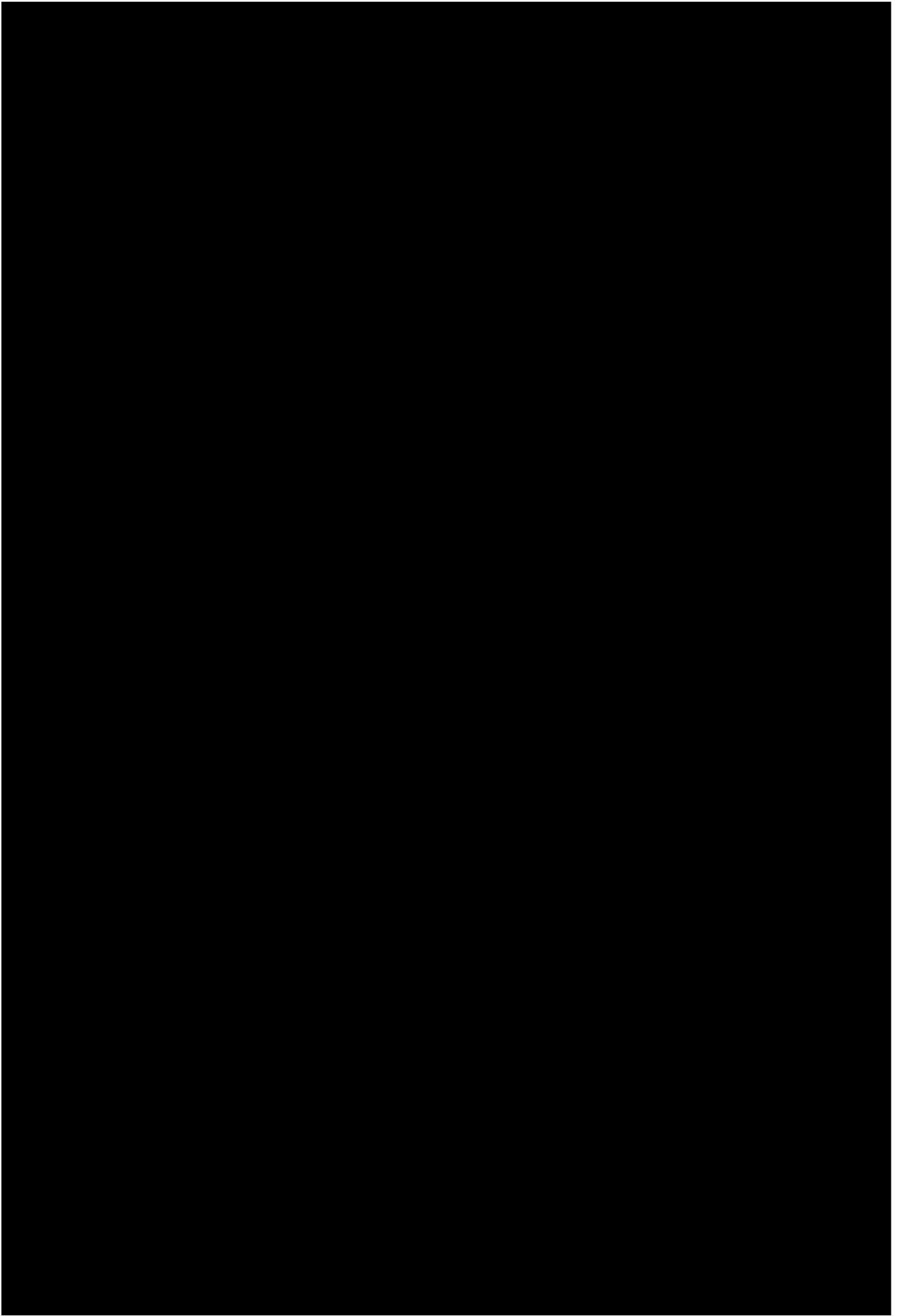
**Recap of Last Week, July 13 - 17:**

















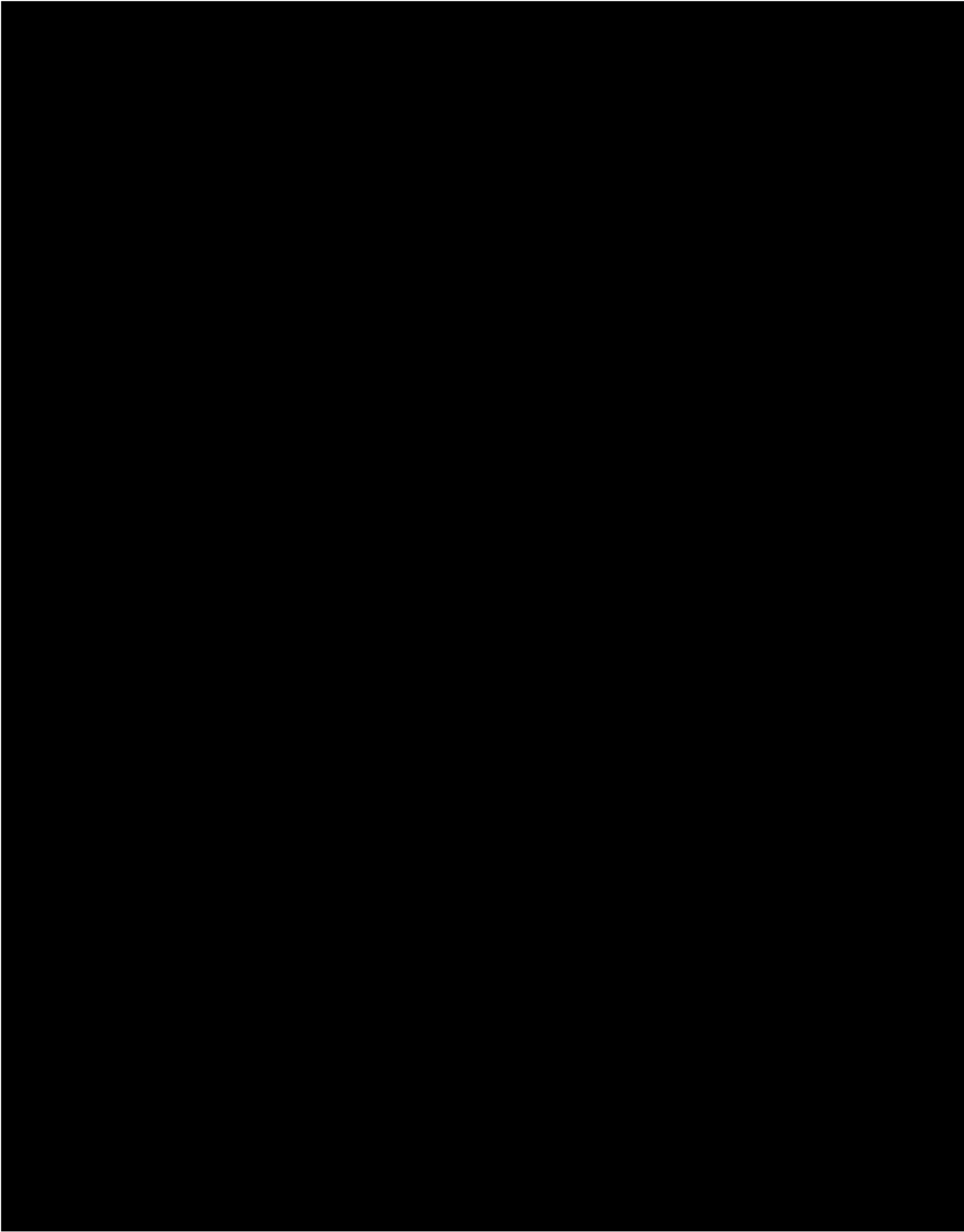


















**From:** [Sheron, Stephanie S](#)  
**To:** [Smith, Jack](#); [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Re: Meeting tomorrow  
**Date:** Tuesday, December 29, 2020 6:26:01 PM  
**Attachments:** [Bullet Points for Meeting with Jack Smith MCPS.pdf](#)

---

Hello Jack and Monifa,  
MAEC sent over the attached document for your review in advance of tomorrow's meeting. Their plan is to talk about the audit process and then answer any questions you may have/provide any necessary clarity to the process. See you both in the morning! I hope your holiday was restful!

Stephanie

Get [Outlook for iOS](#)

---

**From:** Daryl Williams <daryl@maec.org>  
**Sent:** Tuesday, December 29, 2020 2:49 PM  
**To:** Sheron, Stephanie S  
**Cc:** Boddy, Troy; Kasia Razynska  
**Subject:** [EXTERNAL] Re: Meeting tomorrow

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Stephanie,  
My apologies again. I thought that we had sent the attached agenda over on December 21.

Daryl

**Daryl V. Williams, Ed.D.**  
Senior Education Equity Specialist  
MAEC, Inc.

■ [3016577741ext. 127](tel:3016577741)  
■ [daryl@maec.org](mailto:daryl@maec.org)  
■ [www.maec.org](http://www.maec.org)  
■ 5272 River Rd Ste 340, Bethesda, MD 20816





**From:** [Smith, Jack](#)  
**To:** [ExecStaffDist](#)  
**Subject:** Fwd: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 8:43:20 PM

---

Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** July 17, 2020 at 7:34:18 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>, "Jones, Donna Redmond" <Donna\_R\_Jones@mcpsmd.org>, "Mcknight, Monifa B" <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** "Boddy, Troy" <Troy\_Boddy@mcpsmd.org>, "Beckett, Laurretta D" <Laurretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED] participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one

of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.

**From:** [Smith, Jack](#)  
**To:** [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 8:47:33 PM

---

Monifa,

Perhaps one of your executive directors could reach out to this parent and we could engage her in the anti-racism audit? This was a great endorsement of the work that has been done.

Thanks,

Jack  
Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** July 17, 2020 at 7:34:18 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>, "Jones, Donna Redmond" <Donna\_R\_Jones@mcpsmd.org>, "Mcknight, Monifa B" <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** "Boddy, Troy" <Troy\_Boddy@mcpsmd.org>, "Beckett, Lauretta D" <Lauretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.

**From:** [Smith, Jack](#)  
**To:** [Mcknight, Monifa B](#)  
**Subject:** Fwd: [EXTERNAL] Thank you for doing the anti-racist system audit  
**Date:** Friday, October 23, 2020 10:38:50 PM

---

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** October 23, 2020 at 9:32:50 PM EDT  
**To:** "Smith, Jack" <Jack\_Smith@mcpsmd.org>  
**Subject:** [EXTERNAL] Thank you for doing the anti-racist system audit

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Smith:

Many thanks to you and the BOE for doing this audit. My family [REDACTED] but knows that racism is deeply entrenched and doesn't just go away by itself.

Racism of course takes the greatest toll on people on the receiving end, but living and learning in a racist society is good for no one. To know you're unfairly having advantages while others are unfairly suffering--either you do something to change it (and how much is enough? is there such a thing?), or you know your conscience and humanity are being diminished.

I think people who are actively working toward compassion and justice, in any variety of ways, are spread pretty thin. Please know that such people are out here.

Thank you for all your work.

Sincerely,

[REDACTED]  
[REDACTED]



**From:** [Hamerski, Marianne M](#) on behalf of [Mcknight, Monifa B](#)  
**To:** [Mcknight, Monifa B](#); [Asante, Nick](#); [Dixon, Jeanette E](#); [Docca, Judy](#); [Evans, Shebra L](#); [O'Neill, Patricia](#); [Silvestre, Karla](#); [Smondrowski, Rebecca K](#); [Wolff, Brenda](#)  
**Cc:** [Webb, Lori-Christina](#); [Smith, Jack](#); [Johnson, Henry R](#); [Seabrook, Robyn N](#); [Susskind, Danielle M](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Turner, Derek G](#); [Ferrell, Linda E](#); [Hamerski, Marianne M](#)  
**Subject:** July 20 Board Update from the Deputy Superintendent  
**Date:** Monday, July 20, 2020 1:41:16 PM

---

**Monday, July 20, 2020**

*This email message is being sent on behalf of Dr. Monifa B. McKnight, Deputy Superintendent.*

**CONFIDENTIAL FOR THE BOARD MEMBERS**

"Do not get lost in a sea of despair. Be hopeful, be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year, it is the struggle of a lifetime. Never, ever be afraid to make some noise and get in good trouble, necessary trouble." - Rep. John Lewis

This past week with the announcement of the Recovery of learning framework, we all have experienced a myriad of reactions from many stakeholders. As this pandemic continues to provide many uncertainties, I understand that many are managing this circumstance in a variety of ways. Given that there has been much misinformation in the community causing confusion, MCPS put out a "facts" video to clarify information that was inaccurate and causing much angst and reservation from students, staff, parents, and community members. As we navigate the next couple of months and all of the changes it will bring, we will continue to work on a communication strategy to keep our stakeholders informed in a proactive manner so that they can raise questions and share comments relating to our true circumstances and overall recovery plan. Thank you for sharing information with us that you receive so that we can respond promptly to all of the dynamics we are currently navigating. Meanwhile, we are continuing to plan and build out the details of our online and blended model to provide a robust learning experience for our students in whichever circumstance we are expected to work within as a school system. This must remain as our number one priority.

Monifa Mcknight, Ed.D, Deputy Superintendent

**Recap of Last Week, July 13 - 17:**

**Anti-Racist System Audit**







**From:** [Hamerski, Marianne M](#)  
**To:** [Mcknight, Monifa B](#); [Ferrell, Linda E](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#)  
**Subject:** July 20 Board Update from the Deputy Superintendent  
**Date:** Monday, July 20, 2020 11:27:12 AM

---

Here is the final which will go out today. Please let me know if you see anything else before it goes about 1pm.

**Monday, July 20, 2020**

*This email message is being sent on behalf of Dr. Monifa B. McKnight, Deputy Superintendent.*

**CONFIDENTIAL FOR THE BOARD MEMBERS**

“Do What You Can With All You Have, Wherever You Are.” – Theodore Roosevelt

This past week with the announcement of the Recovery of learning framework, we all have experienced a myriad of reactions from many stakeholders. As this pandemic continues to provide many uncertainties, I understand that many are managing this circumstance in a variety of ways. Given that there has been much misinformation in the community causing confusion, MCPS put out a “facts” video to clarify information that was inaccurate and causing much angst and reservation from students, staff, parents, and community members. As we navigate the next couple of months and all of the changes it will bring, we will continue to work on a communication strategy to keep our stakeholders informed in a proactive manner so that they can raise questions and share comments relating to our true circumstances and overall recovery plan. Thank you for sharing information with us that you receive so that we can respond promptly to all of the dynamics we are currently navigating. Meanwhile, we are continuing to plan and build out the details of our online and blended model to provide a robust learning experience for our students in whichever circumstance we are expected to work within as a school system. This must remain as our number one priority.

Monifa Mcknight, Ed.D, Deputy Superintendent

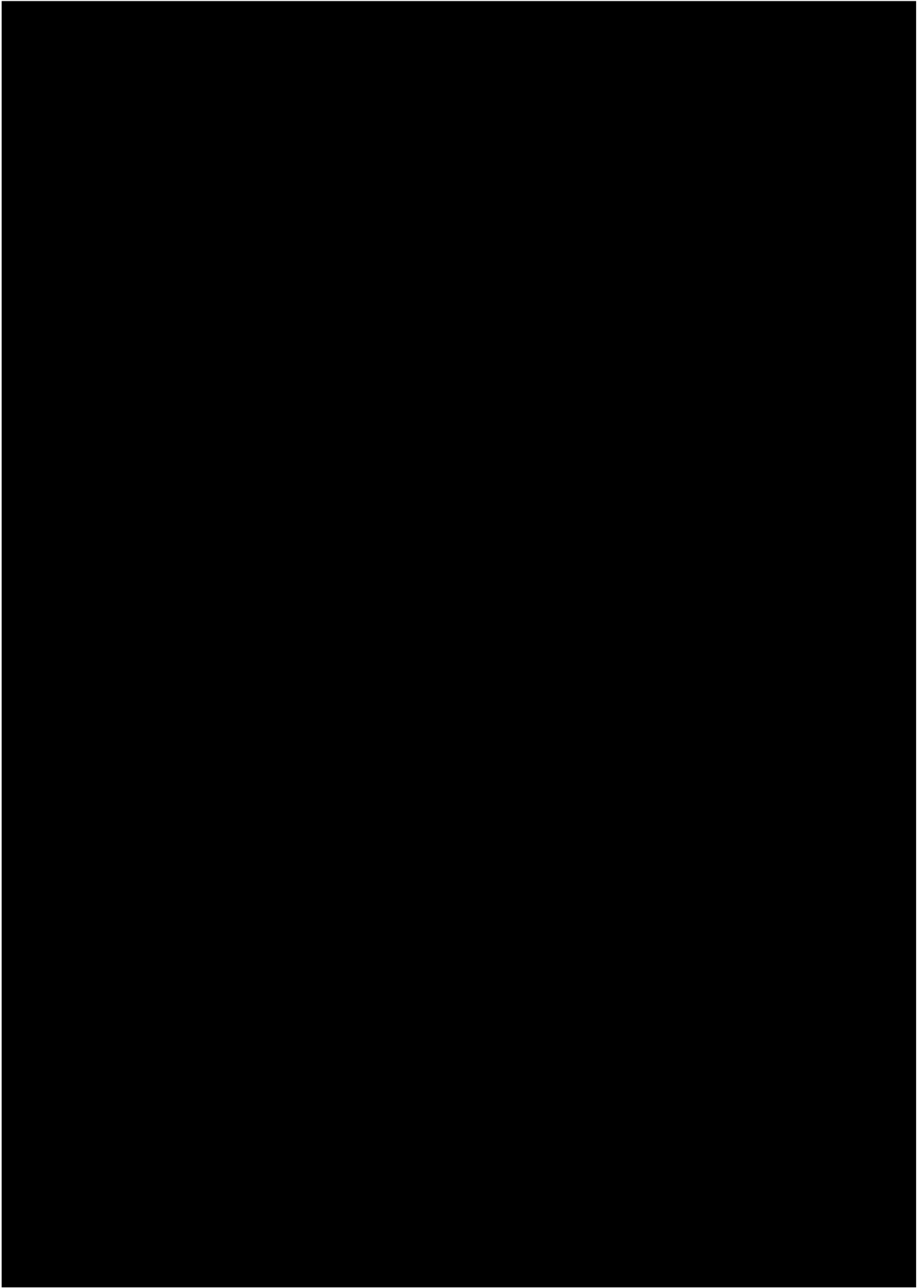
**Recap of Last Week, July 13 - 17:**

**Anti-Racist System Audit**



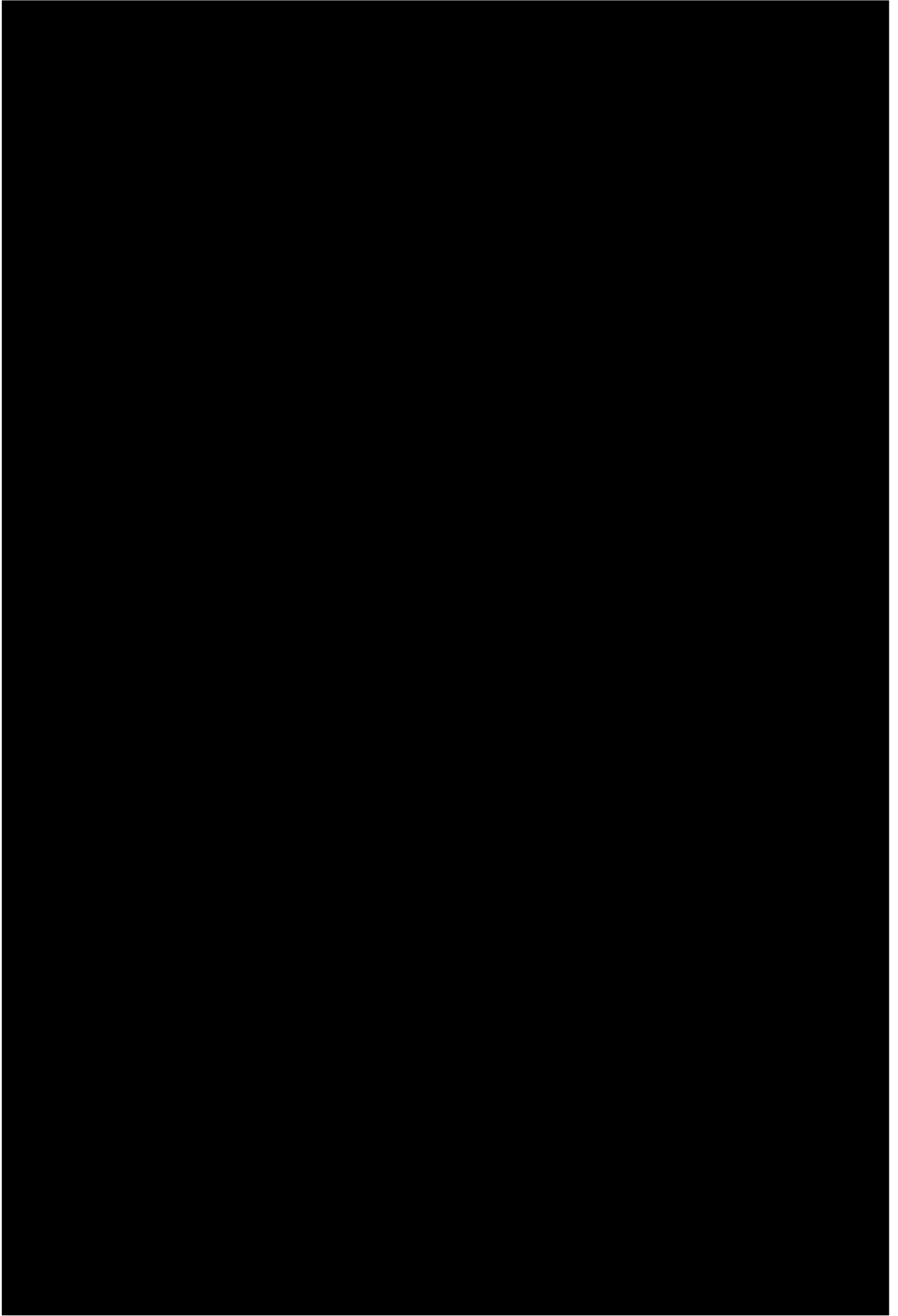




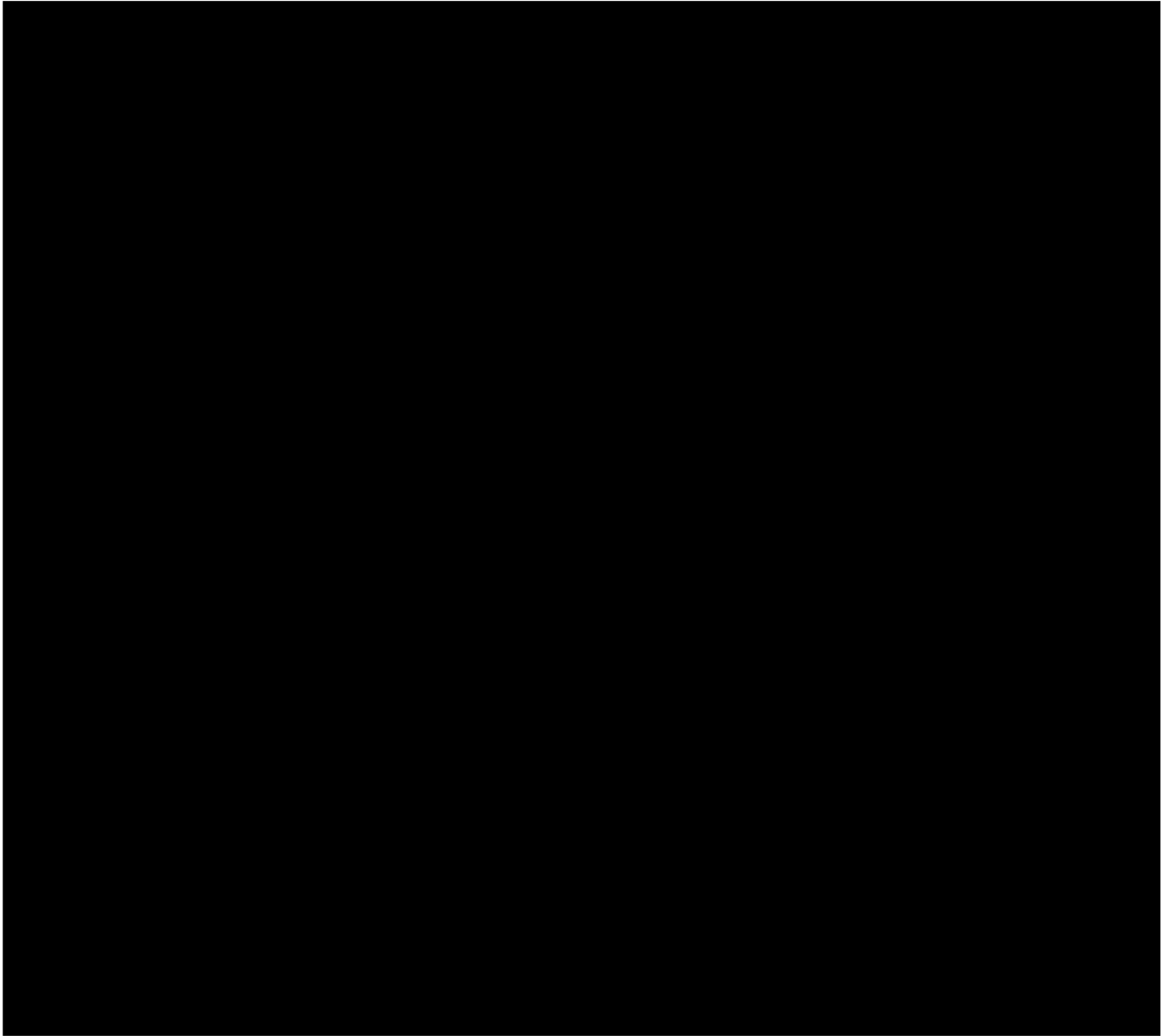




































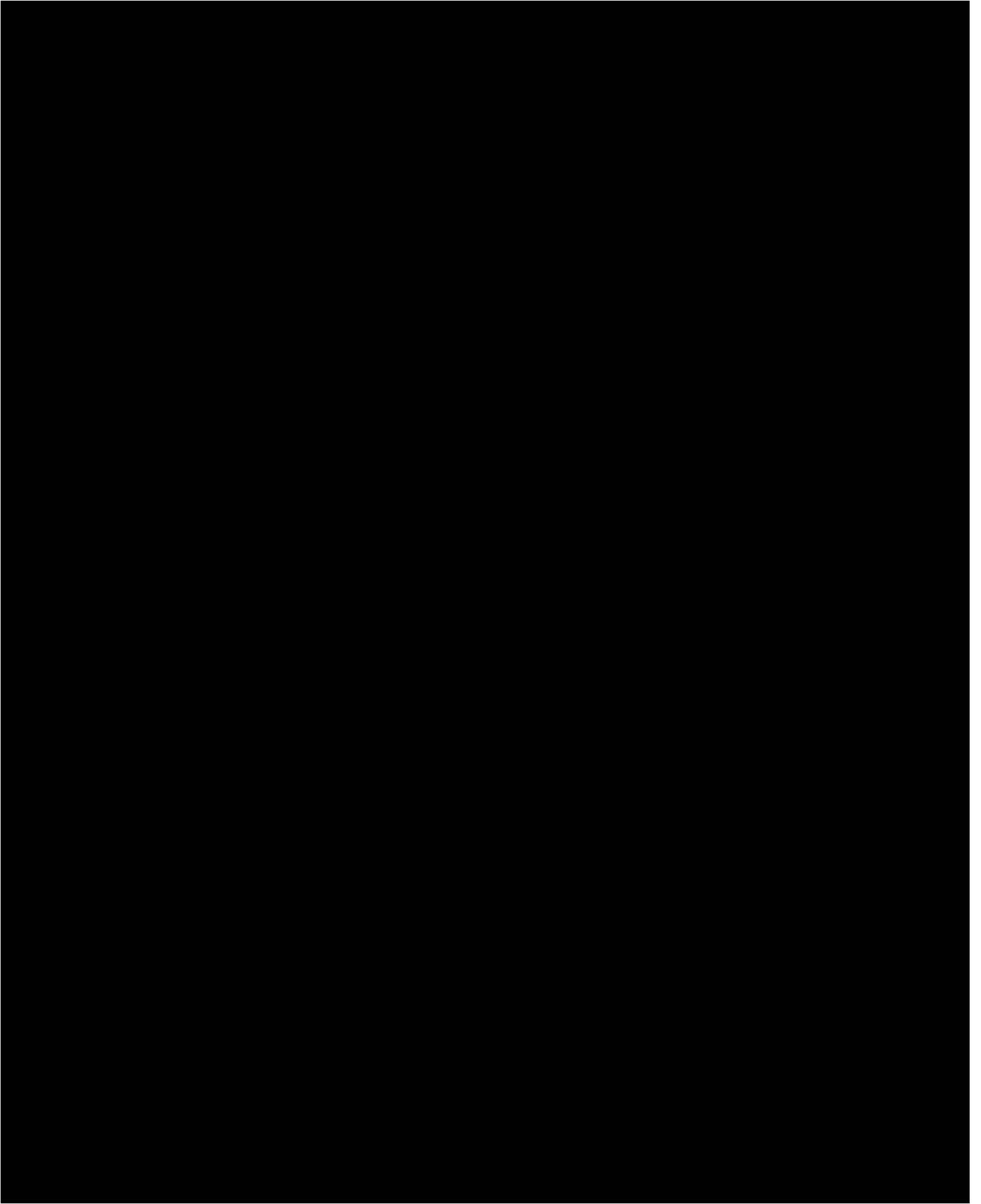






**From:** [Hamerski, Marianne M](#)  
**To:** [Boddy, Troy](#); [Landesman, John S](#); [Howard, Daryl C](#); [Hernandez, Edwin M](#); [Mory, Joan A](#); [Hay, Marya F](#); [Jules, Maniya](#); [Mcknight, Monifa B](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Kuhney, Deanna M](#)  
**Subject:** Meeting with Dr. McKnight/EDs/Equity Unit to Continue Discussion about Anti-Racist System Audit

---





















Obtained via Mayrland PIA by Judicial Watch, Inc.

**From:** [Smith, Jack](#)  
**To:** [REDACTED]  
**Cc:** [Mcknight, Monifa B](#)  
**Subject:** Re: [EXTERNAL] I support the MCPS anti-racist audit.  
**Date:** Saturday, October 24, 2020 4:08:44 PM

---

Thanks so much-

Sent from my iPhone

On Oct 24, 2020, at 4:05 PM, Anne Kennedy <[anne.kennedy@gmail.com](mailto:anne.kennedy@gmail.com)> wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Superintendent Smith,

[REDACTED] I just watched the video about the anti-racist system audit that MCPS is conducting. I heard from another parent that there has been pushback from some in the community about this audit, and **I wanted to let you know that I support the audit 100%.**

Please let me know if there is a way that I can help support this initiative as an MCPS parent.

Sincerely,

[REDACTED]

**From:** [Dixon, Jeanette E](#)  
**To:** [REDACTED]  
**Cc:** [Mcknight, Monifa B](#)  
**Subject:** Re: [EXTERNAL] I support the MCPS anti-racist audit.  
**Date:** Saturday, October 24, 2020 5:30:06 PM

---

Thank you [REDACTED]  
Jeanette

Jeanette Dixon  
Member-At Large  
Montgomery County Board of Education  
240-740-3030  
Fax-301-279-3860

On Oct 24, 2020, at 4:08 PM, Anne Kennedy <[anne.kennedy@gmail.com](mailto:anne.kennedy@gmail.com)> wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Ms. Dixon,

[REDACTED] I just watched the video about the anti-racist system audit that MCPS is conducting. I heard from another parent that there has been pushback from some in the community about this audit, and **I wanted to let you know that I support the audit 100%.**

Please let me know if there is a way that I can help support this initiative as an MCPS parent.

Sincerely,

[REDACTED]

**From:** [Smith, Jack](#)  
**To:** [Sheron, Stephanie S](#)  
**Cc:** [Mcknight, Monifa B](#)  
**Subject:** Re: [EXTERNAL] Re: Meeting tomorrow  
**Date:** Tuesday, December 29, 2020 6:53:48 PM  
**Attachments:** [Bullet Points for Meeting with Jack Smith MCPS.pdf](#)

---

Thanks so much

Sent from my iPad

On Dec 29, 2020, at 6:26 PM, Sheron, Stephanie S  
<[Stephanie\\_S\\_Sheron@mcpsmd.org](mailto:Stephanie_S_Sheron@mcpsmd.org)> wrote:

Hello Jack and Monifa,  
MAEC sent over the attached document for your review in advance of tomorrow's meeting. Their plan is to talk about the audit process and then answer any questions you may have/provide any necessary clarity to the process. See you both in the morning! I hope your holiday was restful!

Stephanie

Get [Outlook for iOS](#)

---

**From:** Daryl Williams <[daryl@maec.org](mailto:daryl@maec.org)>  
**Sent:** Tuesday, December 29, 2020 2:49 PM  
**To:** Sheron, Stephanie S  
**Cc:** Boddy, Troy; Kasia Razynska  
**Subject:** [EXTERNAL] Re: Meeting tomorrow

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Hello Stephanie,  
My apologies again. I thought that we had sent the attached agenda over on December 21.

Daryl

**Daryl V. Williams, Ed.D.**  
Senior Education Equity  
Specialist  
MAEC, Inc.

■ [3016577741ext. 127](tel:3016577741)  
■ [daryl@maec.org](mailto:daryl@maec.org)  
■ [www.maec.org](http://www.maec.org)  
■ 5272 River Rd Ste 340, Bethesda, MD



**From:** [REDACTED]  
**To:** [Mcknight, Monifa B](#)  
**Cc:** [Smith, Jack](#); [Jones, Donna Redmond](#); [Boddy, Troy](#); [Beckett, Laurretta D](#); [Sheron, Stephanie S](#); [Hazel, Niki T](#); [Wilson, Janet S](#)  
**Subject:** Re: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Monday, July 20, 2020 12:20:11 PM

---

Dear Dr. McKnight, Dear Ms. Sheron,

Thank you so much for your reply. I would really like to be involved in the anti-racist system audit. My contact details are as follows:

[REDACTED]

Thank you! I wish you all the best - thank you again for all of your hard work!!

All best,

[REDACTED]

On Sun, Jul 19, 2020 at 10:39 PM Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)> wrote:

Dear [REDACTED],

Thank you very much for providing this feedback to us regarding your child's summer course -Social Justice summer boost. This feedback is very helpful to us as we determine which have been most impactful to our students in a positive way. I have copied my executive director, Ms. Sheron, who will be in touch to see how we can involve you as a community stakeholder in our anti-racist system audit. We will need the perspective of engaged community members such as yourself when planning the priorities in the design of this audit.

Thank you so much for reaching out again. Stay safe and healthy!

Warm Regards,

Dr. Monifa B. McKnight

Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 7:34 PM  
**To:** Smith, Jack <[Jack\\_Smith@mcpsmd.org](mailto:Jack_Smith@mcpsmd.org)>; Jones, Donna Redmond <[Donna\\_R\\_Jones@mcpsmd.org](mailto:Donna_R_Jones@mcpsmd.org)>; Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)>  
**Cc:** Boddy, Troy <[Troy\\_Boddy@mcpsmd.org](mailto:Troy_Boddy@mcpsmd.org)>; Beckett, Laurretta D <[Laurretta\\_D\\_Beckett@mcpsmd.org](mailto:Laurretta_D_Beckett@mcpsmd.org)>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion

rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

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Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

[REDACTED]



**From:** [Sheron, Stephanie S](#)  
**To:** [Mcknight, Monifa B](#)  
**Subject:** RE: [EXTERNAL] Support for MCPS Anti-Racist System Audit  
**Date:** Thursday, October 29, 2020 1:01:12 PM

---

This is GREAT to hear! I was wondering about whether or not you and Jack were receiving messages of support!

*Stephanie Sheron*

Executive Director, Office of the Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, MD 20850  
Phone: 240-740-5652

---

**From:** Mcknight, Monifa B  
**Sent:** Thursday, October 29, 2020 12:38 PM  
**To:** Hamerski, Marianne M <[Marianne\\_M\\_Hamerski@mcpsmd.org](mailto:Marianne_M_Hamerski@mcpsmd.org)>; Sheron, Stephanie S <[Stephanie\\_S\\_Sheron@mcpsmd.org](mailto:Stephanie_S_Sheron@mcpsmd.org)>; Allain, Nicole P <[Nicole\\_P\\_Allain@mcpsmd.org](mailto:Nicole_P_Allain@mcpsmd.org)>; Ferrell, Linda E <[Linda\\_Ferrell@mcpsmd.org](mailto:Linda_Ferrell@mcpsmd.org)>  
**Subject:** FW: [EXTERNAL] Support for MCPS Anti-Racist System Audit

Stephanie,

I have not been able to forward you all of these emails but the board, Dr. Smith, and I have been getting many of these daily. Wanted you to know that despite the hurdles- many out there are supporting this work and are showing up to defend it!

If you want to see them, Marianne can forward them to you.

Thanks,

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Thursday, October 29, 2020 11:05 AM  
**To:** Smith, Jack <[Jack\\_Smith@mcpsmd.org](mailto:Jack_Smith@mcpsmd.org)>; Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)>; Evans, Shebra L <[Shebra\\_L\\_Evans@mcpsmd.org](mailto:Shebra_L_Evans@mcpsmd.org)>; Wolff, Brenda <[Brenda\\_Wolff@mcpsmd.org](mailto:Brenda_Wolff@mcpsmd.org)>; [Patricia\\_O%27Neill@mcpsmd.org](mailto:Patricia_O%27Neill@mcpsmd.org); Docca, Judy

<[Judy\\_Docca@mcpsmd.org](mailto:Judy_Docca@mcpsmd.org)>; Smondrowski, Rebecca K <[Rebecca\\_K\\_Smondrowski@mcpsmd.org](mailto:Rebecca_K_Smondrowski@mcpsmd.org)>; Silvestre, Karla <[Karla\\_Silvestre@mcpsmd.org](mailto:Karla_Silvestre@mcpsmd.org)>; Asante, Nick <[Nick\\_Asante@mcpsmd.org](mailto:Nick_Asante@mcpsmd.org)>; Dixon, Jeanette E <[Jeanette\\_E\\_Dixon@mcpsmd.org](mailto:Jeanette_E_Dixon@mcpsmd.org)>

**Subject:** [EXTERNAL] Support for MCPS Anti-Racist System Audit

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear MCPS Leadership,

[REDACTED] and I writing in full support of the County's Anti-Racist System Audit.

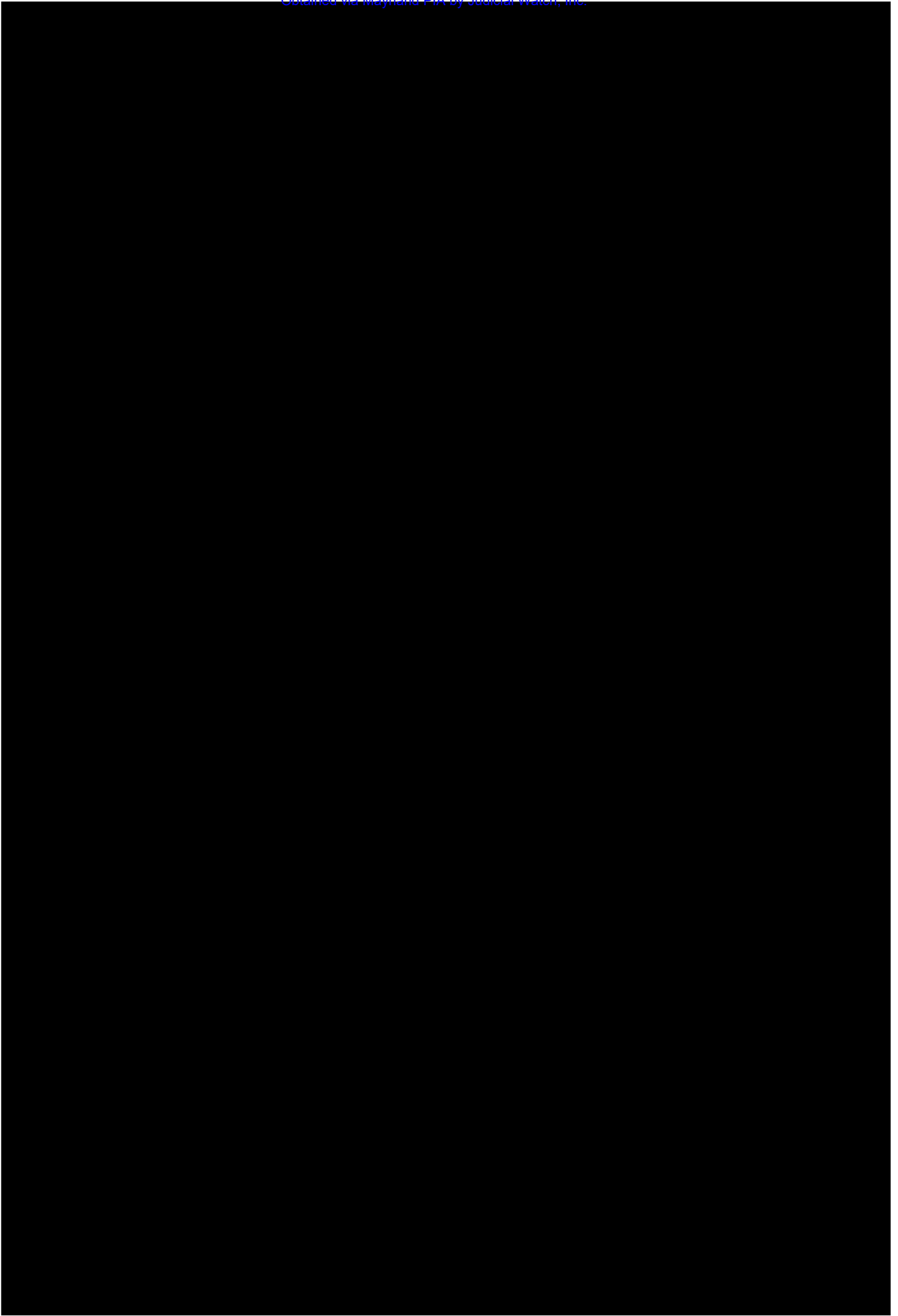
Understanding baseline measures will be a critical step in building a school system striving towards equity, inclusion, and antiracism. Such an audit is foundational to identifying the system's existing strengths and weaknesses and to making structural and cultural changes moving forward.

While these should be goals at all times, ensuring our key social institutions are best situated to support communities of color is especially important during the pandemic which is disproportionately impacting Black and Hispanic people across the US.

It is disheartening to me to learn that others in the community have opposed the audit and efforts to pursue anti-racism; In doing so, they have prioritized privilege and power over making our schools healthier, safer, and more equitable spaces for all of the community.

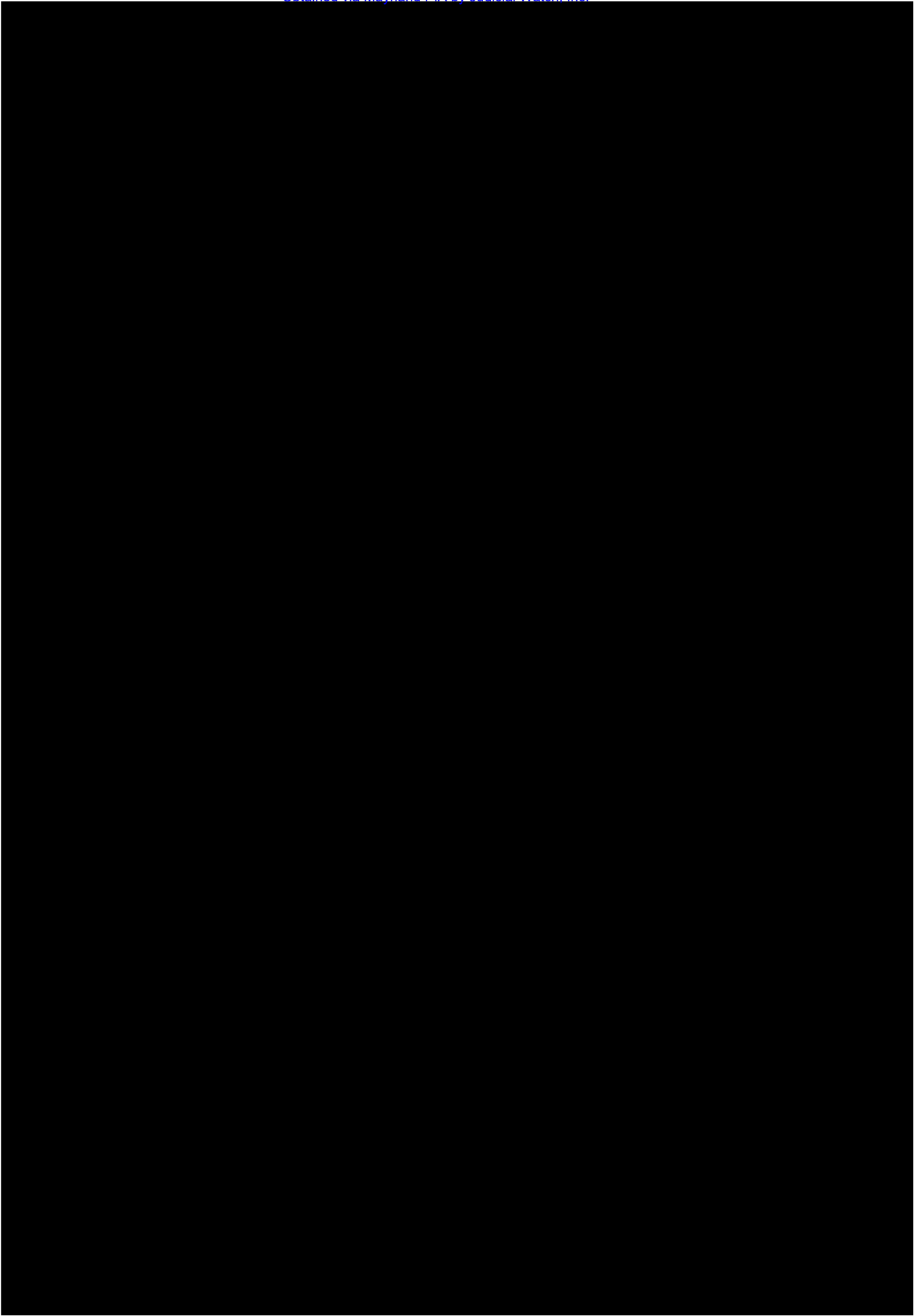
Thank you for your leadership in these efforts.

[REDACTED]

























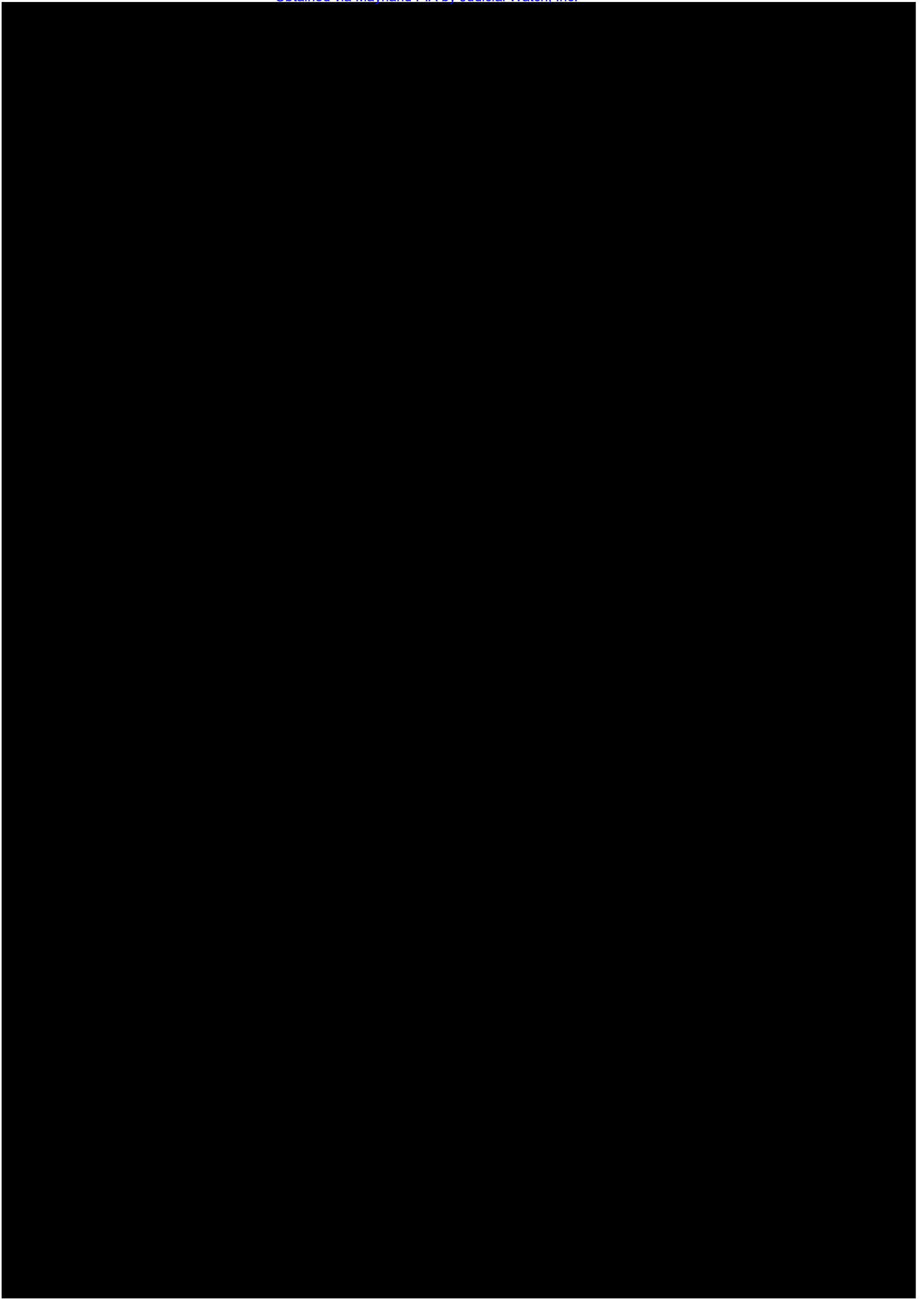




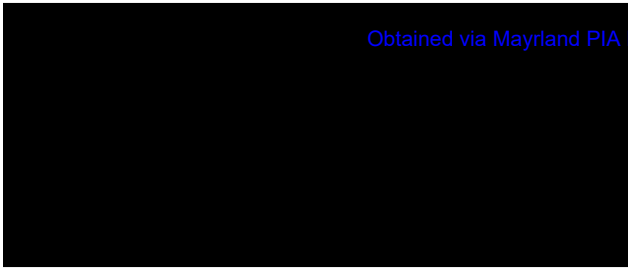


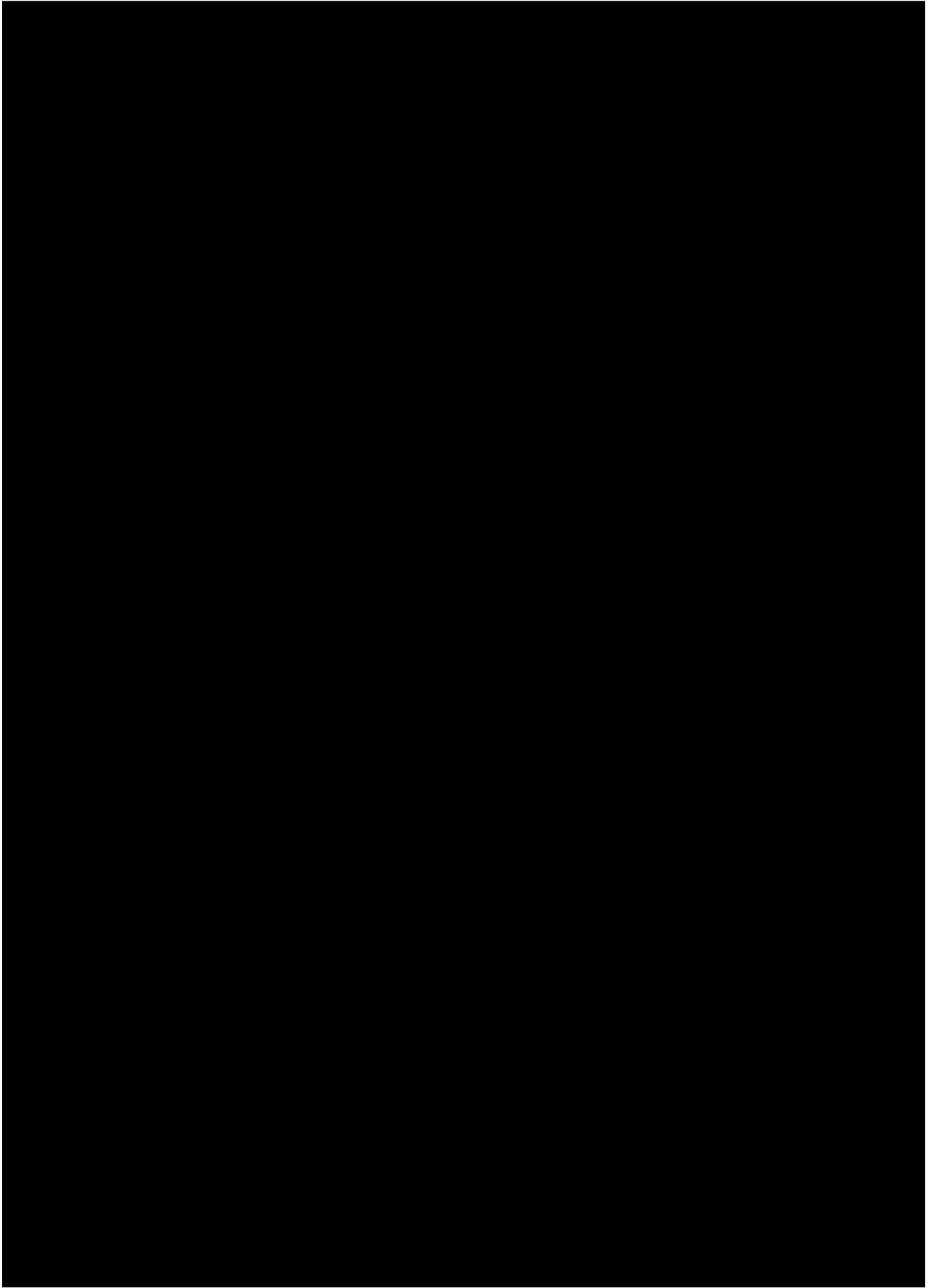
















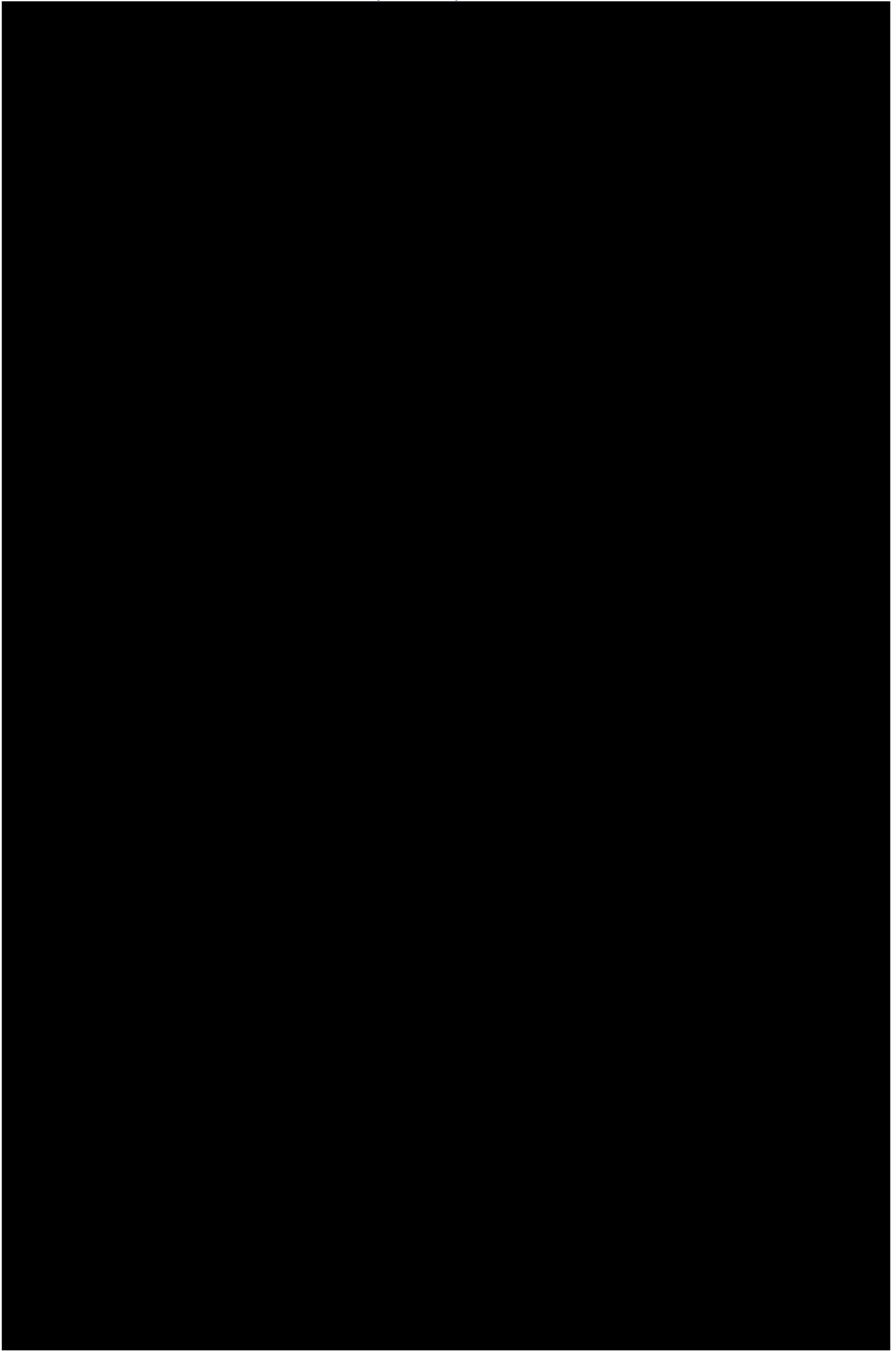


























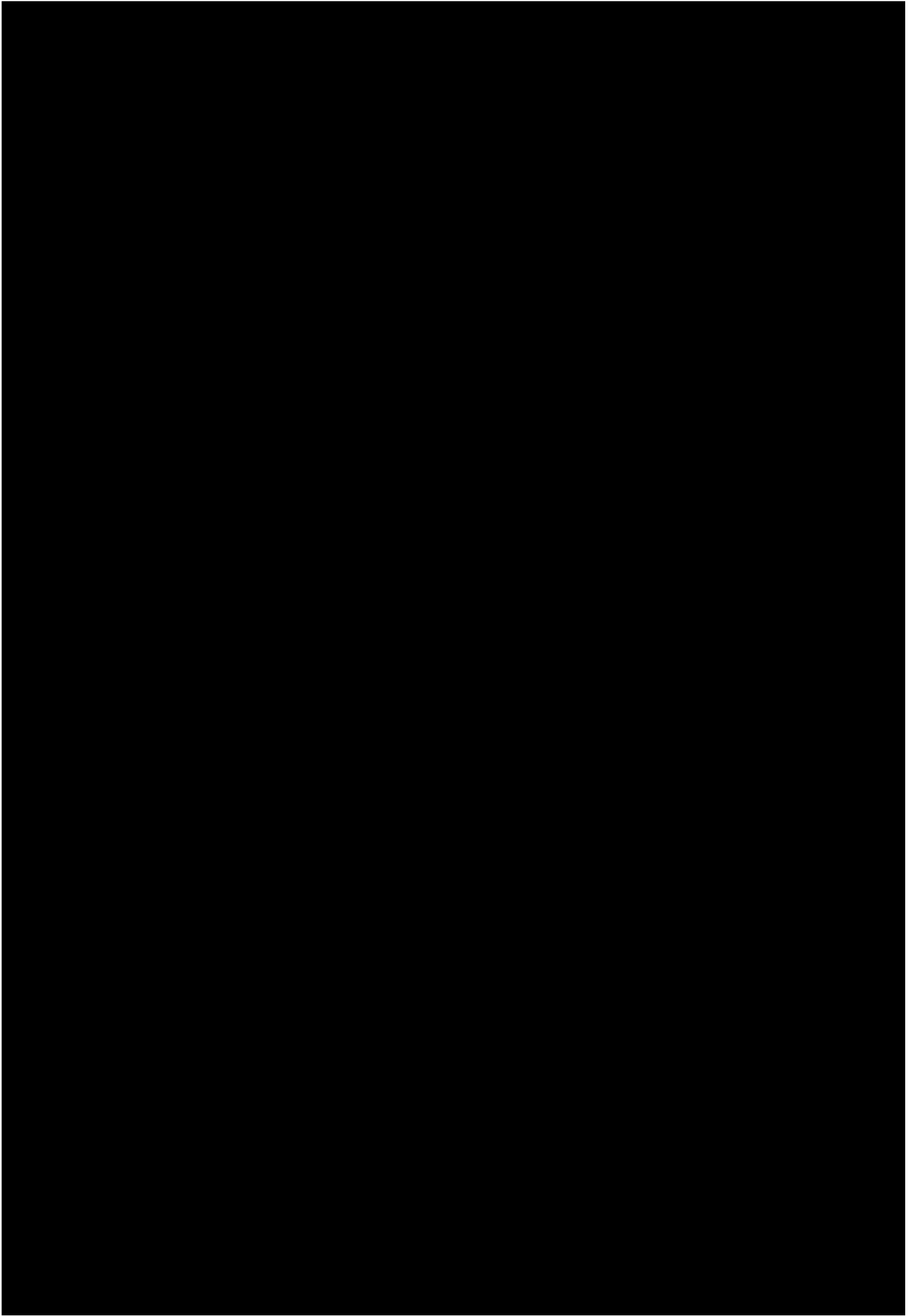


























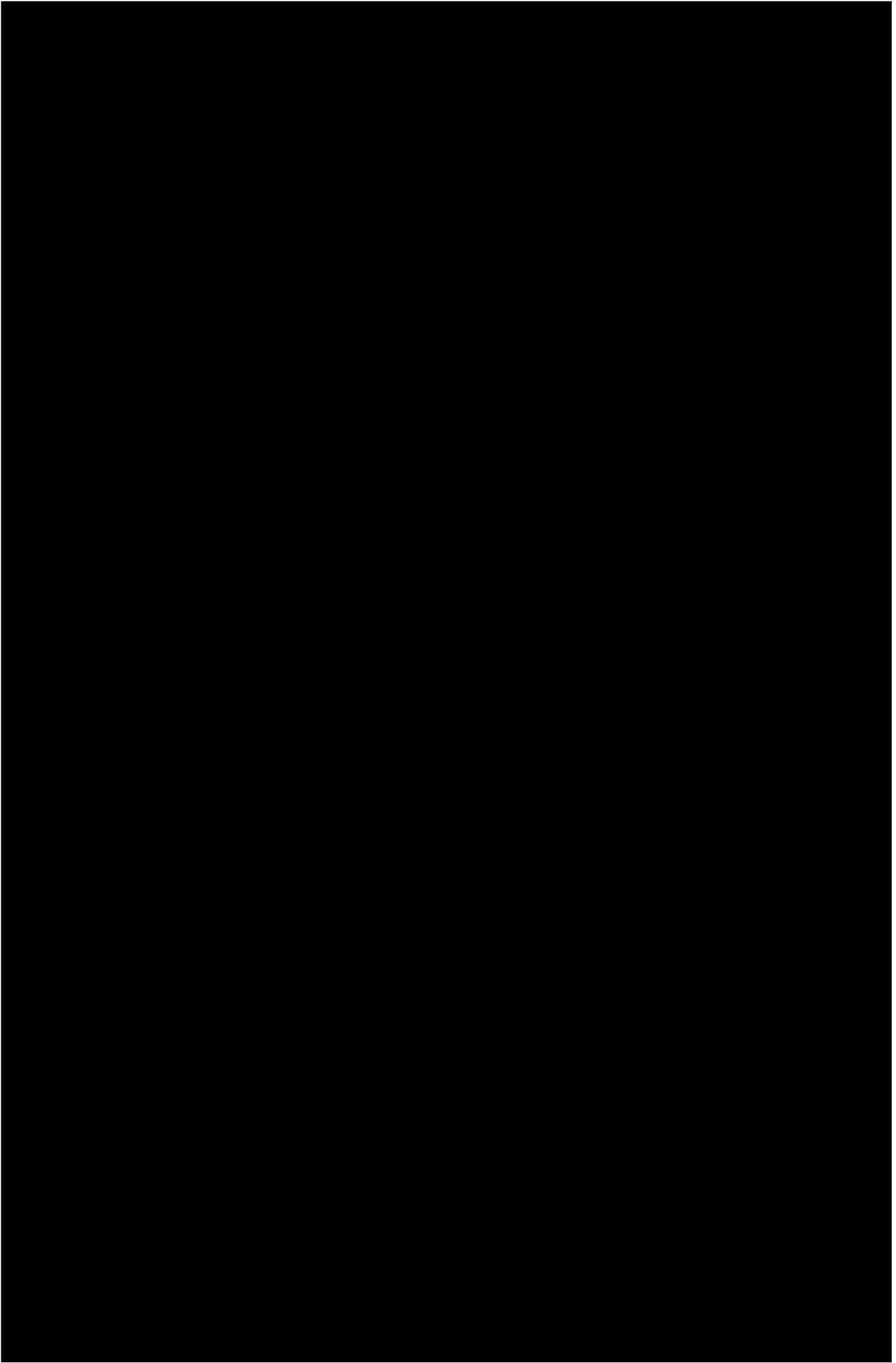
























**From:** [Hamerski, Marianne M](#)  
**To:** [Asante, Nick](#); [Dixon, Jeanette E](#); [Docca, Judy](#); [Evans, Shebra L](#); [O'Neill, Patricia](#); [Silvestre, Karla](#); [Smondrowski, Rebecca K](#); [Wolff, Brenda](#)  
**Cc:** [Webb, Lori-Christina](#); [Smith, Jack](#); [Johnson, Henry R](#); [Seabrook, Robyn N](#); [Susskind, Danielle M](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Turner, Derek G](#); [Ferrell, Linda E](#); [Hamerski, Marianne M](#); [Haddad, Lana S](#); [Mcknight, Monifa B](#)  
**Subject:** Week of August 3 Board Update from the Deputy Superintendent  
**Date:** Tuesday, August 4, 2020 3:46:47 PM  
**Attachments:** [August 3.docx](#)

---

### Week of August 3, 2020

*This email message is being sent on behalf of Dr. Monifa B. McKnight, Deputy Superintendent.*

### **CONFIDENTIAL FOR THE BOARD MEMBERS**

*"Children are the world's most valuable resource and its best hope for the future." John F. Kennedy*

*Thank you, board members, for your comments, questions and recommendations made this far that have contributed to our online virtual platform that we will share and discuss in detail this week with our community members. Our guiding principles outlined in the plan you sent us really serves as the core of this plan. We know that our discussion on Thursday and feedback from stakeholders will allow us to hear from many in regards to their input. The staff have put forth great ideas and collaborated with many stakeholders in this process. I know that additional feedback will only allow for us to improve upon our current plan. Thank you as always for your leadership and support as we work to address the needs of our many students and families during this time. Be well and take care.*

### **Recap of Last Week, July 27-31:**

### **Anti-Racist System Audit**

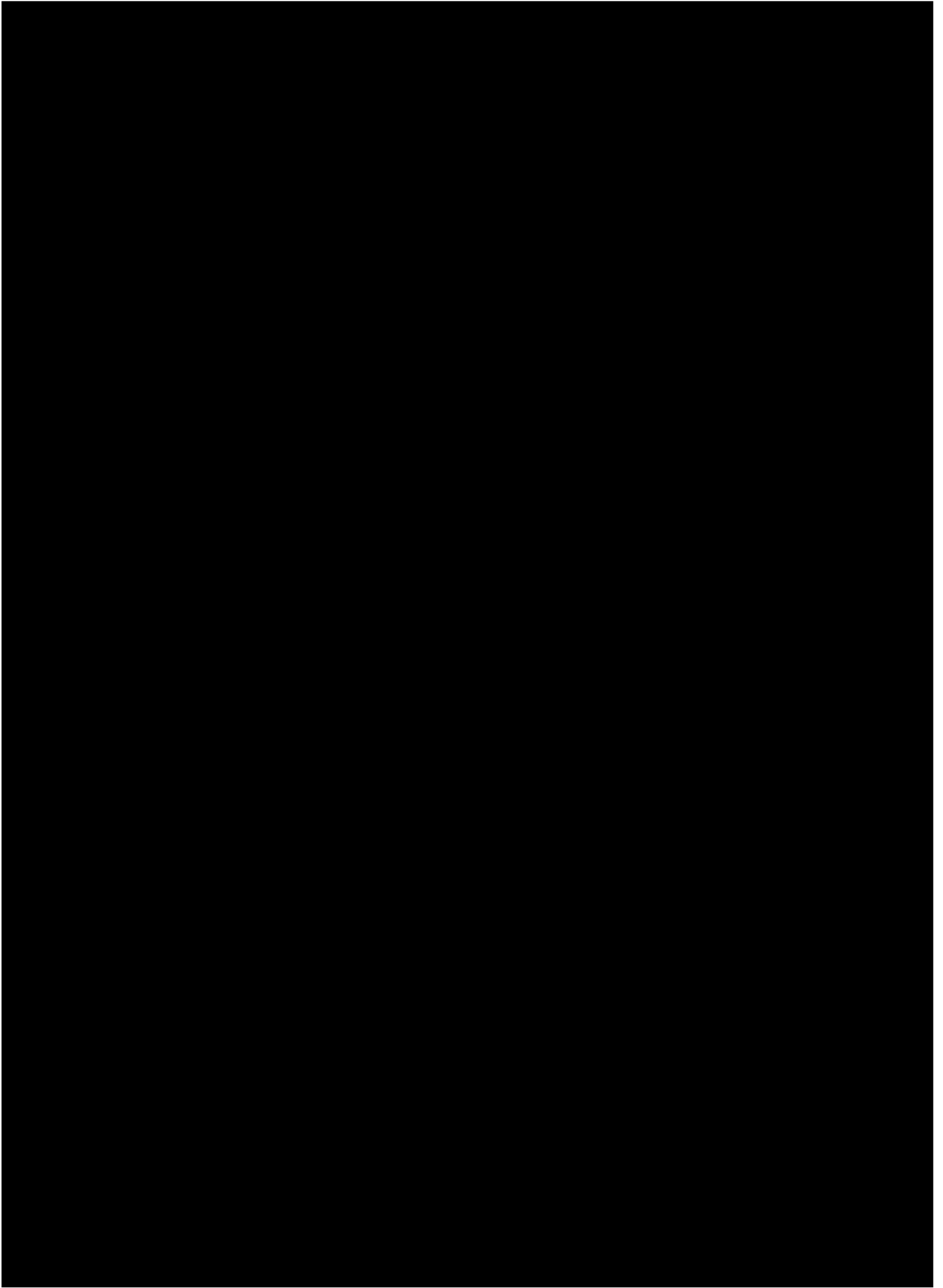


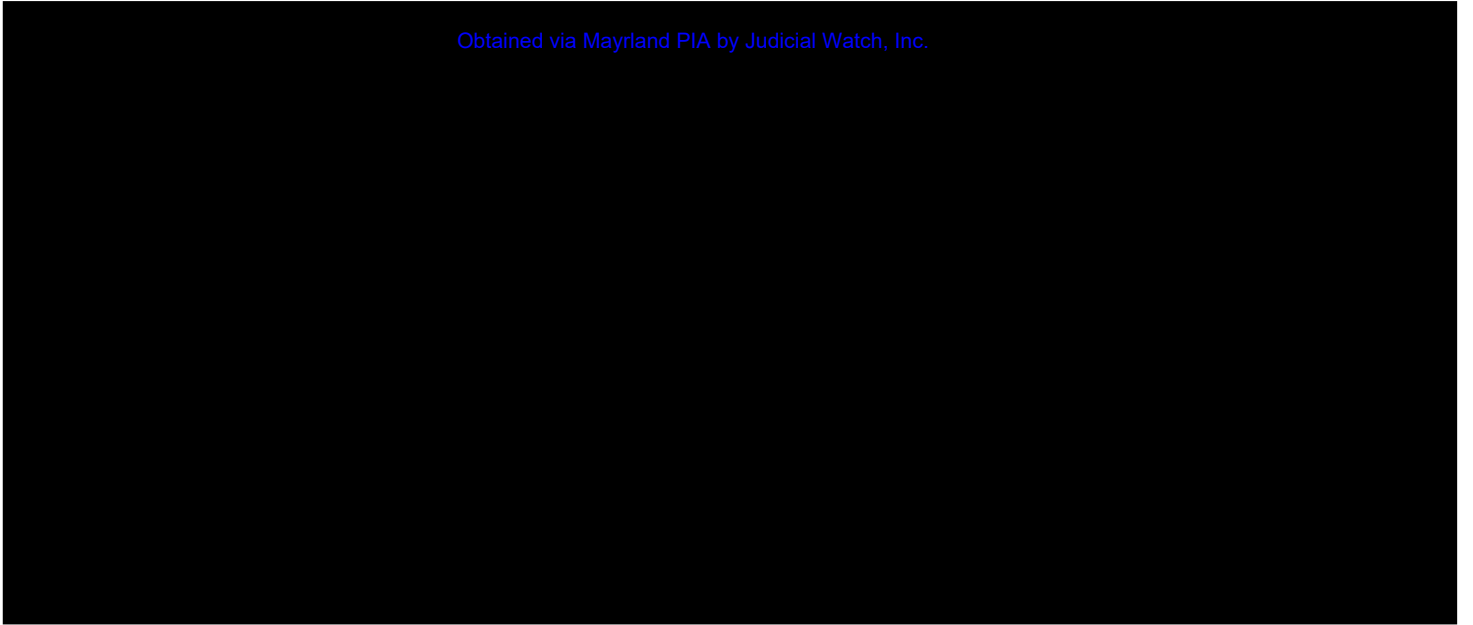
















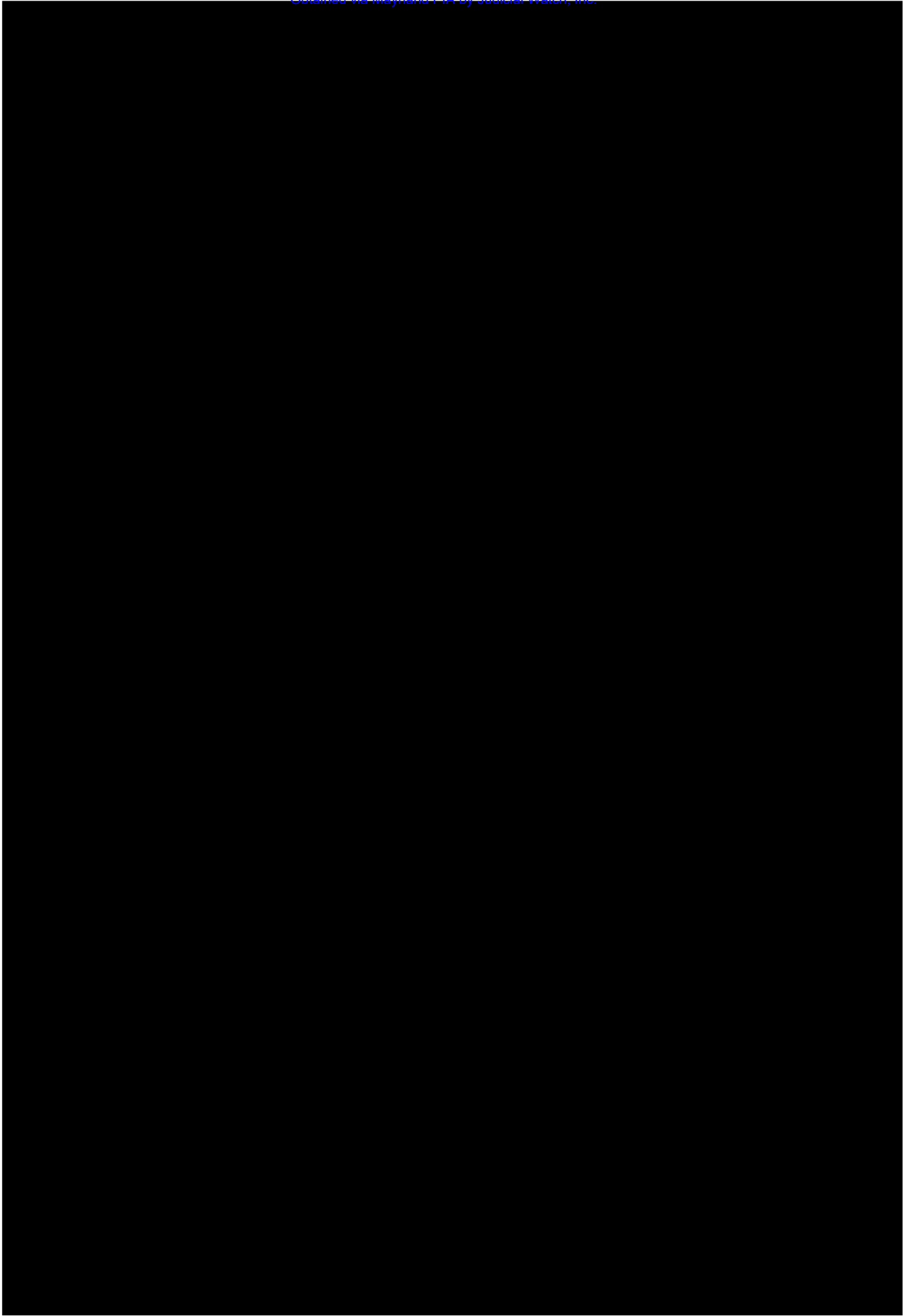
























**From:** [Mcknight, Monifa B](#)  
**To:** [Sheron, Stephanie S](#)  
**Subject:** FW: [EXTERNAL] In support of MCPS Ant-Racist System Audit  
**Date:** Thursday, November 5, 2020 12:31:00 AM

---

For your encouragement!

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Monday, November 2, 2020 4:09 PM  
**To:** Mcknight, Monifa B <Monifa\_B\_Mcknight@mcpsmd.org>  
**Subject:** [EXTERNAL] In support of MCPS Ant-Racist System Audit

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Deputy Superintendent Monifa McKnight,

[REDACTED] am applauding the School Board's efforts to conduct and anti-racist system audit. I've heard there has been some community pushback about this effort. I believe that effort is misguided and in no small part illustrates why conducting this audit is necessary to begin with, particularly in our county's public schools.

[REDACTED] We talked about how the field has changed and vocabulary has expanded over the years to identify issues that have always been with us. When we look at the overwhelming systemic racism that will affect everyone in our county, we need tools to identify the ways we can combat racism in a systemic way. It's time to go beyond diversity and inclusion to proactively addressing anti-racism in our institutions. In looking at the materials provided to conduct this study, I appreciate that Montgomery County wants to move with the times so we are not addressing racism, or failing to address it, in the same way we did in 1992.

Thank you for your service to the county's public schools and for continuing to combat systemic racism through your efforts.

[REDACTED]



**From:** [Mcknight, Monifa B](#)  
**To:** [Hamerski, Marianne M](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Ferrell, Linda E](#)  
**Subject:** FW: [EXTERNAL] Support for MCPS Anti-Racist System Audit  
**Date:** Thursday, October 29, 2020 12:37:00 PM

---

Stephanie,

I have not been able to forward you all of these emails but the board, Dr. Smith, and I have been getting many of these daily. Wanted you to know that despite the hurdles- many out there are supporting this work and are showing up to defend it!

If you want to see them, Marianne can forward them to you.

Thanks,

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Thursday, October 29, 2020 11:05 AM  
**To:** Smith, Jack <Jack\_Smith@mcpsmd.org>; Mcknight, Monifa B <Monifa\_B\_Mcknight@mcpsmd.org>; Evans, Shebra L <Shebra\_L\_Evans@mcpsmd.org>; Wolff, Brenda <Brenda\_Wolff@mcpsmd.org>; Patricia\_O%27Neill@mcpsmd.org; Docca, Judy <Judy\_Docca@mcpsmd.org>; Smondrowski, Rebecca K <Rebecca\_K\_Smondrowski@mcpsmd.org>; Silvestre, Karla <Karla\_Silvestre@mcpsmd.org>; Asante, Nick <Nick\_Asante@mcpsmd.org>; Dixon, Jeanette E <Jeanette\_E\_Dixon@mcpsmd.org>  
**Subject:** [EXTERNAL] Support for MCPS Anti-Racist System Audit

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear MCPS Leadership,

[REDACTED] I writing in full support of the County's Anti-Racist System Audit.

Understanding baseline measures will be a critical step in building a school system striving towards equity, inclusion, and antiracism. Such an audit is foundational to identifying the system's existing

strengths and weaknesses and to making structural and cultural changes moving forward.

While these should be goals at all times, ensuring our key social institutions are best situated to support communities of color is especially important during the pandemic which is disproportionately impacting Black and Hispanic people across the US.

It is disheartening to me to learn that others in the community have opposed the audit and efforts to pursue anti-racism; In doing so, they have prioritized privilege and power over making our schools healthier, safer, and more equitable spaces for all of the community.

Thank you for your leadership in these efforts.

[REDACTED]







**From:** [Mcknight, Monifa B](#)  
**To:** [REDACTED]; [Smith, Jack](#); [Jones, Donna Redmond](#)  
**Cc:** [Boddy, Troy](#); [Beckett, Laurretta D](#); [Sheron, Stephanie S](#); [Hazel, Niki T](#); [Wilson, Janet S](#)  
**Subject:** RE: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Monday, July 20, 2020 12:39:00 AM

---

Dear [REDACTED],

Thank you very much for providing this feedback to us regarding your child's summer course -Social Justice summer boost. This feedback is very helpful to us as we determine which have been most impactful to our students in a positive way. I have copied my executive director, Ms. Sheron, who will be in touch to see how we can involve you as a community stakeholder in our anti-racist system audit. We will need the perspective of engaged community members such as yourself when planning the priorities in the design of this audit.

Thank you so much for reaching out again. Stay safe and healthy!

Warm Regards,

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 7:34 PM  
**To:** Smith, Jack <Jack\_Smith@mcpsmd.org>; Jones, Donna Redmond <Donna\_R\_Jones@mcpsmd.org>; Mcknight, Monifa B <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** Boddy, Troy <Troy\_Boddy@mcpsmd.org>; Beckett, Laurretta D <Laurretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

[REDACTED]

**From:** [Mcknight, Monifa B](#)  
**To:** [Sheron, Stephanie S](#)  
**Subject:** Re: [EXTERNAL] Support for MCPS Anti-Racist System Audit  
**Date:** Thursday, October 29, 2020 1:07:21 PM

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Daily daily emails of support!

Somehow the word got out about pushback and folks are making it known that MCPS and the board are expected to keep this work going...

Monifa

Sent from my iPhone

On Oct 29, 2020, at 1:01 PM, Sheron, Stephanie S <[Stephanie\\_S\\_Sheron@mcpsmd.org](mailto:Stephanie_S_Sheron@mcpsmd.org)> wrote:

This is GREAT to hear! I was wondering about whether or not you and Jack were receiving messages of support!

*Stephanie Sheron*

Executive Director, Office of the Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, MD 20850  
Phone: 240-740-5652

---

**From:** Mcknight, Monifa B  
**Sent:** Thursday, October 29, 2020 12:38 PM  
**To:** Hamerski, Marianne M <[Marianne\\_M\\_Hamerski@mcpsmd.org](mailto:Marianne_M_Hamerski@mcpsmd.org)>; Sheron, Stephanie S <[Stephanie\\_S\\_Sheron@mcpsmd.org](mailto:Stephanie_S_Sheron@mcpsmd.org)>; Allain, Nicole P <[Nicole\\_P\\_Allain@mcpsmd.org](mailto:Nicole_P_Allain@mcpsmd.org)>; Ferrell, Linda E <[Linda\\_Ferrell@mcpsmd.org](mailto:Linda_Ferrell@mcpsmd.org)>  
**Subject:** FW: [EXTERNAL] Support for MCPS Anti-Racist System Audit

Stephanie,

I have not been able to forward you all of these emails but the board, Dr. Smith, and I have been getting many of these daily. Wanted you to know that despite the hurdles-many out there are supporting this work and are showing up to defend it!

If you want to see them, Marianne can forward them to you.

Thanks,

Dr. Monifa B. McKnight  
Deputy Superintendent

Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]

**Sent:** Thursday, October 29, 2020 11:05 AM

**To:** Smith, Jack <[Jack\\_Smith@mcpsmd.org](mailto:Jack_Smith@mcpsmd.org)>; Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)>; Evans, Shebra L <[Shebra\\_L\\_Evans@mcpsmd.org](mailto:Shebra_L_Evans@mcpsmd.org)>; Wolff, Brenda <[Brenda\\_Wolff@mcpsmd.org](mailto:Brenda_Wolff@mcpsmd.org)>; Patricia\_O%27Neill@mcpsmd.org; Docca, Judy <[Judy\\_Docca@mcpsmd.org](mailto:Judy_Docca@mcpsmd.org)>; Smondrowski, Rebecca K <[Rebecca\\_K\\_Smondrowski@mcpsmd.org](mailto:Rebecca_K_Smondrowski@mcpsmd.org)>; Silvestre, Karla <[Karla\\_Silvestre@mcpsmd.org](mailto:Karla_Silvestre@mcpsmd.org)>; Asante, Nick <[Nick\\_Asante@mcpsmd.org](mailto:Nick_Asante@mcpsmd.org)>; Dixon, Jeanette E <[Jeanette\\_E\\_Dixon@mcpsmd.org](mailto:Jeanette_E_Dixon@mcpsmd.org)>

**Subject:** [EXTERNAL] Support for MCPS Anti-Racist System Audit

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear MCPS Leadership,

[REDACTED] and I writing in full support of the County's Anti-Racist System Audit.



Understanding baseline measures will be a critical step in building a school system striving towards equity, inclusion, and antiracism. Such an audit is foundational to identifying the system's existing strengths and weaknesses and to making structural and cultural changes moving forward.

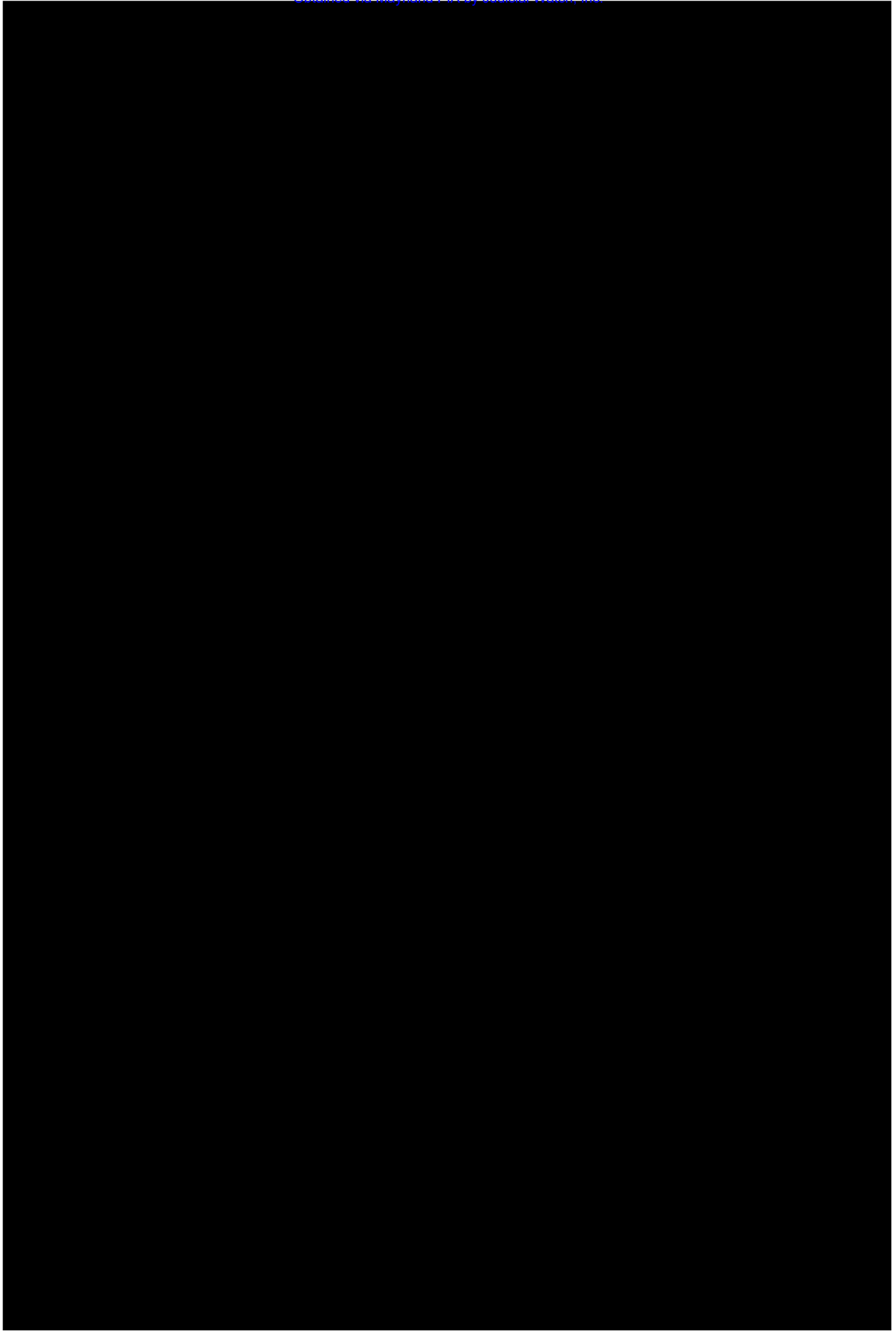
While these should be goals at all times, ensuring our key social institutions are best situated to support communities of color is especially important during the pandemic which is disproportionately impacting Black and Hispanic people across the US.

It is disheartening to me to learn that others in the community have opposed the audit and efforts to pursue anti-racism; In doing so, they have prioritized privilege and power over making our schools healthier, safer, and more equitable spaces for all of the community.

Thank you for your leadership in these efforts.

[REDACTED]





























**Request for Proposal No. 4900.1, System-wide Anti-racism Audit Consultant**

# **Proposal to Conduct a System-wide Anti-Racist Equity Audit for Montgomery County Public Schools**

Response to Request for Proposal # 4900.1

Submitted by MAEC INC.

October 12, 2020





## Table of Contents

<b>1.0</b>	<b><i>Intent</i></b>	<b>4</b>
<b>2.0</b>	<b><i>Introduction</i></b>	<b>6</b>
	MAEC's History Conducting Anti-Racist Equity Audits	6
	All-In: Equity and Achievement Framework	7
	Key MAEC Staff Working on the Equity Audit	10
	Other Staff Supporting the Project	12
<b>3.0</b>	<b><i>Proposed Scope of Services</i></b>	<b>16</b>
3.1	Context	23
3.2	Requirements	24
<b>4.0</b>	<b><i>Contract Term</i></b>	<b>27</b>
<b>5.0</b>	<b><i>Contract Termination</i></b>	<b>28</b>
<b>6.0</b>	<b><i>References</i></b>	<b>29</b>
<b>7.0</b>	<b><i>Format of Response</i></b>	<b>30</b>
7.1	Same order & individual responses	30
7.2	Compliance statement	30
7.3	Liability	30
7.4	Pricing proposal	30
<b>8.0</b>	<b><i>Mandatory Submissions</i></b>	<b>31</b>
8.1	Deliverables	31
<b>9.0</b>	<b><i>Treatment of Technical Data in Proposal</i></b>	<b>32</b>
<b>10.0</b>	<b><i>Proprietary and Confidential Information</i></b>	<b>33</b>
<b>11.0</b>	<b><i>Evaluation Criteria</i></b>	<b>34</b>
<b>12.0</b>	<b><i>Schedule</i></b>	<b>35</b>
<b>14.0</b>	<b><i>Addenda</i></b>	<b>35</b>
<b>15.0</b>	<b><i>eMaryland Marketplace Advantage</i></b>	<b>35</b>
<b>16.0</b>	<b><i>Multi-agency Participation</i></b>	<b>35</b>
<b>17.0</b>	<b><i>Inquiries</i></b>	<b>35</b>



<b>18.0</b>	<b><i>Elaborate Brochures.....</i></b>	<b><i>35</i></b>
<b>19.0</b>	<b><i>Bid protests.....</i></b>	<b><i>35</i></b>
<b>20.0</b>	<b><i>Contract.....</i></b>	<b><i>35</i></b>
<b>21.0</b>	<b><i>Notice to Bidders.....</i></b>	<b><i>36</i></b>
	<b><i>References.....</i></b>	<b><i>37</i></b>
	<b><i>Appendix A: Project Staff Résumés .....</i></b>	<b><i>38</i></b>
	<b><i>Appendix B: List of Current School District Clients.....</i></b>	<b><i>39</i></b>
	<b><i>Appendix C: MAEC Fiscal Report .....</i></b>	<b><i>40</i></b>
	<b><i>Appendix D: Equal Opportunities Certification .....</i></b>	<b><i>41</i></b>
	<b><i>Appendix E: Certification of Non-segregated Facilities.....</i></b>	<b><i>42</i></b>
	<b><i>Appendix F: Minority Business Enterprise.....</i></b>	<b><i>43</i></b>
	<b><i>Appendix G: Non-Debarment Acknowledgement .....</i></b>	<b><i>44</i></b>
	<b><i>Appendix H: Mid-Atlantic Purchasing Team Rider .....</i></b>	<b><i>45</i></b>
	<b><i>Appendix I: MAEC Current W-9 .....</i></b>	<b><i>46</i></b>
	<b><i>Appendix J: Notice to Bidders, Response to Questions.....</i></b>	<b><i>47</i></b>



## 1.0 Intent

The Mid-Atlantic Equity Consortium, Inc. (MAEC) is pleased to submit a proposal in response to Request for Proposal # 4900.1 to conduct the System-wide Anti-racism Audit for Montgomery County Public Schools (MCPS). MAEC's mission is to promote excellence and equity in education to achieve social justice. Our vision is that one day all children will have equitable opportunities to learn and achieve at high levels. For 28 years, MAEC staff has provided high-quality technical assistance and training to states, districts, and schools, and early care and education programs to ensure that the educational needs of racially, ethnically, economically, culturally, and linguistically diverse children and their families are met.

We are excited to respond to this RFP and have an opportunity to collaborate with MCPS to assist in examining systems, practices, and policies that impede access, opportunities, and equitable outcomes for the academic and social emotional wellbeing of every student. MAEC's offices are located in Bethesda, MD, and many of our staff members reside in Montgomery County. Our children attend or attended Montgomery County Public Schools. As a result, we have a deep investment in the equity work that the district is undertaking. This commitment to MCPS, our decades of experience in serving both the school district and Maryland, and our expertise in culturally responsive approaches to collecting and analyzing qualitative and quantitative data makes us uniquely qualified for this initiative. This understanding and skill set will more effectively help to ensure that information we gather through this audit process will assist MCPS to better comprehend staff, student, and parent perceptions of school culture, workforce diversity, work conditions, K-12 curriculum, community relations and engagement, and the district's All-In: Equity and Achievement Framework. The intended outcome of MAEC's work will be to authentically collaborate with MCPS staff to develop a strong, actionable strategic plan that will improve programming, expand services, inform decision-making, and strengthen access and opportunity for all stakeholders.

We have vast experience conducting equity audits for school districts, state education agencies, and other youth-serving organizations. We currently operate the federally-designated Region I Equity Assistance Center, serving 15 states and territories, including Maryland. MAEC has successfully managed these centers for more than 25 years using an innovative equity-centered capacity-building approach to address issues of access, power, race, socioeconomic, gender, language, and religion, as well as historical, community, and cultural contexts as they relate to healthy functioning school systems. We have conducted numerous equity audits as an essential part of this work. For example, in 2019, we worked with the Maryland State Department of Education (MSDE) to conduct a systematic needs assessment of the state's entire early childcare and education (ECE) system. In addition to a thorough document review and a stakeholder survey, as a part of this effort we organized and facilitated seventeen regional focus groups throughout Maryland. Through this process, we worked with numerous stakeholders, including MSDE, the Judy Centers, Head Start Programs, and Local Early Childhood Advisory Councils, Family Child Care Providers, and Child Care Centers. Through this kind of experience, we have learned how to efficiently and effectively gather both qualitative and quantitative data from key stakeholders to enact meaningful change. As important, we have gained a greater understanding of



the factors that at times hinder student learning and the wellbeing of staff. Our goal always is to turn equity from a value into an integrated and sustainable practice.

MAEC proposes to leverage our knowledge, experience, and values to create a project that maximizes the utility of the data we plan to gather, while at the same time minimizing costs. It would be a privilege to support Montgomery County Public Schools in this important work, and we would appreciate the opportunity to discuss how to adjust and adapt our ideas to best meet your needs.



## 2.0 Introduction

MAEC Inc. is located in Bethesda, MD. We have a 28- year record of providing high-quality technical assistance and training to states, districts, and schools to increase access, educational opportunities, and academic achievement for racially, ethnically, economically, culturally, and linguistically diverse students. MAEC served as the U.S. Department of Education's Equity Assistance Center for Region III (District of Columbia, Delaware, Maryland, Pennsylvania, and West Virginia) for 21 years. Currently, MAEC operates the federally designated Equity Assistance Center for Region I, Center for Education Equity (CEE), which comprises 15 states and territories (Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia), 4,440 school districts, and 19,125,434 students, including 4,321,252 students of color. Through this work we provide technical assistance with the goal of improving and sustaining the systemic capacity of public education systems to address problems caused by segregation and inequities. We also work to increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners). Essential services for schools, districts, and state education agencies include policy reviews, needs assessments and equity audits to identify root causes of inequities and provide technical assistance and training to address the inequities.

MAEC also currently operates the US Department of Education's federally funded Statewide Family Engagement Center, Collaborative Action for Family Engagement Center (CAFE). Through this project, MAEC partners with the states of Maryland and Pennsylvania to engage in high impact, culturally responsive family engagement by building partnerships among schools, parents, and community organizations to improve child development and positive learning outcomes for all children. To facilitate lasting results, CAFE leverages these resources to provide a sustained system of support to build capacities to improve outcomes for our target populations.

### **MAEC's History Conducting Anti-Racist Equity Audits**

MAEC has a longstanding history of using an anti-racist lens when conducting equity audits. We use an antiracist, culturally responsive approach when reviewing policies, curriculum, and other important district documents. From these reviews, we provide policy recommendations and develop trainings and tools to create equitable and safe learning environments for all students and staff. MAEC's previous work using data to advance culturally competent leadership and promote equitable decision-making and practices includes:

- Working with the Title I—Program Improvement and Family Support Branch of MSDE, in 2019 MAEC conducted a third-party root cause analysis project in three Comprehensive Support and Improvement (CSI) schools identified for closure in June 2019. The three closing CSI schools had unique needs specific to school closure and student transition activities that were best supported through this careful analysis and expertise of MAEC.
- Partnering with Danbury School District, CT, in 2018, to conduct a needs assessment, including an analysis of achievement data, stakeholder surveys, and the facilitation of stakeholder focus groups for teachers, parents, and students. MAEC triangulated this data and provided a report



and recommendations to the school district which led to policy changes, with the goal of improving school climate, achievement of Black and Latinx students, and addressing issues of disproportionality in discipline.

- Working with Delsea Regional School District, NJ, in 2019, MAEC worked with the district to increase their awareness and understanding of how the district interprets and responds to student misbehavior. In this project, MAEC worked with the Delsea Regional School District to address disproportionality in discipline. The scope of this project focused on using data to identify and understand the equity problem related to racial disproportionality in district discipline practices. MAEC conducted a root cause analysis and needs assessment using the district's discipline data and found racial disproportionality in discipline, especially for students with multiple infractions.
- Collaborating with the Christina School District, DE, during the 2017-18 SY, MAEC designed materials and facilitated five focus groups and two community forums. The results of the focus groups and community forums helped the district to identify deeply rooted racial and cultural equity issues, and, to invest district resources into addressing these issues, including creating a district equity team, a new disaggregated data system, and a more culturally responsive PBIS system.
- Assisting Portland Public Schools (PPS), ME, during the 2017-2018 school year, MAEC designed and conducted an equity audit that was aligned with key approaches in the district's strategic plan, *Portland Promise*. To better understand the needs and challenges the district faced regarding the implementation of equitable practices and policies, staff conducted 17 listening tour sessions with various stakeholder groups such as families, students, community members, teachers, other school staff, building administrators, and district administrators. Because of the listening tours, MAEC became aware of the strengths and equity challenges facing PPS. MAEC staff provided a written report with an analysis and recommendations from the listening tours. These findings were used to plan for future technical assistance and training to increase equitable practices and procedures.

### **All-In: Equity and Achievement Framework**

MAEC's theory of change contains four components: intersectionality of issues contributing to inequities, culturally sustaining pedagogy, asset-based approaches, and equity-centered capacity building. MAEC's theory of action addresses the complexities of layers of inequities to develop a transformational strategy that will result in greater and deeper learning for all students. Steps include collaborating with clients to identify needs to develop objectives, benchmarks, and outcomes. MAEC's equity and continuous improvement framework and technical assistance enable clients to adopt equitable policies and practices that create optimal conditions for teaching and learning. Results of our approach includes increased student access to high quality teachers and curriculum, increased student engagement, decreased over-representation in discipline for students of color, and ultimately increased academic achievement and well-being of low-income, racially, culturally, and linguistically diverse students. "Siloed" and over-simplified analyses produce policies and practices that fail to address the





complexity of creating positive learning environments for all students. Rather, sustained change requires addressing the interactive effects of students, schools, families, and communities.

### **Intersectionality**

Many students experience complex adversity when they identify with multiple groups that have historically been marginalized against a concept known as intersectionality (Crenshaw, 1989). Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face. Intersectional theory states that people are often disadvantaged by multiple sources of oppression: their race, class, gender identity, native language, sexual orientation, religion, and other identity markers. Intersectionality recognizes that identity markers (e.g. "female" and "Black") do not exist independently of each other, and that each informs the others, often creating a complex merging of oppression.

### **Intersectionality: Academic Achievement and Social Emotional Learning**

Matters of educational inequity have historically impacted students of color, students exposed to trauma, and students living in poverty (Simmons, Brackett, & Adler 2018). While achievement gaps have been the primary focus in education, more recently research has revealed gaps in social-emotional learning (SEL) competencies based on student demographics (Hough, Marsh, & McKibben, 2018). Public education has a role in addressing the societal needs of children of color and those living in poverty that have fewer resources and experience more societal challenges than their affluent peers. Public schools can leverage anti-racist policies and an anti-racist framework in order to improve the impact of societal challenges on student's social and emotional wellbeing.

A just and equitable educational system employs an anti-racist lens and calls for action in many areas addressing the inequality in resources and opportunities, including academic achievement and SEL. According to Darling-Hammond (2017), a just educational system includes opportunities to foster social-emotional and academic skills and personalized learning. Considering Montgomery County's diverse student demographics, identifying factors that impact achievement and social-emotional wellbeing is a complex issue that cannot be described with a single cause. Exposure to multiple factors related to poverty significantly impacts the mental health of populations facing adversity, including children of color and those living in low socioeconomic conditions (Dashiff, Dimicco, Myers, & Sheppard, 2009). Additionally, many students experience compounding adversity when they identify with multiple groups that have historically been marginalized. Strengthening the social and emotional development of marginalized student populations can serve as protective factors against this potential impact (Jones & Kahn, 2017). Understanding and recognizing the importance of SEL for outcomes and prevention raises the following important question: To what extent is MCPS supporting the development of SEL with intersectionality in mind? Educational systems are uniquely positioned to identify inequities and implicit biases to ensure all students, regardless of their race, ethnicity, gender, native language, disability, sexual orientation, or social-economic status, have the opportunity to develop their social and emotional skills and learn in an environment that is culturally responsive.

### **Intersectionality: Teaching Staff and Multiple Identities**



In recent years, there has been an increasing focus on preparing educators to teach for social justice. Black teachers have been highlighted for their historical and present work with Black students, eliminating educational inequities seemingly through their race consciousness and activism. The literature on black teachers has treated them as a single identity, often failing to attend to the multiple identities (including race, class, and gender) and intersectional lives of teachers. Intersectionality is a framework that can provide a way to study the various strands of an individual's identities and how they connect and work together. Intersectionality specifically argues against compartmentalized analyses of identity such as those that have been common in the research in teacher education.

When considering the beliefs and practices of teachers, it is important to consider all aspects of their identity, including, but not limited to their racial identity. Given the multifaceted, interconnected identities of individuals, it is important for any analyses of teacher identity to take this into consideration. For the purposes of this project, using intersectionality as a framework to understand the identity of teachers and staff will allow MAEC to better understand teachers and staff experiences, as well as the context of the greater systems of power in which they live and work. Overall, intersectionality is a more specified way to look at difference. However, in organizing difference in a more specified way, there is also room to find similarities, allowing people to find ways to work together. Keating (2009) explains:

*"This intertwined acknowledgement of differences and commonalities, coupled with a willingness to risk self-exposure, can revolutionize our approach to difference . . . demonstrating that it is not differences that divide us but rather our refusal to openly examine and discuss differences among us." (p. 86).*

In other words, even though intersectionality seeks to understand systems of oppression and differences between groups, the end goal is to use this information to end oppression and better meet the needs of individuals. Intersectional analyses of the identity of teachers and staff can provide a better understanding of the variables that define the identities of teachers and staff, and how these multiple identities influence their practices. Collins (1993) argues that, "we must first recognize race, class, and gender as interlocking categories of analysis that together cultivate profound differences in our personal biographies" (p. 3). She goes on to explain that these varying aspects of our identity cannot be divided or analyzed separately, but rather must be considered comprehensively. MAEC's expertise in using intersectionality as part of its theory of change makes us uniquely positioned to conduct the Anti-Racist Audit, and identify and mitigate the root causes of systemic barriers. By taking into account the complexities of student, parent, and staff identities MCPS will better understand, and be able to create learning environments, where all students, their families, educators, and staff thrive.

### **Asset Based Approach**

MAEC believes that key to student success is adopting an asset-based approach to education. This approach seeks to eliminate deficit thinking and harmful biases that hold back students, especially students of color, those with disabilities and English Language learners. The asset-based approach chooses to focus on students' strengths and capacities as opposed to only concerns or adversarial attitudes. It reflects a shift in which educators move away from deficit-based thinking – where the problems or the deficits are the focus – to relying more on the strengths a child possesses, and the strategies that could be used to support their learning and development (Lopez, 2009). The asset-based



approach presumes competence, acknowledging that all individuals have the ability to learn, to contribute in their own way, and respects the value of human diversity. It views diversity in thought, culture, and traits as positive assets. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack (Morrison, 2017). Finally, this approach affirms the power, potential, resourcefulness and resilience of low-income, racially, culturally, and linguistically diverse populations. The use of an asset-based approach and its importance to honoring and incorporating diverse resources and funds of knowledge is infused throughout MAEC's Anti-Racist Equity Audit Process.

### **Culturally Sustaining Pedagogy and Equity-Centered Capacity Building**

MAEC's theory of action holds that to overcome the barriers that separate people, we must find the bridges that unite them. True equity demands that the adults in schools serve as role models, mentors, and committed educators for all students. All adults (including non-teaching staff) must internalize and model equity and integration values. Equity-centered capacity building and culturally responsive pedagogy provide a context for teachers to acquire skills and specific strategies in order to support students. Teachers are best taught these approaches through reflection and culturally embedded professional learning opportunities.

To achieve equitable policies, practices and procedures, schools need informed, dedicated, and expert partners to help build the capacities required for student success and socio-emotional well-being. Integration of diverse student bodies requires new types of classrooms, pedagogy, and leadership. Through the combination of these approaches, MAEC's engagement in the Anti-Racist Audit will collaborate with MCPS to identify potential barriers that prevent all students from succeeding, and increase staff capacity and understanding of the importance of embracing diversity *and* equity to increase student engagement and academic achievement.

### **Key MAEC Staff Working on the Equity Audit**

MAEC's strong management structure ensures the adequacy of resources by maximizing effective use of our staff's talent. Our proposed management approach reflects shared capacity and responsibility to integrate services and activities between MAEC and MCPS. MAEC's proposed team members to staff this project have the expertise, leadership experience, and commitment to ensuring equity and the well-being of students, their families, and staff working in the district (*see Appendix A Staff Resumés*). MAEC's proposed key personnel will include a project manager, a senior evaluation specialist, and an equity specialist who will serve as a content expert.

#### **DARYL WILLIAMS, Ed.D.**

**SENIOR EQUITY SPECIALIST, MAEC**  
**ANTI-RACIST AUDIT PROJECT MANAGER**

Dr. Williams will serve as the project manager for this audit, and ensure that all stages of this project are completed within the established timetables. Dr. Williams returns to MAEC as Senior Education Equity Specialist, providing technical assistance and professional development training to schools and school districts to ensure that students are given access to an equitable education regardless of race, gender, national origin (English Learners), sexual orientation, socioeconomic status, or religious beliefs. Dr.



Williams has an extensive background in education working with special populations and students most at risk of academic failure. His years of educational service included roles as a classroom teacher, school administrator, director of Title I federal programs, state specialist with the Maryland State Department of Education, and as education coordinator with the department of social services. Previously, he served as Director of Race at MAEC. Prior to retiring from public education, he served as Associate Superintendent of Student Services. He continues to serve as faculty supervisor in teacher education for online master's degree students with the University of Phoenix. Daryl holds a B.A. in Music Education from Shaw University; a M.Ed. in Administration and Supervision from Virginia Commonwealth University; and an Ed.D. in Educational Leadership from the University of Phoenix.

#### **KATARZYNA (KASIA) RAZYNSKA**

**ASSOCIATE DIRECTOR OF EVALUATION AND CONTINUOUS IMPROVEMENT, MAEC  
ANTIRACIST AUDIT SENIOR EVALUATOR**

Ms. Razynska will lead the development of data collection instruments, gathering of data and the analysis of the information. She will also lead the writing of the final audit report. Ms. Razynska has 19 years professional experience and 8 years of continuous experience working on projects requiring evaluation, research design, statistical programming, and data management. At MAEC, she has led the data collection and writing of Maryland's PDG B-5 Needs Assessment and the Maternal Infant and Early Childhood Home Visiting Needs Assessment. She also works as an evaluator on the Center for Education Equity (CEE project.) Prior to joining MAEC she worked for ICF where she served on the internal evaluation team for the Capacity Building Center for States funded through the Children's Bureau. Furthermore, she led data collection for the Maryland State Department of Education's parent surveys under Part B and C of the Individuals with Disabilities Act (IDEA). She has also played an integral role with the Regional Education Laboratory Mid-Atlantic (REL MA). As the REL MA Maryland State Coordinator, she used her understanding of policy to ensure that Maryland's needs are well represented in REL activities. In her role as Coordinator of the REL Mid-Atlantic Longitudinal Data Use Research Alliance, she advised stakeholders on implementing new data processes. She graduated with a Master's Degree from The Harvard Graduate School of Education in International Education Policy with a focus on quantitative research methods.

#### **CAROL GANT**

**SENIOR EQUITY SPECIALIST – ANTIRACIST AUDIT CONTENT EXPERT**

Ms. Gant will be the Content Expert for this work. Currently Ms. Gant works as a part of the Together Juntos team in providing Technical Assistance and Training to assist the state of Maryland Department of Education in their efforts to improve early childhood services and outcomes. Ms. Gant has over 20 years' experience in education. Prior to joining MAE, Ms. Gant worked with the The National Center on Quality Teaching and Learning (NCQTL) where she served as a Regional Field Specialist in the Migrant and Seasonal Program Branch of the Federal Office of Head Start Head and transitioned to the same position at the National Center for Early Childhood Development, Teaching and Learning (NCECDTL) in 2015 when the contract shifted from the University of Washington to Zero to Three. Ms. Gant's primary responsibilities were to support the Office of Head Start (OHS) staff in improving their efforts to put research-based concepts into everyday practice in Head Start programs, to deliver training and technical



assistance, provide consultation on using data collection and analysis to make changes that improve child outcomes in support of school readiness and to provide oversight of grantees to assess program performance to ensure federal school readiness requirements were met. Ms. Gant holds a BS Interpersonal Communication from Ohio University and a Masters of Education from Bowie State University with a concentration in Special Education. She completed her doctoral coursework in Early Childhood Special Education at the University of Maryland and is ABD.

### **Other Staff Supporting the Project**

In addition to the key personnel, MAEC will rely on our staff of experts in different areas of equity, evaluation, and content to deliver the scope of work outlined in this proposal. We include bios of members of our staff who will actively participate in the project and lend their guidance and experience throughout the Anti-Racist Audit.

#### **SUSAN SHAFFER**

**PRESIDENT AND CO-FOUNDER – MAEC, INC.**

**EXECUTIVE DIRECTOR – CENTER FOR EDUCATION EQUITY**

Ms. Shaffer has been a nationally recognized expert for more than four decades. Her transformational work in public schools has centered on the development of comprehensive technical assistance for system wide change, training on educational equity and culturally responsive pedagogy and practice, school climate and culture, family, school, and community engagement, and multicultural gender-related issues. Currently, Ms. Shaffer is representing MAEC as a partner with the Chief State School Officers to create a State Consortium on Family Engagement, developing a CoP among seven state teams to develop a Birth to Grade 12 Family Engagement Framework. Ms. Shaffer has published extensively on gender equity, family engagement, civil rights, multicultural education, and disability. Her publications include a co-edited journal, *Equity-Centered Capacity Building: Essential Approaches for Excellence & Sustainable School System Transformation*, and co-authored book, *How to Connect with your iTeen: A Parenting Road Map*. Ms. Shaffer serves on several boards, including the National Association of Family, School and Community Engagement (co-founder), School of Education, Bowie State University, MD, the MD Women's Heritage Center, and Harmony through Education, an international NGO serving the needs of children with disabilities. She is the recipient of numerous awards for her service, leadership, and significant contribution to curricular materials on women. She holds a B.A. in History and M.A. in education from the University of California, Berkeley.

#### **MARIA DEL ROSARIO (CHARO) BASTERRA**

**VICE PRESIDENT**

Ms. Basterra is an educational psychologist with over 30 years of experience on issues related to educational evaluation, English learners, family engagement, culturally responsive education, and early childhood education. Ms. Basterra is MAEC's Director of Evaluation and Assessment and the Deputy Director of the Center for Education Equity. She assists the Executive Director with managerial and programmatic day to day operations. She provides TA to SEAs, LEAs, and schools to promote the academic achievement of Language Minority students and K-12 ELs. Ms. Basterra oversees and supervises external evaluators and monitors all MAEC evaluation activities. Ms. Basterra is the co-author of *Adelante: Moving Forward*, a guide to empower parents of ELs to advocate for their children, the



principal editor of *Cultural Validity in Assessment: Addressing Linguistic and Cultural Diversity and Excellence* (2011, Routledge), and the editor of *Equity for Language Minority Students: Critical Issues and Promising Practices* (1999, Mid-Atlantic Equity Consortium). She is also the co-author of *Family Involvement Information and Training Kit* developed in collaboration with the Delaware State Department of Education. Prior to joining MAEC, Ms. Basterra was the Manager of Multicultural Programs at the Smithsonian Institution (SI) Office of Education. As part of her accomplishments at SI, she led training series for preschool educators on promoting multiculturalism and developed the bilingual (Spanish/English) kit *One World – Many Children, a Multicultural Program for Early Childhood Education* published by Santillana. Ms. Basterra holds a M.A. in Education from Temple University and a B.A. in Psychology from Catholic University in Lima, Peru. She was a recipient of a Fulbright Scholarship to pursue her graduate studies and a Ford Foundation Research grant to pursue a study about the impact of culture in child development.

#### **KARMEN ROULAND, Ph.D.**

##### **ASSOCIATE DIRECTOR OF TECHNICAL ASSISTANCE & TRAINING - CENTER FOR EDUCATION EQUITY**

Dr. Rouland oversees CEE's technical assistance portfolio. Prior to joining CEE, she worked at the intersection of education policy and data at the District of Columbia Office of the State Superintendent of Education (OSSE) providing various approaches to problem-solving educational and policy issues facing DC educators and youth. Dr. Rouland has over 15 years of experience conducting research on education equity and serving as a youth mentor. Since 2006, she continues to teach undergraduate and graduate-level education courses for pre-service and in-service teachers. She holds a B.S. in Psychology from Howard University and her M.S. and Ph.D. from the Combined Program in Education and Psychology at the University of Michigan. Dr. Rouland is a proud board member of Girls Prep, Inc. and participant in the 2021 Leadership Montgomery Connecting Our Regions Execs (CORE) Program. Dr. Rouland is a former Commissioner with the Montgomery County Maryland Commission for Women.

#### **NYLA BELL**

##### **SENIOR EDUCATION EQUITY SPECIALIST - CENTER FOR EDUCATION EQUITY**

As MAEC's Senior Education Equity Specialist, Ms. Bell provides technical assistance and professional development to school districts seeking to advance racial, gender, cultural, and socioeconomic equity in their schools. Before joining MAEC, she spent 10 years working in education, beginning with her first job in high school as a grassroots youth organizer at the Philadelphia Student Union (PSU) and continuing into adulthood as an English teacher. She also worked as a teacher consultant with the Philadelphia Writing Project, graduate school instructor on race and critical pedagogy at the University of Pennsylvania, and technical assistance trainer at The Metro Center at NYU. Ms. Bell holds a Masters of Science in Education from the University of Pennsylvania and a Bachelor of Philosophy degree with honors and an interdisciplinary focus on social inequality from Pennsylvania State University.

#### **DANNELE FERRERAS**

##### **DATA AND EVALUATION SPECIALIST**

Ms. Ferreras has focused her career and educational experience on research and evaluation efforts for child welfare, education and childcare, and youth development programs and organizations. Prior to





working for MAEC she worked for ICF, where she conducted data collection, analysis, and reporting to evaluate child welfare services housed under the Children's Bureau. Ms. Ferreras held previous positions in the education and youth development fields. She has five years of experience in education, child welfare, and youth development research and evaluation. She is skilled in qualitative and quantitative data collection and analysis and is experienced in working with stakeholders to develop evaluations and understand and apply findings. She holds a Bachelor's of Science in Psychology from Brigham-Southern College, and a M.Ed. in Educational Psychology from the University of Virginia.

### **YOUNG-CHAN HAN**

#### **SENIOR FAMILY ENGAGEMENT SPECIALIST**

In her capacity as the International Student and Family Engagement Specialist at the Howard County Public School System, Ms. Han was instrumental in building a sustainable structure of support for immigrant families including the creation of the Interpreting and Translation Office and the International Parent Leadership Program. As a Family Involvement/Title I and English Learner/Title III Specialist at the Maryland State Department of Education, she continued to provide leadership, coordination and technical assistance to programs and projects that promote family engagement to ensure that all families, especially economically disadvantaged minority families are meaningfully engaged in education. In 2020, she spearheaded the State's publication, A Guide to School for Families of English Learners. At MAEC, as a Collaborative Action for Family Engagement (CAFÉ) Senior Family Engagement Specialist, Ms. Han coordinates the delivery of high-quality Family, School and Community Engagement programs and provides technical assistance to local educational agencies and partner organizations to support underserved communities across Maryland and Pennsylvania.

### **MARIELA PUENTES**

#### **PROGRAM ASSOCIATE**

Ms. Puentes serves as the State Family Engagement Center Program Associate for Maryland and Pennsylvania. She has been working in education both at schools and in nonprofits since 2012. Prior to joining MAEC, Ms. Puentes held several roles at a public charter school in Washington, D.C., which involved hiring teachers and staff, directing the school's summer program, and providing training on behavior intervention strategies. Before then, she managed a middle school enrichment program for an educational nonprofit in New York City. Ms. Puentes holds a M.Ed. in Curriculum and Instruction from the Lynch School of Education at Boston College, where she was also a Donovan Scholar with a focus on urban education, and a B.A. in Educational Psychology from Swarthmore College in Pennsylvania.

### **HEATHER TOMLINSON, Ph.D.**

#### **SENIOR SPECIALIST FOR EARLY CHILDHOOD AND FAMILY ENGAGEMENT**

Dr. Tomlinson has more than two decades of experience in research, policy, non-profit and international development work focusing on education, young children and families. She has published extensively, with a particular focus on low-income and marginalized populations. She is co-author of two books, including The Early Years Matter: Education, Care and the Well-Being of Young Children, Birth to 8, an invited editorial board member of the SAGE Encyclopedia of Contemporary Early Childhood Education, author of several chapters in NAEYC's flagship series on developmentally appropriate practice and numerous policy reports and scholarly journal articles. She has worked for The World Bank, UNICEF, the



National Association for the Education of Young Children (NAEYC), the office of Senator Edward Kennedy, NIH and Research Triangle Institute, and most recently served as Co-founder and Executive Director for Roshan Learning Center and YICF, a non-profit serving refugees and Indonesians living in poverty. She has PhD and Master's degrees from The University of Georgia and a Bachelor's degree from Pomona College. Dr. Tomlinson recently moved back to her hometown near Washington, DC, where she lives with her family and loves having renewed access to public libraries, sidewalks, bike and walking trails and extended family.





### 3.0 Proposed Scope of Services

#### Scope of Services for Conducting the Anti-Racist Audit

MAEC proposes a mixed method's approach that uses both qualitative and quantitative analyses to conduct the Anti-Racist Audit. As a part of the scope of the audit, MAEC will: 1) [REDACTED]

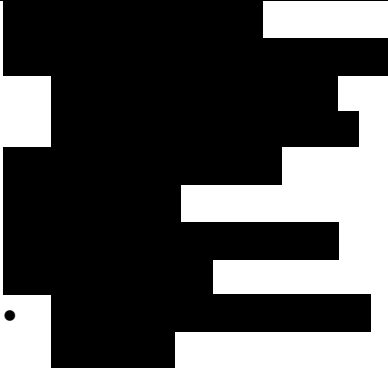
[REDACTED]

[REDACTED] The proposed recommendations will address the six focus areas of this project, including examining school culture, workforce diversity, work conditions, PreK-12 Curriculum, Community Engagement, and the district's All-In Equity Framework. Our approach seeks to decrease the burden of additional data collection by synthesizing the wealth of existing school system data, while at the same time, actively engaging key stakeholder groups in a continuous feedback loop to ensure their voices are reflected in the process. MAEC will employ a culturally responsive approach, ensuring that the audit includes the voices of stakeholders who represent the racial, ethnic, linguistic, and socioeconomic diversity of Montgomery County, in a way that reflects their engagement needs.

[REDACTED]

[REDACTED] Figure 1 shows sample audit questions based on the RFP and the proposed data collections that will be used to answer the questions. Regarding section 3.1 of the Request for Proposals,

[REDACTED]

Audit Questions	Method for data collection
<ol style="list-style-type: none"> <li><b>School Culture:</b> Is MCPS holistically taking a proactive approach to teaching their students and staff about the harm of racism and hate bias? How is MCPS strategically creating equitable and anti-racist school cultures?</li> <li><b>Workforce Diversity:</b> Is MCPS hiring for quality, expertise, and diversity in all areas of MCPS?</li> <li><b>Work Conditions:</b> Does MCPS have a work environment in every office, division, and school that is astute to creating an environment that acknowledges and addresses the complexities around race, diversity, and inclusion and how these factors impact a person's physical, psychological, and emotional well-being?</li> <li><b>Pre-K-12 Curriculum Review:</b> How does MCPS's curriculum provide interconnected and interdisciplinary learning experiences for students, preK-12, that strengthens students' sense of racial, ethnic, and tribal identities, helps students understand and resist systems of oppression, and empowers students to see themselves as change agents?</li> <li><b>Community Relations &amp; Engagement:</b> Is MSPS effectively engaging all communities to hear their needs and perspectives? Is MCPS effectively working with communities collaboratively to meet the needs of the students it serves?</li> <li><b>All In: Equity &amp; Achievement Framework:</b> Are MCPS students learning? Are they learning enough? If not, why not? What can be done about it?</li> </ol>	

## Document review and analysis of already existing data sources

17



experience complying with MCPS data sharing requirements through our Achievement Linking Innovation, Vision and Engagement (ALIVE) program- the 21<sup>st</sup> Century Community Learning Center program at Col. E. Brooke Lee Middle School in Montgomery County. MAEC will also ensure the security of all collected data, as well as the privacy and confidentiality of all who participate in the audit. We have a strong understanding of, and comply with, Family Educational Rights and Privacy Act (FERPA), and will adhere to the act when collecting data from students. Further, we use a password protected SharePoint site for any transfers of sensitive data. Only staff working on the project will have direct access to the data gathered. Reporting will be done either in the aggregate, or in a way where individual comments cannot be traced to the stakeholder. MCPS will have access to de-identified transcripts from the data collections.

***Figure 2. Audit Areas and Proposed Documents and Data Sources Associated with Each Area that Will Be Reviewed***

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[illegible]

[REDACTED]

MAEC will use findings from the document review, school level equity audit, and input from the steering committee to develop a series of Stakeholder Surveys which will be administered electronically via Qualtrics. MAEC will create four different survey forms to collect the perspective of diverse constituent groups, including MCPS students, staff, families, and other community members.

19



To help distribute the survey among stakeholders, MAEC will administer the survey during the town hall meetings, and through each of the schools. In order to engage parents of students in Pre-K, MAEC also proposes engaging the Montgomery County Local Early Childhood Advisory Committee and the two Judy Centers to make sure that voices of both those stakeholders who are engaged public Pre-K, as well as those who are not, are included in the data collection. The data from the survey will be triangulated with the data from the other data collections to get a full picture of stakeholder experiences across the school system.

### **Town Halls**

MAEC will conduct nine regional town halls that will be open to the public to get a sense of geographic differences across the county, including Bethesda, Takoma Park, Mid County, Silver Spring, Wheaton, East County, Germantown and Gaithersburg, Rockville, and Up County. If permitted by Health and Safety regulations related to COVID-19 for the Spring of 2021, these meetings will be conducted in-person and live streamed virtually. Alternatively, the meetings will be held virtually through Zoom. These meetings will be held in the evenings and will be open to anyone in the community. Each meeting will last about one hour and will be led by a trained facilitator who will use a pre-developed protocol to solicit feedback on each of the six areas of interest to the audit. The meetings will be recorded and transcribed. Transcripts from the meetings will be analyzed using MAXQDA—a qualitative data analysis software program—to identify regional themes as well as themes that affect the entire MCPS system.

[REDACTED]

[REDACTED]



**Figure 3. Proposed Stakeholder Focus Groups**

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



### 3.1 Context

#### Stages of the Scope of Work

**Stage 1: Planning Activities:** As a part of the MCPS Anti-Racism Audit, MAEC will use a strengths-based approach to co-develop the quantitative and qualitative data collection process with the Anti-Racist Audit Stakeholder Steering Committee. We strongly believe in co-constructing any data collection instruments and processes directly with staff from MCPS as well as other key stakeholders. We propose a two-hour virtual kick-off meeting during which we can review our proposed plan and scope of work, make sure we are on the same page about timelines and logistics, discuss the data collection plan, and begin planning the logistics of different data collections.

**Stage 2: Data and Capacity Assessment:** Following the kickoff meeting, MAEC will use already gathered documents to start conducting a document review. As a part of the data and capacity assessment, we will pull a report of key findings to help inform the remaining data collections. We will also start developing key data collection instruments, including the stakeholder survey as well as the focus group and interview protocols, in partnership with the Anti-Racist Audit Stakeholder Steering Committee. The survey will be available electronically through Qualtrics. MAEC will develop recruitment materials and a communication plan for informing stakeholders of the survey. We will also conduct a virtual training for school administrators on how to administer the equity audit in their schools and begin the equity audit data collection.

**Stage 3: Data Collection:** As we work to finalize the protocols, we will simultaneously begin to secure space and work on the logistics for the town hall meetings (if Health and Safety Guidelines allow for in person meetings by Spring 2021). We will make sure that each location provides meeting space for up to 100 stakeholders. We will work with schools, libraries, and Montgomery College to secure the needed spaces.

MAEC will also work to identify and recruit stakeholders for the virtual focus groups during optimal times that can be attended by a large enough group. If needed, MAEC has the staffing and capacity to hold the focus groups during evening hours for optimal stakeholder participation. All focus groups will be run through Zoom conferencing making it convenient for stakeholder participation.

Each focus group will be co-facilitated by two experienced MAEC evaluators. In addition, all focus groups will be audio recorded and transcribed. Transcripts will be de-identified and made available to MCPS leadership. Focus group participants will be asked to complete a short anonymous survey prior to the focus group to collect demographic information about the attendees and to sign a consent form.





[REDACTED]

At the same time, we will begin data collection through the survey instrument. We will administer the stakeholder survey at the nine regional town halls and ask those stakeholders to help distribute the survey among other stakeholders. We will also use our relationship with various equity and advocacy organizations in the county and will make sure the survey is distributed to a wide range of staff, students, families, and community partners who interact with MCPS.

**Stage 4: Data Analysis:** Once the data collections are completed, MAEC will analyze the data collected and develop findings for each of the Audit's central questions. We will also hold a meeting with the Anti-Racist Audit Stakeholder Steering Committee to acquire input and feedback on initial audit findings. MAEC will develop materials for the meeting, draft a meeting summary, and provide an evaluation of the meeting for attendees.

**Stage 5: Final Report:** Results of all the data collection methods will be triangulated and synthesized in a final report that will address the main audit questions outlined in Figure 1. In addition to summarizing the key findings, the report will include actionable recommendations for MCPS to help address structural barriers that might be preventing all students in the system from succeeding. The report will include both a narrative and a data summary of all data collected and used to inform the report.

**Stage 6: Recommendations, Dissemination, and Strategic Planning:** MAEC will develop an executive summary and a one page infographic to help summarize key findings and main recommendations of the Audit. These materials can be used present the key findings of the Audit to MCPS stakeholders and the entire community working with MCPS. MAEC will collaborate with system staff to develop an action plan for the system to be implemented and monitored by MCPS Staff.

### 3.2 Requirements

MAEC's proposed approach for conducting the Anti-Racist Audit meets all of the requirements outlined in the RFP. We are uniquely positioned to do this work, and have experience with similar projects, including conducting similar data collections during the COVID-19 Pandemic. We outline how we meet each of the RFP's requirements and highlight similar work we have done in the past below.

#### **Utilizing the stakeholder engagement feedback to frame interactions with staff, students, parents, and community members**

MAEC's proposed approach capitalizes on stakeholder engagement through both the Anti-Racist Audit Stakeholder Steering Committee, composed of key stakeholders who will guide the audit process, and by directly including stakeholders in six of the seven data collections. MAEC will use its asset-based approach and understanding of stakeholder groups to make sure that all of our data collections are appropriate to the stakeholders from whom we are gathering data. We have expertise in working with parent and family members from populations facing adversity, and working directly with students. MAEC's competency, as related to this requirement, includes coordinating and facilitating town halls, interviews, and focus groups of key stakeholders in a methodologically rigorous and culturally responsive manner, that ensures the gathering of valuable data, feedback, and insights on projects



including the Together *Juntos* Early Childhood Needs Assessment for MSDE and our Equity Audit for Danbury (CT) Public Schools.

**Utilizing current system data to frame questions and create a data collection process addressing areas of the Anti-racism Framework.**

A principal component of MAEC's approach is utilizing the document and data already gathered by MCPS to streamline further data collections and inform future data collections. [REDACTED]

[REDACTED]

[REDACTED] MAEC works with districts to identify and address problems through an innovative approach, including equity analysis and data visualizations through tools like Qualtrics and Tableau.

**Examine data through a research based racial equity lens.**

At the core of MAEC's approach is our commitment to conducting this Anti-Racist Audit with racial equity at the center of the project. We are a national leader in providing technical assistance to districts and states on addressing barriers to educational equity by collecting and analyzing disaggregated achievement, demographic, programmatic, and culture and climate data. Our proposed methodology, the instruments we develop for the data collections outlined in the scope of work, and tools we propose to use, such as [REDACTED], are research-based, and comply with national standards. Through our technical assistance we support schools and districts to meet civil rights compliance, including addressing disproportionality in discipline and creating access to academic rigor for racially, culturally, and linguistically diverse students. We also have experience implementing culturally responsive pedagogy and practice for educators, including administrators and teachers.

**Spearhead opportunities for multiple stakeholders to share their experiences related to access, opportunities, and interactions with others and the impact on their academic or professional and social emotional well-being to identify the systemic barriers.**

MAEC's proposed approach to this project includes six different ways for stakeholders to participate. When developing our approach, we designed it to include the voices of all stakeholders, including those who are difficult to engage in data collection efforts, such as children under third grade (through classroom observations) and parents and families facing adversity (through phone interviews). In addition to the survey, equity audit, and town hall meetings, we also propose focus groups that will strategically recruit participants who we might not have heard from in other data collection methods. We have used a similar approach in our work with the Maryland State Department of Education (MSDE) on the PDG B-5 grant, and we were able to gain insights from stakeholders who previously never engaged with MSDE, such as Spanish speaking migrant workers on the Eastern Shore. MAEC's expertise in meeting this requirement includes developing data collection instruments in English and Spanish, including document review protocols, surveys, focus group/interview protocols, and surveys that respond to the cultural and language needs of stakeholders.

**Collect quantitative and qualitative data to determine practices, policies, procedures, and lived experiences that create barriers to access, opportunities, and wellbeing.**

MAEC's proposed approach uses a mixed method's design incorporating both qualitative and quantitative data collection. Our methodology uses a collaborative inquiry approach to examine



multiple sources of data to allow for optimal triangulation of data. MAEC uses state of the art quantitative and qualitative tools for data collection and analysis including SPSS, Qualtrix, MAXQDA, Arc GIS, and Tableau. In the past, we have successfully analyzed such data to support schools and districts to meet civil rights compliance, including addressing disproportionality in discipline and access to rigor for racially, culturally, and linguistically diverse students.

**Synthesize the data sources to determine patterns and trends to identify the systemic barriers, and prioritize them to make short-term and long-term recommendations to address all six focus areas.**

MAEC has expertise in analyzing data to produce actionable reports for our clients. We have successfully developed recommendations that have allowed our clients to develop actionable strategic action plans. We believe at the end of the audit MCPS will be positioned to develop a strategic plan that can tackle complex challenges posed by barriers to equitable access for all students identified through the audit. MAEC is a leader in helping clients successfully develop strategic plans that capture our clients' vision and provide measures to assess progress of the implementation.



## **4.0 Contract Term**

"Understand and comply"



## **5.0 Contract Termination**

"Understand and comply"

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## **7.0 Format of Response**

**7.1 Same order & individual responses** – “Understand and comply”

**7.2 Compliance statement** – “Understand and comply”

**7.3 Liable** – “Understand and comply”

**7.4 Pricing proposal** – See separate document, **Pricing Proposal and Budget Narrative**



## **8.0 Mandatory Submissions**

### **8.1 Deliverables**

- As outlined in Section 2.0, MAEC staff have the necessary skills, knowledge, and abilities to perform the services that are part of an anti-racist equity audit for the district.
- As outlined in Section 1.0, 2.0, and 3.0, MAEC has provided evidence of effectiveness of our proposed services as it is related to conducting an anti-racist equity audit. We also included a list of references (see Section 6.0), as well as, a list of current school district clients with which we conduct technical assistance and training.
- Lastly, in Section 3.0, we provide our plan to comply with data sharing requirements from MCPS.





## **9.0 Treatment of Technical Data in Proposal**

“Understand and comply”



## **10.0 Proprietary and Confidential Information**

“Understand and comply”



## 11.0 Evaluation Criteria

As outlined in Section 3.0, MAEC proposes to conduct an anti-racist equity audit, using tenets of culturally responsive data collection and analysis. We proposed a plan for conducting virtual and face-to-face interactions to gather stakeholder feedback. Before developing our proposed scope of work, MAEC reviewed the various data reports and resources provided in the RFP Section 3.1. The plan for the anti-racist equity audit is based on a review of the data provided by MCPS.

As outlined in Section 2.0, MAEC's qualifications and history conducting needs assessments and equity audits would be beneficial to MCPS' goal of conducting a system-wide anti-racist audit. On pages 6-7, we also provided examples of recent projects and past performance conducting needs assessments.



## **12.0 Schedule**

“Understand and comply”

## **14.0 Addenda**

“Understand and comply”

## **15.0 eMaryland Marketplace Advantage**

“Understand and comply”

## **16.0 Multi-agency Participation**

“Understand and comply”

## **17.0 Inquiries**

“Understand and comply”

## **18.0 Elaborate Brochures**

“Understand and comply”

## **19.0 Bid protests**

“Understand and comply”

## **20.0 Contract**

“Understand and comply”



## 21.0 Notice to Bidders

**I. BIDDER INFORMATION:** As appropriate, check and/or complete one of the items below.

- ☒ 1. Legal name (as shown on your income tax return): Mid-Atlantic Equity Consortium, Inc.
- ☒ 2. Business Name (if different from above): n/a
- ☒ 3. Tax Identification Number: 52-1790753

**II. BIDDER'S CONTACT INFORMATION:** This will be filed as your permanent contact information.

Company Name: Mid-Atlantic Equity Consortium, Inc. (MAEC)  
Address: 5272 River Road, Ste 340, Bethesda, MD 20816  
Bid Representative's Name: Susan Shaffer  
Phone Number/Extension: 301-657-7741 ext. 118  
Fax Number: 301-453-8268  
Toll Free Number: n/a  
Email Address: sshaffer@maec.org  
Website: www.maec.org

**II. VENDOR'S CERTIFICATION:** Upon notification of award, this document in its entirety is the awarded vendor's contract with MCPS. By signing below, the undersigned acknowledges that he/she is entering into a contract with MCPS.

- A. The undersigned proposes to furnish and deliver supplies, equipment, or services, in accordance with specifications and stipulations contained herein, and at the prices quoted. This certifies that this bid is made without any previous understanding, agreement, or connection with any person, firm, or corporation making a bid for the same supplies, materials, or equipment, and is in all respects fair and without collusion or fraud.
- B. I hereby certify that I am authorized to sign for the bidder and that all statements, representations, and information provided in this response to the Request for Proposals, including but not limited to the Non-Debarment Acknowledgement, are accurate.

By (Signature) Susan Shaffer  
Name and Title Susan Shaffer, President  
Witness Name and Title Phoebe Schlanger, Finance Mgr.



## References

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- Hough, H., Marsh, J., & McKibben, S. (2018). *Enacting social-emotional learning: Lessons from “outlier schools” in California’s CORE districts*. Policy Analysis for California Education. <https://edpolicyinca.org/publications/sel-practices>
- Jones, S. M., & Kahn, J. (2017). *The evidence base for how we learn: Supporting students’ social, emotional, and academic development*. The Aspen Institute. <https://files.eric.ed.gov/fulltext/ED577039.pdf>
- Keating, A. (2009). From intersections to interconnections: Lessons for transformation from this bridge called my back: Radical writings by women of color. In M.T. Berger and K. Guidroz (Eds.), *The intersectional approach: Transforming the academy through race, class, and gender* (pp. 81–99). Chapel Hill, NC: The University of North Carolina Press.
- Lopez, S. J., & Louis, M. C. (2009). The principles of strengths-based education. *Journal of College and Character*, 10(4). <https://doi.10.2202/1940-1639.1041>
- Morrison, K. L. (2017). Informed asset-based pedagogy: Coming correct, counter-stories from an information literacy classroom. *Library Trends*, 66(2): 176–218. <https://doi.10.1353/lib.2017.0034>
- Pianta & Hamre (2008). *The Classroom Assessment Scoring System (CLASS)*. Paul H. Brookes Publishing Co., Inc.
- Simmons, D. N., Brackett, M. A., & Adler, N. (2018). *Applying an equity lens to social, emotional, and academic development*. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University. [https://www.rwjf.org/content/dam/farm/reports/issue\\_briefs/2018/rwjf446338](https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2018/rwjf446338)



## **Appendix A: Project Staff Résumés**



## AREAS OF EXPERTISE

# Daryl V. Williams, Ed.D.

## Senior Education Equity Specialist, MAEC

## MAEC

Civil Rights Compliance – Title I  
Equity & Culturally Responsive Education  
Technical Assistance & Training  
Disproportionality & Discipline

2018 – present

### SR. EDUCATION EQUITY SPECIALIST

Provide technical assistance and training that address equity issues pertaining to race, gender, national origin (ELs), socioeconomic diversity, and/or religious beliefs. Develop new trainings via videoconferencing multiple subjects related to educational equity, school improvement, and/or teaching and learning that are relevant to State Education Agencies (SEAs) and Local Education Agencies (LEAs). Conduct online training using Zoom platform for school district teams on topics including culturally responsive teaching, disproportionate discipline of Black male students, race and racism in public education, and digital inequities and the COVID-19 pandemic; and other aspects of social justice to support organizational change. Support MAEC communication strategies, including bimonthly newsletters, social media, podcasts, conferences, and webinars. Work collaboratively with MAEC leadership and staff to ensure high-quality services, products, and trainings.

Selected Recent  
Projects

### CENTER FOR EDUCATION EQUITY

Urban school district #1: Serve as the third party consultant providing technical assistance to support a review of the District's sex-based harassment policies, practices, and procedures to make them consistent with one another and with Federal law. Project emerged from a voluntary settlement agreement with the U.S. Department of Justice. Conducted focus groups and drafted a report with recommendations on how the District can make improvements to the climate and policies; will provide trainings to help District implement findings from the report.



Urban school district #2: Multi-year project to help the District address complaints from students and families that policies and procedures to ensure educational equity for all students were inconsistently implemented and not aligned with the District's revised five-year strategic plan. To support the District's efforts, this project focuses on an analysis of the culture and climate at one high school. Conducted a series of focus groups and gathered data from climate surveys. The project will expand to support the District's efforts in creating an equity plan that includes staff training, curriculum audits, and other aspect aligned to the strategic plan.

## PRIOR TO MAEC

2018 - 2019

### **EDUCATION LIAISON & POLICY MANAGER READY BY 21 DEPARTMENT OF SOCIAL SERVICES PRINCE GEORGE'S COUNTY GOVERNMENT**

*Landover, MD.* Provided overall assistance to youth in care that were more likely to change schools, repeat a grade level, receive special education services, and drop out of school before completing high school. Identified and resolved academic, emotional, and social issues that impede youth from successfully completing an educational program. Worked with case workers to identify and assist youth in care to overcome the educational difficulties that impede their school progress. Monitored youth's progress toward graduation requirements as well as educational and/or vocational goals. Assessed factors that may affect youth's progress and identified and implemented strategies to improve student learning and attendance. Worked collaboratively with local school districts, juvenile services, placement agencies, and foster youth.

2013 - 2015

### **ASSOCIATE SUPERINTENDENT (RETIRED) DIVISION OF STUDENT SERVICES PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**

*Upper Marlboro, MD.* Led nine departments in the district to support student achievement: meet or exceed graduation rates; reduce truancy and absenteeism; and show growth in the use of positive behavior supports. Provided leadership, direction, and coordination of residency, home instruction, international student admissions, counseling, psychological services, pupil personnel services, homeless students, PBIS, and provided input to the evaluation of these personnel. Collected, Analyzed, and interpreted data and performance measures for dissemination to improve the delivery of student services. Conducted meeting and other trainings using both in-person meetings and

videoconferencing. Served as a leader-representative to the Prince George's County government Transforming Neighborhoods Initiative- a collaboration between county government and the school district to develop support services to achieve and maintain a thriving economy, great schools, safe neighborhood, and high-quality healthcare.

2011 - 2013

**TITLE I COORDINATOR****OFFICE OF PROGRAM SUPPORT/DIVISION OF INSTRUCTION  
CHARLES COUNTY PUBLIC SCHOOLS**

*La Plata, MD.* Developed the Title I application (Attachment 7 of the Bridge to Excellence Master Plan), the Title I 1003a School Improvement Grants, and Guidelines for Third Party Contracts for Equitable Services to Private School Students. Maintained strict fiscal accountability of financial documents and procurement requests. Supported a 10% increase in MSA Reading and Math scores in 2 Title I schools.

**SUMMARY OF  
OTHER EQUITY  
WORK**

Faculty Instructor, College of Doctoral Studies, University of Phoenix, 2020-present  
Prince George's County Workforce Investment Board, Member  
Transforming Neighborhood's Initiative Taskforce for Prince George's Co, Member  
Prince George's Co. Juvenile Court & School Safety Workgroup, Member  
Supervisor of Program Accountability, Title I Department, PGCPs  
Director of Race Equity Programs, The Mid-Atlantic Equity Center, 1997-1999  
Assistant Principal, Staff Specialist, Coordinator of Dropout Prevention Program,  
and Classroom Teacher.

**EDUCATION**

2018

**DOCTORATE OF EDUCATION IN EDUCATION LEADERSHIP**

*A Qualitative Exploratory Case Study: Superintendents' Views on Race, Ethnicity, and Cultural Equity in Social Justice Leadership and Policy Development.*

UNIVERSITY OF PHOENIX  
PHOENIX, AZ

1989

**MASTERS OF EDUCATION- ADMINISTRATION AND SUPERVISION**

VIRGINIA COMMONWEALTH UNIVERSITY  
RICHMOND, VA

1979

**BACHELOR OF ARTS - MUSIC**  
SHAW UNIVERSITY  
RALEIGH, NC

## RECENT PUBLICATIONS

---

2020

**"TIME TO ACT: HOW SCHOOL SUPERINTENDENTS KEEP EQUITY AT THE CENTER OF THEIR LEADERSHIP GUIDE,"** CEE@MAEC, CO-AUTHORED WITH SUSAN VILLANI OF WESTED (TO BE PUBLISHED 2020).

2019

**"DISCIPLINE STRATEGIES TO COMBAT FAULTY ASSUMPTIONS THAT TARGET BLACK MALE YOUTH,"** IDRA NEWSLETTER • OCTOBER 2019.

## RECENT PRESENTATIONS

---

2020

**"BLACK LIVES MATTER AT SCHOOL: A DISCUSSION WITH EDUCATORS ON THE INTERSECTIONS OF ACTIVISM AND PEDAGOGY,"** MAEC WEBINAR, JUNE 30, 2020

2020

**"A CONVERSATION WITH TEACHERS: HOW COVID-19 IS AFFECTING THEIR EDUCATIONAL EXPERIENCE,"** MAEC WEBINAR SERIES, MAY 5, 2020

2020

**"A CONVERSATION WITH STUDENTS: HOW COVID-19 IS AFFECTING THEIR EDUCATIONAL EXPERIENCE,"** MAEC WEBINAR SERIES, APRIL 14, 2020

## CONTACT

MAEC  
5272 RIVER RD, SUITE 340  
BETHESDA, MD 20816  
301-657-7741  
DARYL@MAEC.ORG



## AREAS OF EXPERTISE

# Katarzyna Razynska

## Associate Director of Evaluation and Continuous Improvement, MAEC

Quantitative and Qualitative Research Methods  
Data Collection and Instruments Design Including Surveys, Interview and Focus  
Group Protocols  
Program Evaluation Design  
Technical Assistance & Training  
Dual Language Learners and English Language Learners  
Continuous Quality Improvement Methods

## MAEC

2019 – present

### **ASSOCIATE DIRECTOR OF EVALUATION AND CONTINUOUS IMPROVEMENT**

Conduct evaluation of selected projects in English and Spanish, including report writing. Manage and oversee the work of the evaluation team at MAEC. Conduct qualitative and quantitative data collection including interviews and focus groups. Coordinate and manage logistic activities for conducting evaluation of selected projects

Selected Recent

### **CENTER FOR EDUCATION EQUITY (CEE)**

Serves as an internal evaluator for the project. Conducts staff and client interviews as a part of Center for Education Equity annual evaluation and writes reports. Manages data collections and instrument development on projects, drafts reports for clients.

### **MATERNAL, INFANT, AND EARLY CHILDHOOD HOME VISITING (MIECHV)**

Serves as the Data Specialist and Methodologist on a grant with the Maryland Department of Health (2019-present), to manage a statewide needs assessment

of Maryland's home visiting programs. Develops data collection instruments including survey and focus group tools. Manages the writing of a report for the Health Resources and Service Administration

### TOGETHER JUNTOS NEEDS ASSESSMENT

Served as Needs Assessment Lead on a grant with the Maryland Department of Education (2019-2020). Led the development of the needs assessment under the Preschool Development Grant Birth to Five (PDG B5). Led logistics work related to scheduling and conducting focus groups for the PDG 5 Need assessment. Facilitated for Maryland's PDG B5 needs assessment in English and Spanish. Authored report summarizing the findings of the needs assessment for federal submission. Contributed to the development of a strategic plan based on the findings of the needs assessment.

## PRIOR TO MAEC

2015 – 2018

### TECHNICAL SPECIALIST ICF

*Rockville, MD.*

#### MSDE SURVEY OF PARENTS WITH SPECIAL NEEDS CHILDREN

Served as project director for Maryland State Department of Education's (MSDE) annual survey of parents with special needs children. Provided oversight to all aspects of survey design and data collection in English and Spanish, designing strategies to increase response rates, monitoring data collection from over 100,000 Maryland parents, leading the data analysis and reporting.

#### CAPACITY BUILDING CENTER FOR STATES

Served as an evaluation technical specialist for the Capacity Building Center for States (CBCS), a contract funded by the Children's Bureau. Contributed to the planning and implementation of the CBCS's internal evaluation using a continuous quality improvement approach, incorporating evidence-based strategies, to include innovate technical assistance activities and web-based technology.

#### REGIONAL EDUCATIONAL LABORATORY MID ATLANTIC

Served as a senior member of the Regional Educational Laboratory Mid-Atlantic (REL MA) team supporting all REL tasks. Served as the Maryland State Coordinator for REL MA, building and maintaining professional relationships with key education stakeholders within Maryland, increasing stakeholder awareness of REL MA's

mission, scope and research as well as technical assistance activities. Contributed to successful concept papers, technical assistance and event proposals, webinars, newsletters, reports and other content on the REL website using plain language guidelines. Developed content for data related trainings and conferences including the Pennsylvania Department of Education Data Summit, Maryland Department of Education Data Summit and the District of Columbia Data Summit.

2014 – Present

**BILINGUAL ADJUNCT PROFESSOR**  
**ANA G. MENDEZ UNIVERSITY SYSTEM CAPITAL AREA CAMPUS**

*Wheaton, MD.* Taught undergraduate and graduate courses in research methods, measurement, evaluation and curriculum development. Developed course content and delivered instruction using the Dual Language Immersion Model with half of the content presented in Spanish, and the other half in English.

2011– 2014

**RESEARCH ASSOCIATE**  
**EDCOUNT, LLC**

*Washington , DC.*

**REGIONAL EDUCATIONAL LABORATORY MID ATLANTIC**

Served as Deputy Project Director for the Regional Educational Laboratory (REL) Mid-Atlantic at edCount, managing staff, resources and the project budget. Coordinated the Longitudinal Data Use Research Alliance for REL Mid-Atlantic by engaging stakeholders in the region interested in state longitudinal data systems.

•

**PUERTO RICO CORE STANDARDS**

Oversaw and facilitated the development of Puerto Rico Core Standards (PRCS) for mathematics in partnership with the Puerto Rico Department of Education. Led the development of a mathematics curriculum tied to PRCS using principles of Understanding by Design and backward mapping. Managed all aspects of integrated assessments tied to Puerto Rico's curriculum in English as a second language, Spanish language arts, mathematics, and science. Co-developed the methodology for PRDE's accountability system's school classification based on federal requirements.

**SUMMARY OF  
 OTHER EQUITY  
 WORK**

Currently serves as an Online English Teacher for VIPKID, teaching English to children between 4 and 16 in China using an online platform. Served as the Vice President and Education Specialist for the Harvard Union of Clerical and

Technical Workers, co-chairing the committee for workforce education and development and organizing and administering professional development opportunities for Harvard's clerical and technical staff. Served as an English and Spanish Instructure in St. Quentin, France through a fellowship from the French Ministry of Education. Served as a Teaching Fellow at Harvard University supporting the teaching of research methods courses

## EDUCATION

- |      |                                                                                                                         |
|------|-------------------------------------------------------------------------------------------------------------------------|
| 2005 | <b>ED. M IN INTERNATIONAL EDUCATION POLICY WITH A FOCUS ON RESEARCH METHODS</b><br>HARVARD GRADUATE SCHOOL OF EDUCATION |
| 2001 | <b>B.A. IN INTERNATIONAL RELATIONS (MAGNA CUM LAUDE)</b><br>BOSTON UNIVERSITY                                           |

## PUBLICATIONS

- |      |                                                                                                                                                                                                                                                                                                  |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2019 | <b>"TOGETHER JUNTOS NEEDS ASSESSMENT: A SYSTEMATIC REVIEW OF EARLY CHILDHOOD CARE AND EDUCATION NEEDS IN MARYLAND"</b> MID-ATLANTIC EQUITY CONSORTIUM, BASTERRA M., GANT C., TOMLINSON H., MOUSA N., SHELDON S., JUNG S.                                                                         |
| 2012 | <b>"REVIEW OF ACCOMMODATION SELECTION FOR STUDENTS WITH DISABILITIES AND LIMITED SPANISH PROFICIENCY STUDENTS FOR THE PRUEBAS PUERTORRIQUEÑAS DE APROVECHAMIENTO ACADEMICO (PPAA),"</b> WASHINGTON DC: EDCOUNT, LLC FOR THE PUERTO RICO DEPARTMENT OF EDUCATION., FUNG M., QUINONES L., FORTE E. |
| 2012 | <b>"REVIEW OF LITERATURE ON ALLOWABLE ACCOMMODATIONS ON THE PRUEBAS PUERTORRIQUEÑAS DE APROVECHAMIENTO ACADEMICO (PPAA) FOR STUDENTS WITH DISABILITIES AND LIMITED SPANISH PROFICIENCY."</b> WASHINGTON DC: EDCOUNT, LLC FOR THE PUERTO RICO DEPARTMENT OF EDUCATION., QUINONES L., FORTE E.     |

## PRESENTATIONS

- |      |                                                                   |
|------|-------------------------------------------------------------------|
| 2019 | <b>"COMING FROM A POSITIVE PLACE: REFRAMING HOW WE TALK ABOUT</b> |
|------|-------------------------------------------------------------------|

	<b>AND MEASURE ISSUES RELATED TO EQUITY IN EDUCATION,"</b> PRESENTATION AT THE 2019 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON DC., BELL, N., MOUSA, N.
2018	<b>"YOU CAN HANDLE THE TRUTH: HOW TO HELP CLIENTS OVERCOME ANXIETY ABOUT EVALUATION."</b> PRESENTATION AT 2018 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON, DC., BHATTACHARYA S., CLINTON Y.
2017	<b>MOVING BEYOND ACCOUNTABILITY: MARYLAND'S USE OF DATA TO INFORM DECISIONS,"</b> PRESENTATION AT 2017 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON, DC., SEDELMYER K.
2016	<b>"NAVIGATING CHANGING STATEWIDE LONGITUDINAL DATA SYSTEM (SLDS) LANDSCAPES: STATE PERSPECTIVES AND PARTNERING WITH THE REGIONAL EDUCATIONAL LABORATORIES (RELS)." PRESENTATION AT THE 2016 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., RODRIGUES D., GOLDSTEIN R., LUNDBERG J., HEARN C., RUDO Z.</b>
2016	<b>"IMPLEMENTING AND EARLY WARNING SYSTEM AT A DISTRICT: EXPERIENCE FROM THE MID-ATLANTIC REGION,"</b> PRESENTATION AT THE 2016 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., PIPERATO, D., HALL, N., SMITH, N.
2016	<b>"BUILDING AUTHENTIC STAKEHOLDER ENGAGEMENT IN THE MID- ATLANTIC REGION THROUGH THE LONGITUDINAL DATA USE RESEARCH ALLIANCE,"</b> POSTER AT THE 2016 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, WASHINGTON DC.,
2015	<b>"HOW TO PARTNER WITH THE REGIONAL EDUCATIONAL LABORATORIES (RELS) TO TAKE BETTER ADVANTAGE OF DATA IN YOUR LONGITUDINAL DATA SYSTEM,"</b> PRESENTATION AT THE 2015 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., MEYER S., AKEY T., HUGHES J., FOLSOM J., KANNAPEL P.
2015	<b>"BASIC AND INTERMEDIATE DATABASE CONCEPTS"</b> PUBLISHER PRESENTATION AT THE 2015 PDE DATA SUMMIT, HERSHEY, PA., SMITH N., DUNCAN, T.
2014	<b>"BEYOND REPORTING AND ACCOUNTABILITY: HOW CAN WE USE SLDS DATA TO ADDRESS POLICY AND RESEARCH QUESTIONS?"</b> PRESENTATION AT THE 2014 PDE DATA SUMMIT, LANCASTER, PA., DUNCAN, T., SMITH N., SOKOLOFF, H.



2013

**"CHARACTERISTICS OF US STATES' ELP STANDARDS IN RELATION TO US  
FEDERAL POLICY AND THE TESOL PRINCIPLES AND STANDARDS."**  
PRESENTATION AT THE TESOL 2013 INTERNATIONAL CONVENTION AND  
ENGLISH LANGUAGE EXPO, DALLAS, TX., FORTE, E.

## CONTACT

MAEC

5272 RIVER RD, SUITE 340

BETHESDA, MD 20816

301-657-7741 X 120

KASIA@MAEC.ORG



# Carol Williams Gant

## Senior Early Childhood Equity Specialist, MAEC

### AREAS OF EXPERTISE

Needs Assessment  
Technical Assistance and Coaching  
Early Childhood Education  
Culturally Responsive, Early Childhood Practices

### MAEC

2019 – present

#### SENIOR EARLY CHILDHOOD EQUITY SPECIALIST AND PROJECT MANAGER

Responsible for all program direction: staff management; budget management and publications development; liaison with the Department of Education and other funding agencies; all fund-raising for the organization including federal, state and district grants, and private foundations; and development of policy and establishment of long- and short-term objectives in conjunction with the Board of Directors.

Selected Recent  
Projects

#### TOGETHER JUNTOS (TJ)

Serve as Project Manager (2019 – present) providing technical assistance and training to assist the Maryland State Department of Education in their efforts to improve early childhood services and outcomes in Maryland. This project addresses the needs of all young children but has a specific focus on equity for children who are vulnerable or underserved including English Language Learners, students with disabilities, low-income children and/or who live in rural areas.

#### CENTER FOR EDUCATION EQUITY

Serve as Senior Specialist and Project Manager (2019 – present) to provide technical assistance and training to assist State Departments of Education and Local Education Agencies in their efforts to improve education services and early childhood services outcomes.

## PRIOR TO MAEC

2018 - 2019

**DEVELOPMENTAL SPECIALIST**  
**CALVERT COUNTY PUBLIC SCHOOLS INFANTS AND TODDLERS**  
**PROGRAM**

*Prince Frederick, MD.* Provided developmental Services, as outlined by Maryland State Department of Education's Part C early intervention system. Used research-based strategies to support and implement a parent coaching model, leading to positive outcomes for children. Provided case management and service coordination. Conducted developmental assessments and evaluations. Participated in provision of each child's IFSP, IEP, or treatment plan through interagency collaboration. Oversaw children's integration into the community adhering to program objectives while maintaining a safe environment.

2015 – 2018

**REGIONAL FIELD SPECIALIST**  
**ZERO TO THREE \*NATIONAL CENTRE ON EARLY CHILDHOOD**  
**DEVELOPMENT TEACHING AND LEARNING (NCECDTL)**

*Washington, DC.* Responsible for providing national technical Assistance and training (T/TA) to The Administration for Children and Families (ACF) community with a primary focus on efforts related to the design and delivery of comprehensive school readiness services for children birth-to-five. Provided support to the Federal Office of Head Start and their grantees understanding of strategies for data aggregation, analysis, monitoring progress and continuous program improvement of programs' school readiness. Provided technical assistance and training on early childhood education topics in order to increase efforts to apply evidenced-based practices in Early Head Start/ Head Start programs and other early childhood programs. Designed and delivered data consultation to the Federal Office of Head Starts staff, T/TA partners, and Integrated Service Team (IST) members on regional and state level trends on grantee data, in order to help inform regional professional development planning and ongoing continuous improvement related to early childhood development, teaching and learning. Provided national support and training and roll out efforts of Practice Based Coaching activities.

2013 - 2015

**REGIONAL FIELD SPECIALIST (REGION 12)**  
**UNIVERSITY OF WASHINGTON \*NATIONAL CENTRE ON QUALITY**  
**TEACHING AND LEARNING (NCQTL)**

*Seattle, WA.* Represented NCQTL to the Federal Office Head Start in Washington D.C. Delivered training and technical assistance and providing consultation on

using data collection and analysis to make changes that improve child outcomes in support of school readiness. Provided direct support to Head Start staff, including but not limited to Federal Program Specialists, Federal Program Managers, Early Childhood Education Specialists, and Grantees. Developed an approach to regional issues around school readiness using methodologies and logic to systematically analyze problems and develop sound recommendations. Provided consultation to Regional Program Manager and Program Specialists before, during, and after School Readiness Discussions (e.g. monthly calls, Risk management meetings, and refunding application follow-up). Conducted ongoing review of grantee data at regional level to identify trends for regional professional development plans. Assisted Regional Program Manager, Program Specialists and Grantees in generating a number of different approaches to problems around school readiness and served as a resource for the exploration of new ideas.

Accomplishments: (1) Developed system for Region XII to assist grantees in developing a child assessment system that yields data on children's progress toward identified goals for individual children and for groups of children. (2) Developed system for documenting and reviewing school readiness portion of refunding applications as OHS made changes around the 5-year grant requirements.

#### **INSTRUCTIONAL COACH/SPECIAL EDUCATION MANAGER EDUCATE OF WASHINGTON D.C. \*HEAD START/EARLY HEAD START**

*Washington, DC.* Education Coordinator/ Instructional Coach. Responsibilities included: supervising preschool educational services, classroom staff, and family engagement staff; guiding curriculum and program planning, development, and training; serving as an instructional coach for teaching staff; observing and monitoring classroom activities and children's records; reviewing and analyzing data on child outcomes. Knowledge of the nutrition program according to Head Start Performance Standards, Child and Adult Care Food Program and state childcare licensing regulations. Assisted in provides training, support, consultation and technical assistant to staff, parents and partners as needed related to child nutrition, food safety, meal service, food handling and special dietary needs.

Special Education Services Manager - Responsible for implementation of the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and other special education provisions; worked with teachers, parents, local education agencies, and community agencies in planning and program development, obtaining professional diagnoses and assessments of disabled individuals, and developing Individual Education or Family Service Plans; maintained records and writes reports.

2009 - 2012

**EDUCATIONAL CONSULTANT (PART-TIME)  
MARYLAND STATE DEPARTMENT OF EDUCATION**

*Baltimore, MD.* Worked with the Maryland State Department of Education to monitor the appeals for the Modified High School Assessment (Mod-HSA) and the Modified Maryland School Assessment (Mod-MSA) and Monitor Special Education and Early Intervention Services to ensure that each child with a disability received a free appropriate public education in the least restrictive environment according to state and federal regulatory requirements.

2010 – 2011

**ASSISTANT PROFESSOR OF SPECIAL EDUCATION  
BETHANY COLLEGE**

*Bethany, WV.* Taught undergraduate classes in special education and graduate courses in the department of teacher education; advised students; supervised practicum students including student teachers; participated in School, College, and University service; advised student professional organizations; participated in continuing accreditation activities; worked with local school systems; and demonstrated active involvement in professional organizations

2007 – 2010

**ADJUNCT INSTRUCTOR OF EDUCATION  
WASHINGTON ADVENTIST UNIVERSITY**

*Takoma Park, MD.* Advised students, instructed courses primarily in early childhood, elementary, and special education, and engaged in scholarly activities through grant-related activities.

2007 – 2010

**CURRICULUM SPECIALIST (PART-TIME CONSULTANT)  
WASHINGTON ADVENTIST UNIVERSITY**

*Takoma Park, MD.* Responsible for providing direction and support for improving the quality of the Education Department's curriculum in conjunction with university leadership. Created competency-based degree programs and courses that align with professional standards that support adult learning theory.

2005 – 2009

**ASSISTANT PROFESSOR OF EARLY CHILDHOOD AND SPECIAL  
EDUCATION  
BOWIE STATE UNIVERSITY**

*Bowie, MD.* Taught undergraduate classes in Early Childhood and Special Education in the department of teacher education; advised students; supervised practicum students including student teachers; participated in School, College and University service; advised student professional organizations; participated in

continuing accreditation activities; worked with local school systems; engagement in scholarly activities through grant-related activities and demonstrate active involvement in professional organizations.

2006 – 2007

**TRAINING CONSULTANT (PART-TIME)  
THE COORDINATING CENTRE**

*Millersville, MD.* Conducted training workshops state-wide tailored to help early childhood educators and childcare professionals, as well as parents and others, learned more about the fine point of caring for children with diverse needs. Trainings focused on specific issues faced by children with emotional and developmental special needs that were structured to assist caregivers to understand and meet these special needs, imparting skills that will help children grow and excel.

2003 – 2006

**SPECIAL EDUCATION COORDINATOR  
JOHNS HOPKINS HOSPITAL DEPARTMENT OF PAEDIATRICS' / MARTIN  
LUTHER KING JR. EARLY HEAD START**

*Baltimore, MD.* Responsible for implementation of the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and other special education provisions. Worked with teachers, parents, local education agencies, and community agencies in planning and program development, obtaining professional diagnoses and assessments of disabled individuals, and developing Individual Education or Family Service Plans. Maintained records and wrote reports.

2004 – 2005

**SPECIAL EDUCATION CONSULTANT AND UNIVERSITY SUPERVISOR  
(PART-TIME)  
BOWIE STATE**

*Bowie, MD.* Developed and revised syllabi for special education courses, conducted classroom lectures, conducted observations and monitored graduate student development in practicum placements, reviewed the curriculum to ensure that it provided the students with courses and instruction that prepared them for teacher certification.

2003 – 2004

**SPECIAL EDUCATION CONSULTANT (PART-TIME)  
BALTIMORE CITY HEAD START**

*Baltimore, MD.* Developed and implemented Individualized Education Plans (IEP's) for children with special needs ages 3-5 years and their families, conducted developmental assessments, and provided training for staff and parents.

1994 – 2003

### EARLY CHILDHOOD SPECIAL EDUCATION TEACHER (BIRTH- 3) PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

*Upper Marlboro, MD.* Administered assessments such as the Battelle Developmental Inventory (BDI), the Early Intervention Developmental Profile (EIDP), and the Early Childhood Criterion Reference Test (CRT). Provided home-based as well as center-based special education instruction. Wrote Individualized Family Service Plans (IFSP) as well as Individualized Education Plans (IEP). Collaborated with service coordinators as well as related service providers. Conducted family support groups, provided parent education, and provided play-based intervention in the child's natural environment, community sites, and early childhood centers.

2001 – 2003

### SPECIAL EDUCATION CONSULTANT (PART-TIME) JOHNS HOPKINS HOSPITAL/MARTIN LUTHER KING JR. EARLY HEAD START PROGRAM

*Baltimore, MD.* Developed and implemented Individualized Family Service Plans (IFSP) for children with special needs and their families ages birth to 3 years, conducted developmental assessments, and provided training for staff and parents

## EDUCATION

1996

**M. ED. IN SPECIAL EDUCATION**  
BOWIE STATE UNIVERSITY, BOWIE, MD  
AWARD OR OTHER SIGNIFICANT INFORMATION

1992

**B.S. IN INTERPERSONAL COMMUNICATION**  
OHIO UNIVERSITY, ATHENS, OH

**PH.D. (ABD) IN EARLY CHILDHOOD SPECIAL EDUCATION**  
UNIVERSITY OF MARYLAND, ???

## PRESENTATIONS

2020

Leadership Academy: Implementation of Equity in Early Childhood Systems  
Maryland State Department of Education

2019

Culture and Equity in Early Childhood Maryland State Department of Education

2019	Equity in Early Childhood Education: Key Concepts and Implicit Bias Maryland State Department of Education
2019	Dismantling Privilege and Structural Racism: How Implicit Bias and Privilege Affect Our Interactions with Families
2019	Maryland Family Engagement Summit
2019	Cultural Chat: Equity and Implicit Bias in Early Childhood Carroll County Public Schools Cultural Expo
2018	Implementation-Informed Process Consultation Federal Office of Head Start Region XII
2017	Resources for Implementation of Evidence-Based Practices that Support Individualization Office of Head Start Region XII School Readiness Institute
2017	Head Start Program Performance Standards: Serving Children with Disabilities Region XII Head Start National Association Conference
2014 - 2017	Practice Based Coaching Leadership Academy Migrant Head Start Grantees
2016	Taking a Closer Look: Head Start Early Learning Outcomes Framework: What It Is and How to Use It. Federal Office of Head Start Region XII
2016	"Moral Development in Young Children: What Can Families and Staff Do?" Migrant and Seasonal Head Start Association Conference
2015	Engaging Interactions and Environments that Enhance Child Outcomes: Targeting Teacher Practices. Office of Head Start Region XII School Readiness Summit.
2015	INSTRUCTIONAL Interactions THE FEEDBACK WE PROVIDE AND THE LANGUAGE WE USE TO FOSTER THINKING Region XII School Readiness Summit
2014	Train the Trainer: Centre on the Social and Emotional Foundations for Early Learning (CSEFEL)



PROFESSIONAL  
SERVICE

MARYLAND STATE DEPARTMENT OF EDUCATION- ADVANCED  
PROFESSIONAL TEACHING CERTIFICATION IN SPECIAL EDUCATION

MSDE AND NCATE ACCREDITATION, COURSE AND PROGRAM  
DEVELOPMENT, PROFESSIONAL DEVELOPMENT SCHOOL LIAISON,  
PRACTICUM AND STUDENT TEACHER UNIVERSITY SUPERVISOR

ORGANIZATION  
MEMBERSHIPS

BETHANY COLLEGE ADVISORY COMMITTEE ON DIVERSITY (COLLEGE  
PRESIDENT APPOINTED) BETHANY COLLEGE KAPPA DELTA PI  
COORDINATOR

BALTIMORE CITY AUTISM TASK FORCE

BALTIMORE CITY INTER-AGENCY COORDINATING COUNCIL

BOWIE STATE UNIVERSITY PROFESSIONAL DEVELOPMENT SCHOOL  
LIAISON

COURSES TAUGHT

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

DIVISION OF EARLY CHILDHOOD/COUNCIL FOR EXCEPTIONAL  
CHILDREN (DEC) NATIONAL HEAD START ASSOCIATION

**BETHANY COLLEGE**

SPED 207 Exceptionalities and Diversities SPED 208 Special Education Process SPED  
212 Autism I

SPED 312 Autism II

SPED 320 Assessment in Special Education I SPED 330 Assessment in Special  
Education II SPED 450 Issues and Trends in Special Education EDUC 659  
Exceptional Children

**BOWIE STATE UNIVERSITY**

SPED 407 Theories and Practices in Special Education

SPED 409 Programming and Management for Persons with Disabilities

ECED 327 Working with Diverse Children and Families

ECED 301 Theories and Practices in Early Childhood Education

ECED 316 Methods in Teaching Social Studies in Early Childhood Education SPED  
403 Introduction to Special Education  
EDUC 242 Literature for Children/Materials in Reading  
SPED 406 Observation and Participation of Mildly, Moderately Handicapped

#### CHILDREN WASHINGTON ADVENTIST UNIVERSITY

EDSP 440 Instructional Methods in Special Education EDUC 301 Multicultural  
Education  
EDUC 308 Methods in Teaching Social Studies in Elementary Education EDEC 209  
Materials and Methods in Early Childhood  
EDSP 425 Assessment and IEP Development in Special Education EDSP 440  
Instructional Methods for Students with Disabilities EDUC 390 Young Children,  
Family and Community  
EDSP 418 Introduction to Special Education

#### CONTACT

MAEC  
5272 RIVER RD, SUITE 340  
BETHESDA, MD 20816  
301-657-7741  
CAROL@MAEC.ORG



## **Appendix B: List of Current School District Clients**



### List of Current School District Clients

Title	States/Region
MD-Caroline County Public Schools	MD
ME - Regional School Unit 5	ME
ME - Regional School Unit 21	ME
ME- South Portland Public Schools	ME
ME-Bonny Eagle School District	ME
NJ - State Department of Education Lighthouse School Districts	NJ
NY - Orange-Ulster Board of Cooperative Educational Services	NY
ME- Portland Public Schools	ME
NH-VT-Dresden School District	NH; VT
NY - New Rochelle City School District	NY
PA - Coatesville Area School District	PA
PA - Conrad Weiser School District	PA
PA - Upper Dublin School District	PA
VT-Burlington School District	VT



## **Appendix C: MAEC Fiscal Report**



## **MID-ATLANTIC EQUITY CONSORTIUM, INC.**

Financial Statements  
and Supplemental Information  
June 30, 2019 and 2018  
With Independent Auditor's Report

## **MID-ATLANTIC EQUITY CONSORTIUM, INC.**

### **Table of Contents June 30, 2019 and 2018**

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<b>Independent Auditor's Report</b>	<b>1</b>
<b>Financial Statements</b>	
Statements of Financial Position	3
Statements of Activities	4
Statements of Functional Expenses	5
Statements of Cash Flows	7
Notes to Financial Statements	8
<b>Supplemental Information</b>	
Schedule of Expenditures of Federal Awards	14
Notes to Schedule of Expenditures of Federal Awards	15
<b>Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards</b>	<b>16</b>
<b>Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance</b>	<b>18</b>
<b>Schedule of Findings and Questioned Costs</b>	<b>20</b>



## DS Accounting Group

Certified Public Accountants & Advisors

2833 Smith Avenue • Suite 268 • Baltimore, MD 21209  
tel: 410-336-9677 • fax: 410-205-2776 • [www.dsaccountinggroup.com](http://www.dsaccountinggroup.com)

### Independent Auditor's Report

To the Board of Directors  
Mid-Atlantic Equity Consortium, Inc.

#### Report on the Financial Statements

We have audited the accompanying financial statements of Mid-Atlantic Equity Consortium, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Mid-Atlantic Equity Consortium, Inc. as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 30, 2020, on our consideration of Mid-Atlantic Equity Consortium, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Mid-Atlantic Equity Consortium, Inc.'s internal control over financial reporting and compliance.

*DS Accounting Group, LLC*

March 30, 2020

# MID-ATLANTIC EQUITY CONSORTIUM, INC.

## Statements of Financial Position June 30, 2019 and 2018

<b>Assets</b>	<b>2019</b>	<b>2018</b>
Cash	\$ 163,494	\$ 303,219
Investments	254,816	-
Accounts and grants receivable	229,166	276,265
Prepaid expenses	342	9,050
Property and equipment, net	9,834	21,262
Website development costs, net	-	994
Deposits	4,620	4,620
<b>Total assets</b>	<b>\$ 662,272</b>	<b>\$ 615,410</b>
<b>Liabilities and Net Assets</b>		
Accounts payable and accrued expenses	\$ 159,664	\$ 133,497
Accrued payroll, payroll taxes and benefits	1,029	-
Accrued vacation	23,239	23,239
<b>Total liabilities</b>	<b>183,932</b>	<b>156,736</b>
<b>Net Assets</b>		
Without donor restrictions	478,340	458,674
<b>Total net assets</b>	<b>478,340</b>	<b>458,674</b>
<b>Total liabilities and net assets</b>	<b>\$ 662,272</b>	<b>\$ 615,410</b>

*The accompanying notes are an integral part of these financial statements.*

# MID-ATLANTIC EQUITY CONSORTIUM, INC.

## Statements of Activities For the Years Ended June 30, 2019 and 2018

	2019	2018
<b>Revenue - without donor restrictions:</b>		
Government grants:		
Federal government grants	\$ 1,817,157	\$ 1,622,719
State and local government grants	193,932	303,915
Total government grants	2,011,089	1,926,634
Program service revenue	158,959	197,990
<b>Total revenue - without donor restrictions</b>	<b>2,170,048</b>	<b>2,124,624</b>
<b>Expenses:</b>		
<b>Program services:</b>		
Equity assistance and technical training	1,615,166	1,555,219
Youth development	73,945	203,727
Family engagement initiatives	222,387	-
Total program services	1,911,498	1,758,946
<b>Supporting services:</b>		
Management and general	238,884	330,697
<b>Total expenses</b>	<b>2,150,382</b>	<b>2,089,643</b>
<b>Change in net assets</b>	<b>19,666</b>	<b>34,981</b>
Net assets, beginning of year	458,674	423,693
<b>Net assets, end of year</b>	<b>\$ 478,340</b>	<b>\$ 458,674</b>

The accompanying notes are an integral part of these financial statements.

# MID-ATLANTIC EQUITY CONSORTIUM, INC.

## Statement of Functional Expenses For the Year Ended June 30, 2019

	Equity Assistance and Technical Training	Youth Development	Family Engagement Initiatives	Total Program Services	Management and General	Total
<b>Expenses:</b>						
Salaries and related benefits:						
Salaries	\$ 710,283	\$ 51,844	\$ 135,962	\$ 898,089	\$ 90,540	\$ 988,629
Payroll taxes and benefits	171,330	12,374	35,690	219,394	22,897	242,291
Total salaries and related benefits	881,613	64,218	171,652	1,117,483	113,437	1,230,920
Conference	10,136	-	2,220	12,356	-	12,356
Consultants	554,297	5,536	2,796	562,629	2,600	565,229
Insurance	10,781	484	1,501	12,766	1,804	14,570
Office expenses	28,502	300	11,799	40,601	15,525	56,126
Professional fees	135	292	1,446	1,873	61,210	63,083
Rent	49,729	2,231	6,923	58,883	8,322	67,205
Resource materials	16,665	84	9,878	26,627	1,225	27,852
Telephone	7,110	-	-	7,110	9,375	16,485
Travel	47,245	172	12,995	60,412	8,909	69,321
Miscellaneous	-	-	-	-	14,813	14,813
Depreciation and amortization	8,953	628	1,177	10,758	1,664	12,422
<b>Total expenses</b>	<b>\$ 1,615,166</b>	<b>\$ 73,945</b>	<b>\$ 222,387</b>	<b>\$ 1,911,498</b>	<b>\$ 238,884</b>	<b>\$ 2,150,382</b>

Obtained via Maryland PIA by Judicial Watch, Inc.

The accompanying notes are an integral part of these financial statements.



# MID-ATLANTIC EQUITY CONSORTIUM, INC.

## Statement of Functional Expenses For the Year Ended June 30, 2018

	Equity Assistance and Technical Training	Youth Development	Total Program Services	Management and General	Total
<b>Expenses:</b>					
Salaries and related benefits:					
Salaries	\$ 624,588	\$ 113,466	\$ 738,054	\$ 154,566	\$ 892,620
Payroll taxes and benefits	147,926	26,759	174,685	34,795	209,480
<b>Total salaries and related benefits</b>	<b>772,514</b>	<b>140,225</b>	<b>912,739</b>	<b>189,361</b>	<b>1,102,100</b>
Consultants	653,009	26,898	679,907	5,507	685,414
Professional fees	8,249	2,849	11,098	60,457	71,555
Rent	39,302	2,035	41,337	23,063	64,400
Travel	35,221	23,868	59,089	3,426	62,515
Office supplies and expenses	23,438	2,150	25,588	11,083	36,671
Telephone	6,573	80	6,653	9,837	16,490
Insurance	3,435	4,185	7,620	3,541	11,161
Resource materials	4,252	-	4,252	1,043	5,295
Miscellaneous	542	31	573	20,747	21,320
Depreciation and amortization	8,684	1,406	10,090	2,632	12,722
<b>Total expenses</b>	<b>\$ 1,555,219</b>	<b>\$ 203,727</b>	<b>\$ 1,758,946</b>	<b>\$ 330,697</b>	<b>\$ 2,089,643</b>

Obtained via Maryland PIA by Judicial Watch, Inc.

The accompanying notes are an integral part of these financial statements.

# MID-ATLANTIC EQUITY CONSORTIUM, INC.

## Statements of Cash Flows For the Years Ended June 30, 2019 and 2018

	2019	2018
<b>Cash flows from operating activities:</b>		
Change in net assets	\$ 19,666	\$ 34,981
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	12,422	12,722
(Increase) decrease in:		
Accounts and grants receivable	47,099	158,934
Prepaid expenses	8,708	(5,451)
Increase (decrease) in:		
Accounts payable and accrued expenses	26,167	(156,040)
Accrued payroll, payroll taxes and benefits	1,029	(76)
Accrued vacation	-	(166)
<b>Net cash provided by operating activities</b>	<b>115,091</b>	<b>44,904</b>
<b>Cash flows from investing activities:</b>		
Purchase of investments, including reinvestment of income	(254,816)	-
Capital expenditures	-	(26,383)
<b>Net cash used in investing activities</b>	<b>(254,816)</b>	<b>(26,383)</b>
<b>Net change in cash</b>	<b>(139,725)</b>	<b>18,521</b>
Cash, beginning of year	303,219	284,698
<b>Cash, end of year</b>	<b>\$ 163,494</b>	<b>\$ 303,219</b>

The accompanying notes are an integral part of these financial statements.

## MID-ATLANTIC EQUITY CONSORTIUM, INC.

### Notes to Financial Statements June 30, 2019 and 2018

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#### Note 1. Summary of Significant Accounting Policies

**Nature of Organization:** Mid-Atlantic Equity Consortium, Inc. (Organization) was incorporated under the laws of the Maryland Nonprofit Corporation Act on September 1, 1992. Its primary programs are:

- **Equity Assistance and Technical Training:** Increase equitable educational opportunities for all students regardless of race, sex, religion, national origin (English learners), or socioeconomic status by providing technical assistance and training to improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.
- **Youth Development:** Identify and address academic, professional, and youth development needs of students in an after-school and college prep program to increase students' academic achievement and attendance, promote family engagement, and facilitate college and career readiness, preparation, and competitiveness.
- **Family Engagement Initiatives:** Provide technical assistance and training to build the capacity of families to work more effectively with their children at home so they can thrive and achieve academically. Work with educators to create a shared responsibility for children's learning with families. Work collaboratively with State Departments of Education to create frameworks and policies regarding statewide family engagement practices.

**New Accounting Pronouncement:** On August 18, 2016, the FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The Organization has adjusted the presentation of its financial statements accordingly. The new standards change the following aspects of the Organization's financial statements:

- The unrestricted net asset class has been renamed net assets without donor restrictions.
- The temporarily restricted and permanently restricted net asset classes has been renamed net assets with donor restrictions. The Organization does not have any net assets with temporary or permanent donor restrictions.
- The financial statements include the statement of functional expenses.
- The financial statements include a new disclosure about liquidity and availability of resources (Note 10).

**Use of Estimates:** The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenses during the reporting period. Actual events and results could differ from those assumptions and estimates.



## MID-ATLANTIC EQUITY CONSORTIUM, INC.

### Notes to Financial Statements

June 30, 2019 and 2018

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**Investments:** The Organization's investments in certificates of deposit are classified as Investments in the statements of financial position and are carried at amortized cost. These investments do not qualify as securities as defined in *FASB Accounting Standards Codification* (ASC) 320, *Investments – Debt and Equity Securities*, thus the fair value disclosures required by ASC 820, *Fair Value Measurements and Disclosures*, are not provided.

**Accounts and Grants Receivable:** Accounts and grants receivable are reported at the amount management expects to collect on balances outstanding at year-end. Management closely monitors outstanding balances and writes off, as of year-end, all balances that are believed to be uncollectible by the time the financial statements are issued. GAAP requires the allowance method for accounting for bad debts, but the differences between the two methods is immaterial.

**Property and Equipment:** Property and equipment are stated at cost, if purchased, or at fair value at the date of gift, if donated, less accumulated depreciation. Additions with a cost or fair value of less than \$1,500 are expensed.

Depreciation of furniture and equipment is provided using the straight-line method over the estimated useful lives of the assets, generally three to seven years. Amortization of leasehold improvements is provided using the straight-line method over the lesser of the estimated useful lives or term of the lease.

**Website Development Costs:** Website development costs incurred in the planning stage are expensed as incurred, costs incurred in the website application and infrastructure development stage are capitalized if they meet specific criteria required by GAAP, and costs incurred in the day to day operation of the website are expensed as incurred.

The Organization amortizes capitalized website development costs using the straight-line method over three years.

**Revenue recognition:** Governmental grant awards are recognized as revenue when the related costs are expended. Program service revenue is recognized when services are performed.

**Cost Allocation:** Certain categories of expenses are attributable to more than one program or supporting function and are allocated on a reasonable basis that is consistently applied. The expenses that are allocated are compensation and benefits, which are allocated on the basis of estimates of time and effort per each employee's individual compensation; and occupancy, supplies, lease costs and depreciation, which are allocated on the basis of estimates of average time and effort of all employees.

Total fundraising is immaterial and has been included in Management and General expenses.



## MID-ATLANTIC EQUITY CONSORTIUM, INC.

### Notes to Financial Statements

June 30, 2019 and 2018

**Income Taxes:** The Organization is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code (Code) and comparable State law, and contributions to it are tax deductible within the limitations prescribed by the Code. The Organization has been classified as a publicly-supported organization which is not a private foundation under Section 509(a) of the Code.

#### Note 2. Investments

The Organization's investments are certificates of deposit with original maturities over three months. The certificates of deposits mature between September 2019 and January 2024, with interest rates ranging between 1.8% and 3.0%.

#### Note 3. Property and Equipment

Property and equipment consisted of the following as of June 30:

	2019	2018
Furniture and fixtures	\$ 13,913	\$ 13,913
Equipment	18,959	18,959
Leasehold improvements	12,793	12,793
Property and equipment	45,665	45,665
Less accumulated depreciation and amortization	35,831	24,403
Property and equipment, net	\$ 9,834	\$ 21,262

Depreciation and amortization expense for the years ended June 30, 2019 and 2018 was \$11,428 and \$8,734, respectively.

#### Note 4. Website Development Costs

Website development costs consisted of the following as of June 30:

	2019	2018
Website development costs	\$ 11,960	\$ 11,960
Less accumulated amortization	11,960	10,966
Website development costs, net	\$ -	\$ 994

Amortization expense was \$994 and \$3,988 for the years ended June 30, 2019 and 2018, respectively.

## MID-ATLANTIC EQUITY CONSORTIUM, INC.

### Notes to Financial Statements June 30, 2019 and 2018

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#### Note 5. Employee Benefit Plans

The Organization has adopted a noncontributory retirement plan which is a money purchase plan. The plan covers all employees who have met certain requirements. The Organization must contribute an amount equal to 10% of participants' compensation to the plan each year. The plan is a prototype that has received IRS approval under Section 403(B) of the IRC. For the years ended June 30, 2019 and 2018, \$84,230 and \$72,999, respectively, was contributed.

#### Note 6. Line of Credit

The Organization has an unsecured line of credit with a bank with a borrowing limit of \$25,000. As of June 30, 2019 and 2018, the balance of the line of credit was \$0.

#### Note 7. Commitments and Contingencies

**Grant revenue:** Grant revenue is generated primarily from the U.S. Department of Education, directly or through pass-through agencies, under cost reimbursable arrangements. The grant is subject to audit by various governmental agencies. No provision for possible adjustments resulting from audits has been made in the accompanying financial statements. In the opinion of management, such adjustments, if any, would not have a material effect on the financial statements.

**Operating lease:** The Organization has entered into an operating lease agreement for 2,247 square feet of office space located at 5272 River Road, Bethesda, Maryland. The space coverage was. In March 2019, the Organization extended their lease until June 30, 2022 effective July 1, 2019, and increased their office space to 2,939 square feet. The monthly lease payments are approximately \$5,650.

Rent expense was \$67,205 and \$64,400 for the years ended June 30, 2019 and 2018, respectively.

Minimum future rental payments under leases in excess of one year as of June 30, 2019:

2020	\$ 156,000
2021	162,000
2022	168,000
<hr/>	
Total future minimum lease payments	\$ 486,000

#### Note 8. Concentrations

**Revenue:** During 2019 and 2018, approximately 87% and 86%, respectively, of the Organization's funding is provided from grants from the U.S. Department of Education.

## MID-ATLANTIC EQUITY CONSORTIUM, INC.

### Notes to Financial Statements June 30, 2019 and 2018

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#### Note 9. Related Party Transactions

The Organization obtains legal services from a firm owned by the spouse of the President of the Organization. The Organization incurred legal fees in the amount of \$36,000 and \$36,000, for the years ended June 30, 2019 and 2018, respectively. As of June 30, 2019 and 2018, \$3,000 and \$3,000, respectively, were included in accounts payable.

#### Note 10. Liquidity and Availability of Financial Assets

Financial assets available within one year of the statement of financial position date to meet cash needs for general operating expenditures consisted of the following as of June 30, 2019:

Cash	\$ 163,494
Investments	254,816
Accounts and grants receivable	229,166

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Financial assets available to meet cash needs for general expenditures within one year	\$ 647,476
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#### Note 11. Subsequent Events

Subsequent events were evaluated through March 30, 2020, which is the date the financial statements were available to be issued.

## **Supplemental Information**

**MID-ATLANTIC EQUITY CONSORTIUM, INC.****Schedule of Expenditures of Federal Awards  
For the Year Ended June 30, 2019**

Federal Grantor/Pass-through Grantor/ Program Title	Pass-through Number	CDFA No.	Federal Expenditures
<b>Department of Education:</b>			
<b>Direct programs:</b>			
Center for Education Equity		84.004D	\$ 1,691,836
Collaborative Action for Family Engagement Center		84.310A	125,321
<b>Pass-through programs from:</b>			
Maryland State Department of Education: Achievement Linking Innovation, Vision and Engagement (ALIVE)	191103	84.287	74,061
Total Department of Education			1,891,218
<b>Department of Health and Human Services:</b>			
<b>Pass-through programs from:</b>			
Maryland State Department of Education: Birth to Five Statewide Needs Assessment and Strategic Plan	191477	93.434	119,871
Total Department of Health and Human Services			119,871
<b>Total expenditures of federal awards</b>			<b>\$ 2,011,089</b>

*See accompanying notes to the schedule of expenditures of federal awards.*



## **MID-ATLANTIC EQUITY CONSORTIUM, INC.**

### **Notes to Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2019**

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#### **Note 1. Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Mid-Atlantic Equity Consortium, Inc. (the Organization) under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

#### **Note 2. Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

#### **Note 3. Indirect Cost Rate**

The Organization has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.



## DS Accounting Group

Certified Public Accountants & Advisors

2833 Smith Avenue • Suite 268 • Baltimore, MD 21209  
tel: 410-336-9677 • fax: 410-205-2776 • [www.dsaccountinggroup.com](http://www.dsaccountinggroup.com)

### **Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

To the Board of Directors of  
Mid-Atlantic Equity Consortium, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Mid-Atlantic Equity Consortium, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report dated March 30, 2020.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit, we considered Mid-Atlantic Equity Consortium, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Mid-Atlantic Equity Consortium, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Mid-Atlantic Equity Consortium, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*DS Accounting Group, LLC*

March 30, 2020





## DS Accounting Group

Certified Public Accountants & Advisors

2833 Smith Avenue • Suite 268 • Baltimore, MD 21209  
tel: 410-336-9677 • fax: 410-205-2776 • [www.dsaccountinggroup.com](http://www.dsaccountinggroup.com)

### **Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance**

To the Board of Directors of  
Mid-Atlantic Equity Consortium, Inc.

#### **Report on Compliance for Each Major Federal Program**

We have audited Mid-Atlantic Equity Consortium, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Mid-Atlantic Equity Consortium, Inc.'s major federal programs for the year ended June 30, 2019. Mid-Atlantic Equity Consortium, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

#### ***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

#### ***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of Mid-Atlantic Equity Consortium, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Mid-Atlantic Equity Consortium, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Mid-Atlantic Equity Consortium, Inc.'s compliance.

### ***Opinion on Each Major Federal Program***

In our opinion, Mid-Atlantic Equity Consortium, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2019.

### **Report on Internal Control Over Compliance**

Management of Mid-Atlantic Equity Consortium, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Mid-Atlantic Equity Consortium, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Mid-Atlantic Equity Consortium, Inc.'s internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*DS Accounting Group, LLC*

March 30, 2020

## MID-ATLANTIC EQUITY CONSORTIUM, INC.

### Schedule of Findings and Questioned Costs For the Year Ended June 30, 2019

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#### Summary of Auditor's Results

##### Financial Statements

Financial statements prepared in accordance with: GAAP

Type of auditor's report issued Unmodified

Internal control over financial reporting:

Material weakness(es) identified? \_\_\_\_\_ Yes ☒ No

Significant deficiencies identified that are not  
considered to be material weakness(es)? \_\_\_\_\_ Yes ☒ None reported

Noncompliance material to financial statements noted? \_\_\_\_\_ Yes ☒ No

##### Federal Awards

Internal control over major programs:

Material weakness(es) identified? \_\_\_\_\_ Yes ☒ No

Significant deficiencies identified that are not  
considered to be material weakness(es)? \_\_\_\_\_ Yes ☒ None reported

Type of auditor's report issued on compliance for major programs Unmodified

Any audit findings disclosed that are required to be reported in accordance  
with 2 CFR section 200.516(a) and are reported in this schedule? \_\_\_\_\_ Yes ☒ No

##### Identification of major program(s):

CFDA Number: 84.004D

Name of Federal Program or Cluster: Center for Education Equity

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? ☒ Yes \_\_\_\_\_ No



## **Appendix D: Equal Opportunities Certification**



## Attachment A

**Equal Opportunity Certification**

1. Are you participating in any contractual agreement which contains the Equal Employment Opportunity Clause prescribed in Executive Order 11246, as amended?  
( ) Yes (X ) No
2. Name and address of Federal "Compliance Agency," if known:  
("The Rules and Regulations of the Office of Federal Contract Compliance Programs, U.S. Department of Labor, define the term Compliance Agency as the agency designated by the Director, of CCP, to conduct compliance reviews and to undertake such other responsibilities assigned.")  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_
3. Are you required to maintain a written affirmative action plan according to 41 CFR 60-2 and 60-1 (a)(4)?  
( ) Yes (X ) No
4. Has the "Compliance Agency" required you to correct deficiencies in your affirmative action plan or your employment policies and practices?  
( ) Yes (X ) No -- not applicable
5. Are you required to submit an annual compliance report as described in 41 CFR 60-17 (a)?  
( ) Yes (X ) No

If the answer to "5" is yes, enclose a copy of your latest compliance report.

Data on Subcontractors. (Use supplementary sheets where required.)

\_\_\_\_\_ (1)\* (2)\*\* (3)\*\*\*  
(Subcontractor's Name)

\_\_\_\_\_ ( ) Yes ( ) Yes ( ) Yes  
(Street)

\_\_\_\_\_ ( ) No ( ) No ( ) No  
(City) (State)

\_\_\_\_\_ (1)\* (2)\*\* (3)\*\*\*  
(Subcontractor's Name)

\_\_\_\_\_ ( ) Yes ( ) Yes ( ) Yes  
(Street)

\_\_\_\_\_ ( ) No ( ) No ( ) No  
(City) (State)

\*(1) Previously held contracts subject to EQ 10925, 11114, and 11246, as amended.

\*\* (2) Previously filed certificate of nonsegregated facilities.

\*\*\* (3) Previously filed annual (EEO-1, EEO-4, or EEO-6) compliance report.



## **Appendix E: Certification of Non-segregated Facilities**

## **Attachment B**

### **Certification of Nonsegregated Facilities**

By submission of this offer, the Offeror or subcontractor certifies that there is not maintained or provided for employees any segregated facilities and that employees will not be permitted to perform their services at any location, under the Offeror's control, where segregated facilities are maintained. The Offeror, or subcontractor, agrees that a breach of this certification is a violation of the Equal Opportunity clause in this contract. As used in this certification, the term "Segregated Facilities" means any rooms, work areas, restrooms and wash rooms, restaurants and other eating areas, time clocks, locker rooms and storage or dressing areas, parking lots, drinking fountains, recreation or entertainment areas, transportation, and housing facilities provided for employees which are segregated by explicit directive or are in fact segregated on the basis of race, creed, color, or national origin because of habit, local custom, or otherwise. The Offeror further agrees that except where there has been obtained identical certifications from proposed subcontractors prior to the award of subcontracts exceeding \$10,000 which are not exempt from the provisions of the Equal Opportunity clause that there will be forwarded the following notice to such proposed subcontractors except where the proposed subcontractors have submitted certifications for specific time period:

#### **Notice to Prospective Subcontractors of**

#### **Requirement for Certifications of**

#### **Nonsegregated Facilities**

A Certification of Nonsegregated Facilities, as required by the May 9, 1967, order (32 F.R. 7439, May 19, 1967) on Elimination of Segregated Facilities by the Secretary of Labor, must be submitted prior to the award of a subcontract exceeding \$10,000 which is not exempt from the provisions of the Equal Opportunity clause.

The certification may be submitted either for each subcontract or for all subcontracts during a period, i.e., quarterly, semiannually, or annually.

**NOTE:** Failure of an Offeror to agree to the Certification of Nonsegregated Facilities shall render its offer nonresponsive.

Initial: SS

Date: 10/08/2020



## **Appendix F: Minority Business Enterprise**



## Attachment C

### **Minority Business Enterprise**

The Offeror ( ) is ( ) is not a minority business enterprise. A minority business enterprise is defined as a "business at least 50 percent of which is owned by minority group members or, in case of publicly owned businesses, at least 51 percent of the stock is owned by minority group members." For the purpose of this definition, minority group members are African Americans, Hispanic Americans, Asian Americans, and American Indians.

Check the appropriate box below.

- |                                           |                                         |                                          |                                          |
|-------------------------------------------|-----------------------------------------|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> African American | <input type="checkbox"/> Asian American | <input type="checkbox"/> Hispanic        | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Female           | <input type="checkbox"/> Disabled       | <input checked="" type="checkbox"/> None |                                          |



## **Appendix G: Non-Debarment Acknowledgement**

## Attachment D


### NON-DEBARMENT ACKNOWLEDGEMENT

SS I acknowledge that my firm has NO pending litigation and/or debarment from doing business with the State of Maryland or any of its subordinate government units and/or federal government within the past five (5) years.

\_\_\_\_\_ I acknowledge that my firm has pending litigation or has been debarred from doing business with the State of Maryland or any of its subordinate government units and/or federal government, within the past five (5) years. If so, please provide an attachment describing the pending litigation or debarment.

SS I acknowledge none of this company's officers, directors, partners, or its employees have been convicted of bribery, attempted bribery, or conspiracy to bribe under the laws of any state or federal government; and that no member of the Board of Education of the Montgomery County Public Schools, Administrative or Supervisory Personnel, or other employees of the Board of Education has any interest in the bidding company except as follows None

As the duly authorized representative of the Offeror, I hereby certify that the above information is correct and that I will advise Montgomery County Public Schools should there be a change in status.

By (Signature) 

Name and Title Susan Shaffer, President

Witness Name and Title Phoebe Schlanger, Finance Mgr.



## **Appendix H: Mid-Atlantic Purchasing Team Rider**



### **MAPT Cooperative Rider Clause**

The Mid-Atlantic Purchasing Team (MAPT) is the agreement between the Metropolitan Washington Council of Governments (COG) and the Baltimore Metropolitan Council (BMC) to aggregate the public entity and non-profit purchasing volumes in the Maryland, Virginia and Washington, D.C. region ("Region").

#### **I. Format**

A lead agency format is used to accomplish this work. This Participating Agency, serving as Lead Agency for this procurement, has included this MAPT Cooperative Rider Clause. This allows other public entities to participate pursuant to the following Cooperative Rider Clause Terms and Conditions:

##### **A. Terms**

1. Any public entity participating in this procurement ("Participating Agency"), through their use of this Cooperative Rider Clause, agree to the terms and conditions of the resulting contract to the extent that they can be reasonably applied to the Participating Agency.
2. A Participating Agency may also negotiate additional terms and conditions specific to their local requirements upon mutual agreement between the parties.

##### **B. Other Conditions - Contract and Reporting**

1. The resulting contract shall be governed by and "construed" in accordance with the laws of the State/jurisdiction in which the Participating Agency is officially located;
2. To provide to MAPT contract usage reporting information, including but not limited to quantity, unit pricing and total volume of sales by entity, as well as reporting any Participating Agency added on the contract, on demand and without further approval of Participating Agency;
3. Contract obligations rest solely with the Participating Agency only; and
4. Significant changes in total contract value may result in further negotiations of contract pricing with the Lead Agency and any Participating Agency.

In pricing and other conditions, contractors are urged to consider the broad reach and appeal of MAPT with public and non-profit entities in this Region.

## II. Participating Members

### COG MEMBER GOVERNMENTS

#### **District of Columbia**

#### **Maryland**

- Town of Bladensburg
- City of Bowie
- City of College Park
- Charles County
- City of Frederick
- Frederick County
- City of Gaithersburg
- City of Greenbelt
- City of Hyattsville
- Montgomery County
- Prince George's County
- City of Rockville
- City of Takoma Park

#### **Virginia**

- City of Alexandria
- Arlington County
- City of Fairfax
- Fairfax County
- City of Falls Church
- Loudoun County
- City of Manassas
- City of Manassas Park
- Prince William County

#### **Other Local Governments**

- Town of Herndon
- Spotsylvania County
- Stafford County
- Town of Vienna

#### **Public Authorities/Agencies**

- Alexandria Renew Enterprises
- District of Columbia Water and Sewer Authority
- Metropolitan Washington Airports Authority
- Metropolitan Washington Council of Governments
- Montgomery County Housing Opportunities Commission
- Potomac & Rappahannock Transportation Commission
- Prince William County Service Authority

- Upper Occoquan Service Authority
- Washington Metropolitan Area Transit Authority
- Washington Suburban Sanitary Commission

#### **School Systems**

- Alexandria Public Schools
- Arlington County Public Schools
- Charles County Public Schools
- District of Columbia Public Schools
- Frederick County Public Schools
- Loudoun County Public Schools
- City of Manassas Public Schools
- Montgomery College
- Montgomery County Public Schools
- Prince George's County Public Schools
- Prince William County Public Schools
- Spotsylvania County Schools
- Winchester Public Schools

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### BALTIMORE METROPOLITAN COUNCIL AGENCIES

- City of Annapolis
- Anne Arundel County
- Anne Arundel County Public Schools
- Anne Arundel Community College
- City of Baltimore
- Baltimore City Public Schools
- Baltimore County
- Baltimore County Public Schools
- Community College of Baltimore County
- Carroll County
- Harford County
- Harford County Public Schools
- Harford Community College
- Howard County
- Howard County Public Schools System
- Howard Community College
- Queen Anne's County
- Queen Anne's County Public Schools



## **Appendix I: MAEC Current W-9**

Form

**W-9**(Rev. October 2018)  
Department of the Treasury  
Internal Revenue Service**Request for Taxpayer  
Identification Number and Certification**► Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.**Give Form to the  
requester. Do not  
send to the IRS.**Print or type.  
See Specific Instructions on page 3.**1** Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Mid-Atlantic Equity Consortium, Inc.

**2** Business name/disregarded entity name, if different from above**3** Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.☐ Individual/sole proprietor or single-member LLC☐ C Corporation☐ S Corporation☐ Partnership☐ Trust/estate☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ►**Note:** Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.☒ Other (see instructions) ►**4** Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):Exempt payee code (if any) 5

Exemption from FATCA reporting code (if any) \_\_\_\_\_

(Applies to accounts maintained outside the U.S.)

**5** Address (number, street, and apt. or suite no.) See instructions.

5272 River Road, Ste 340

**6** City, state, and ZIP code

Bethesda, MD 20816

Requester's name and address (optional)

**7** List account number(s) here (optional)**Part I Taxpayer Identification Number (TIN)**Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.**Social security number**

			-			-				
--	--	--	---	--	--	---	--	--	--	--

or

**Employer identification number**

5	2	-	1	7	9	0	7	5	3
---	---	---	---	---	---	---	---	---	---

**Part II Certification**

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.**Sign  
Here**Signature of  
U.S. person ►

Date ► 10/08/2020

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.





## **Appendix J: Notice to Bidders, Response to Questions**

**Department of Materials Management  
Procurement Unit  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
45 W. Gude Drive, Suite 3100  
Rockville, Maryland 20850**

**October 5, 2020**

**NOTICE TO BIDDERS**

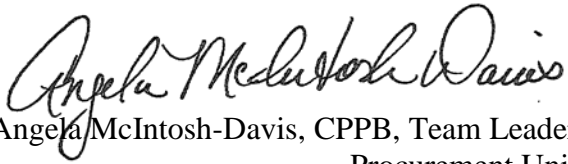
**The following are questions and responses regarding  
RFP No. 4900.1, Systemwide Anti-racism Audit Consultant**

Question 1: Would MCPS please provide guidance to a proposed fee structure? Specifically, does MCPS have a dollar range or a maximum amount of funds available? And is there an hourly rate cap and/or any other financial restrictions related to the project?

**Answer: MCPS does not have an established dollar range or maximum amount of funds available. There is no hourly rate cap or financial restrictions related to this project.**

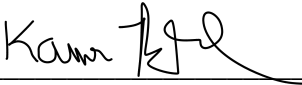
Question 2: Are there any modifications about submission procedures in the age of COVID? The RFP says hard copies are to be delivered to the 45 Gude St. address. Is the building open to the public and will it be open on Monday, October 12, which is Columbus Day?

**Answer: The procurement office is open and we are able to receive hard copy submissions in our office. Our office building does require that you wear a mask upon entry and while in the building. Additionally, MCPS is open on Columbus Day, this is not an observed holiday on the school calendar. You are encouraged to deliver your submissions well before the cutoff time of 2:00pm on October 12, 2020.**

  
Angela McIntosh-Davis, CPPB, Team Leader  
Procurement Unit

AMD

Please indicate your receipt of this notice by signing below and returning with your proposal or under a separate cover.

Accepted By: Karmen Rouland  Assoc. Director, Technical Assistance and Training  
(Name and Title)

Name of Company: Mid-Atlantic Equity Consortium

**From:** [REDACTED]  
**To:** [Landesman, John S](#)  
**Cc:** [Boddy, Troy](#); [Hebron, Ericka Y](#); [Sheron, Stephanie S](#); [Sander, Melissa M](#)  
**Subject:** [EXTERNAL] Re: Antiracist System Audit Steering Committee This Thursday  
**Date:** Friday, January 8, 2021 2:21:55 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Antiracist System Audit Steering Executive Committee,

I appreciate the opportunity to participate in the anti-racist system audit committee. I was impressed with the agreement for how to engage and noted there was a disconnect in how folks were addressed versus the compact. The agreement seeks to engage folks inclusively regardless of their background and to reduce barriers to communication and engagement. This is at odds with the use of academic titles (e.g. Dr. Jones) when addressing some committee members and the use of first names or surnames for others.

I learn more after graduate school than when I was in the academy and this experience is essential for me to engage and empathize with my colleagues and friends. I reserve the use of professional titles to academic settings and seek to find agreement among my colleagues on how to address each other.

Perhaps after initial introductions that include professional, parental, and academic credentials, we can call upon each other with agreed upon names. I believe this will improve the focus on the very challenging task of discussing racism and how to improve continually the MCPS experiences of our students, teachers, parents, and administrators.

Best regards,

[REDACTED]

[REDACTED]

[REDACTED]



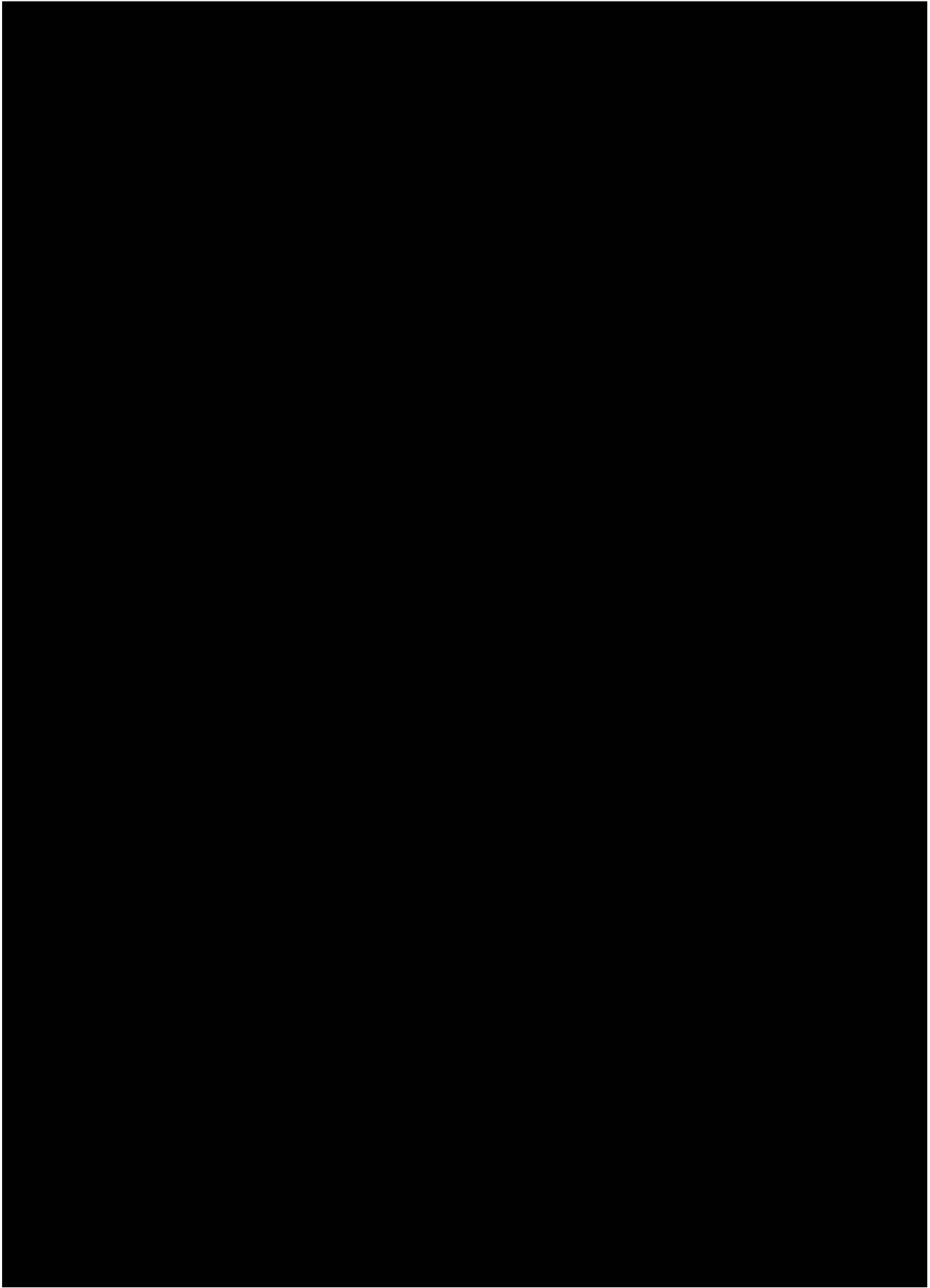


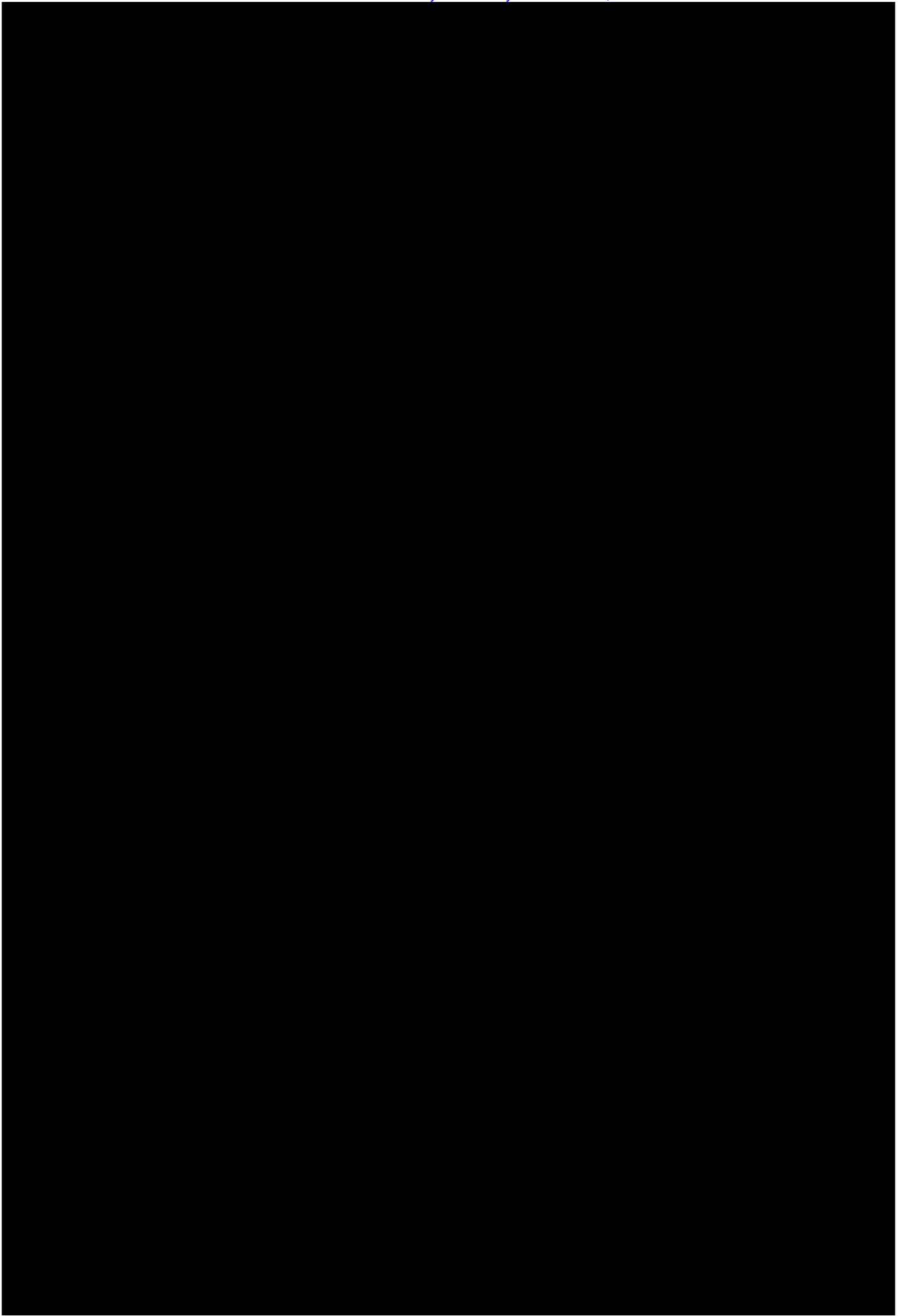
**From:** [Hamerski, Marianne M](#)

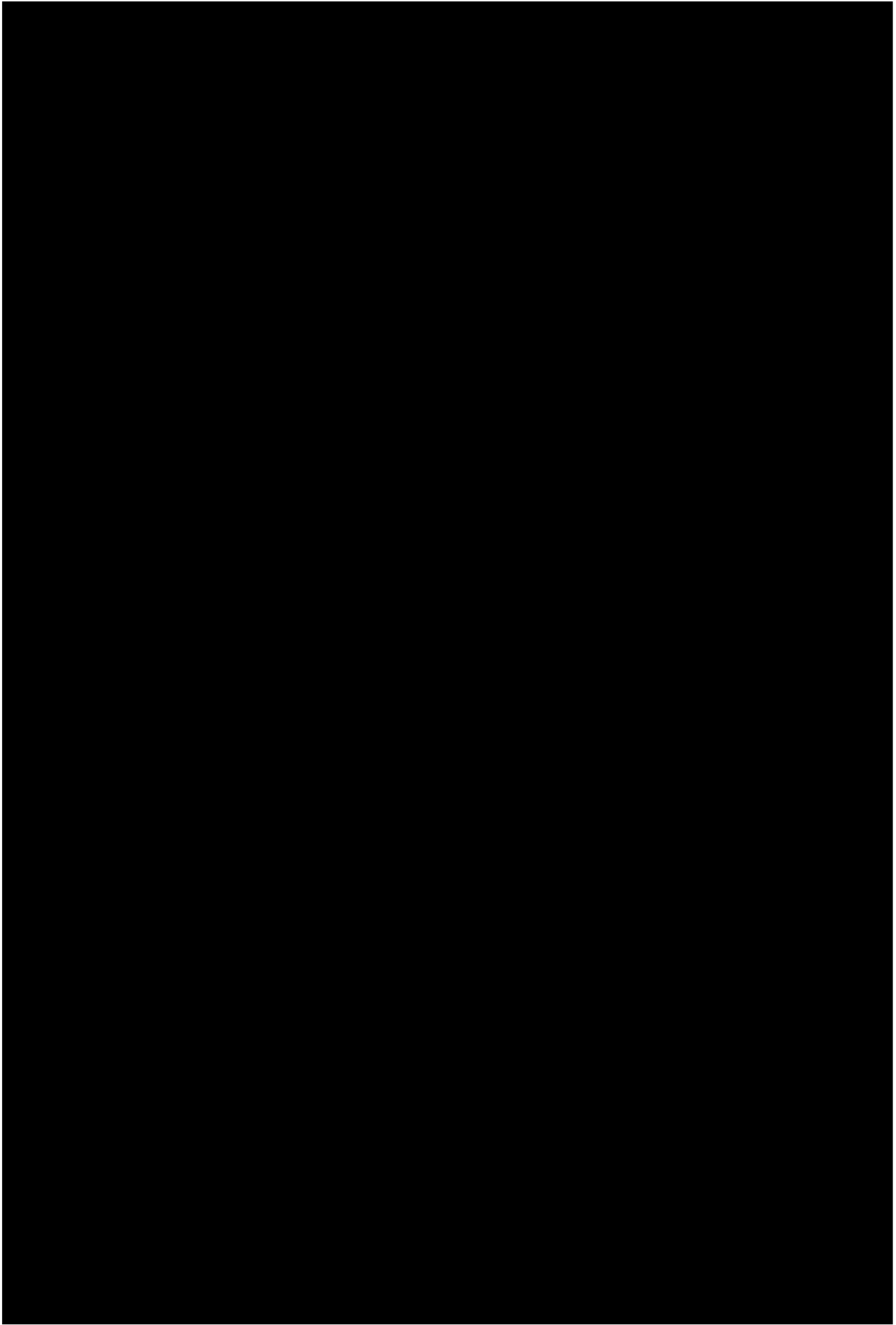
**To:** [Boddy, Troy](#); [Landesman, John S](#); [Howard, Daryl C](#); [Hernandez, Edwin M](#); [Mory, Joan A](#); [Hay, Marya F](#); [Jules, Maniya](#); [Mcknight, Monifa B](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Kuhney, Deanna M](#)

**Subject:** Meeting with Dr. McKnight/EDs/Equity Unit to Continue Discussion about Anti-Racist System Audit

---









**From:** [REDACTED]  
**To:** [Collins, Deann M](#); [Boddy, Troy](#)  
**Subject:** [EXTERNAL] Anti-Racist Audit Feedback: Professional Learning Recovery Team meeting - presentations & feedback forms  
**Date:** Monday, February 1, 2021 1:23:17 PM

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Troy and Deann,

I have been thinking a lot about the excellent Anti Racist Audit work you are doing. I keep thinking back to the 1st community meeting of the Black and Brown Coalition with the School Board and Superintendent Smith with over 1000 community members. I also am reflecting on first-hand stories I have heard from Black and brown students I have personally worked with during my past role as [REDACTED] (I retired in September) and a [REDACTED]

I would like to have you consider expanding the focus of the Anti Racist Audit to include what happens outside of the classroom, the subtle messages that Black and brown students pick up on about their futures...verbal and nonverbal...their mindset. The 3 students/alums who spoke at the Black and Brown Coalition meeting all spoke about how they were given messages that they were not college material and/or should go to community college. Also, they were told that there would be no way that they could afford college. One student even was in all AP classes with a stellar GPA. He had wanted to be a doctor but was told it was not for him. He went to MC when all his white/Asian peers in his classes went to 4-year colleges.

I also have worked with a first-gen immigrant brown student with a 3.5 GPA that had internalized messages and had a mindset from his counselors that college was not an option. He is now a senior at Goucher with a full 4-year scholarship. Last year, I met with a student that got a full tuitionPosse scholarship who told me that he didn't know he was smart and had anything to offer colleges until he came to work with us. **The subtle and not subtle messages he had received as a Black male had been deeply ingrained in his psyche. My point is that when we reach the goal of having an anti-racist classroom, we also need to be sure that the gatekeepers to their futures (counselors, CCISs, teachers that write recommendations, registrars, etc.) are trained to be sure that ALL students are given the opportunity to achieve their dreams. The world can no longer afford to lose any of this amazing potential.**

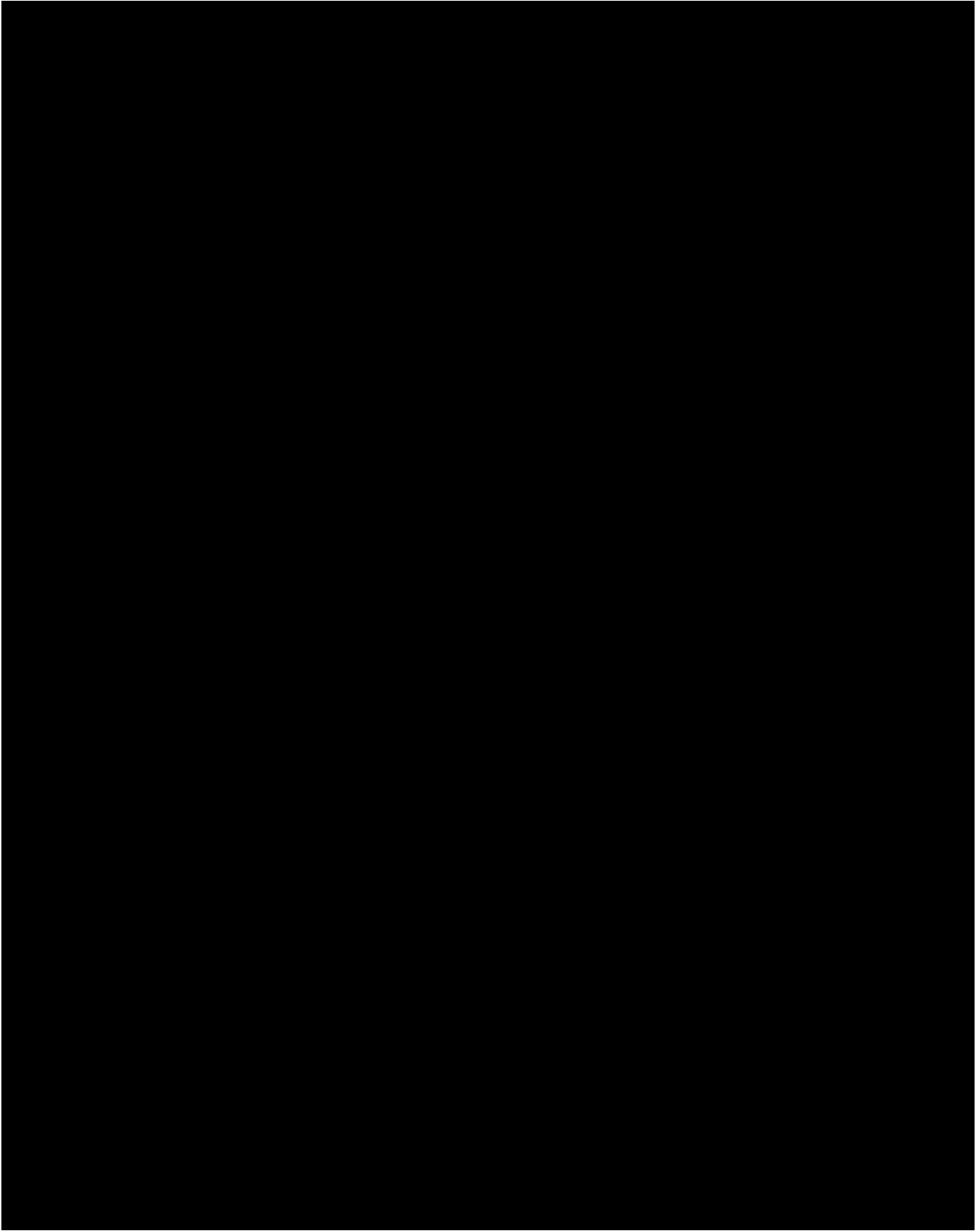
**Can you expand the classroom visits to include interviews with juniors and seniors about their experiences planning for their post secondary plans and compare them to the experiences of white and Asian students? Can you also interview AP teachers, CCICs, and counselors and ask for their experiences of working with Black and brown students and provide them with training opportunities to do better?**

It would be great if you could collect the following data (comparing predominately white/Asian high schools with predominately Black/brown high schools)

1. % applied to college (from Naviance)
2. % accepted to a 4-year college (from Naviance)
3. % accepted to a 2-year college (From Naviance)
4. % of students that never logged into Naviance
5. % applied for FAFSA (MCPS receives this data from FAFSA)

I am really passionate about this issue and would be happy to talk to you about this further if needed. [REDACTED]

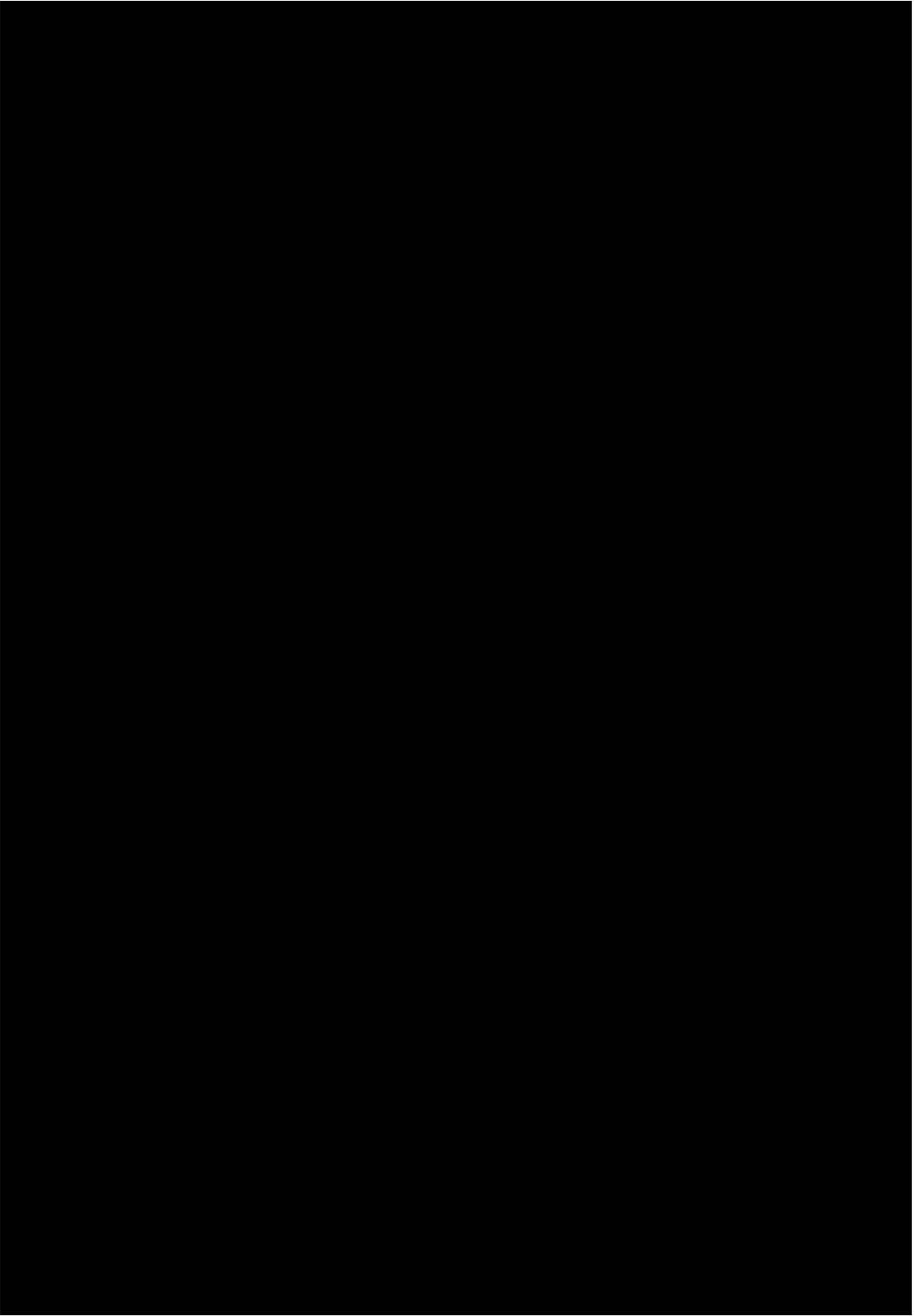
Thanks for providing me with the opportunity to provide feedback.  
Warmly,  
[REDACTED]







**From:** [Communities United Against Hate](#)  
**To:** [Boddy, Troy](#)  
**Subject:** [EXTERNAL] CUAH Action Alert 1/15/21  
**Date:** Friday, January 15, 2021 7:43:30 PM



















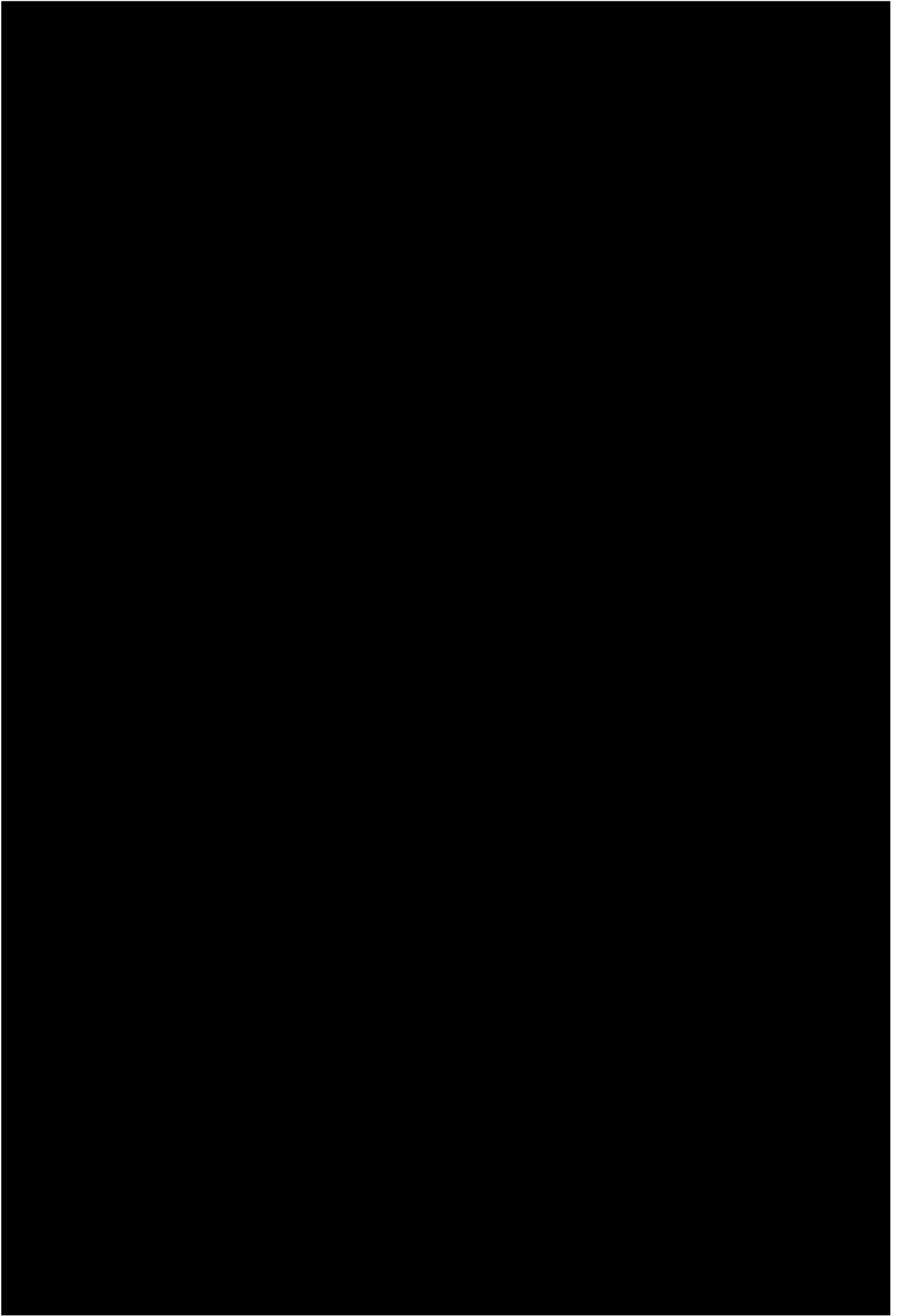






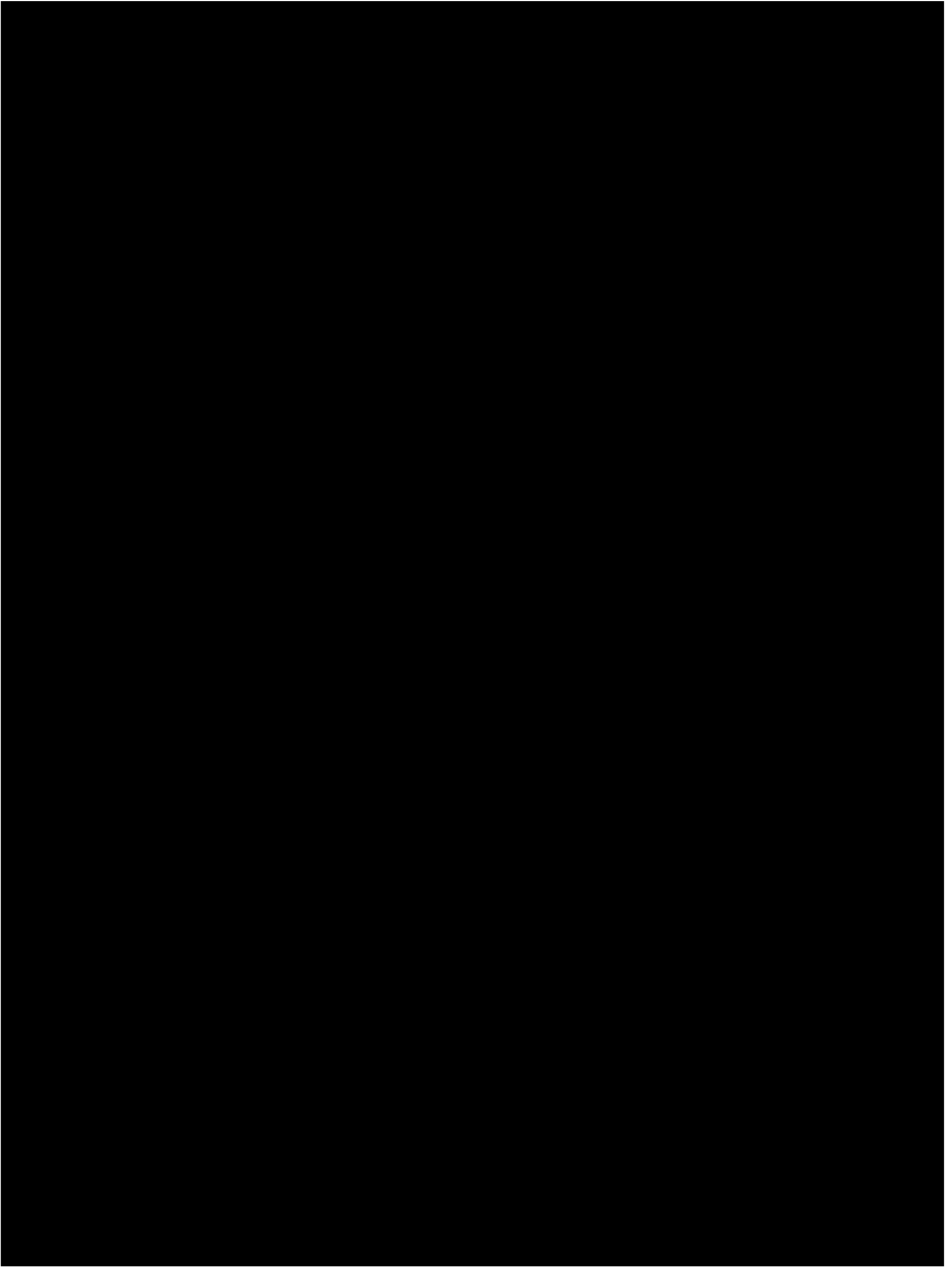




























**From:** [REDACTED]  
**To:** [Smith, Jack](#); [Jones, Donna Redmond](#); [Mcknight, Monifa B](#)  
**Cc:** [Boddy, Troy](#); [Beckett, Lauretta D](#)  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Friday, July 17, 2020 7:34:19 PM

---

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a rising 6th grader at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

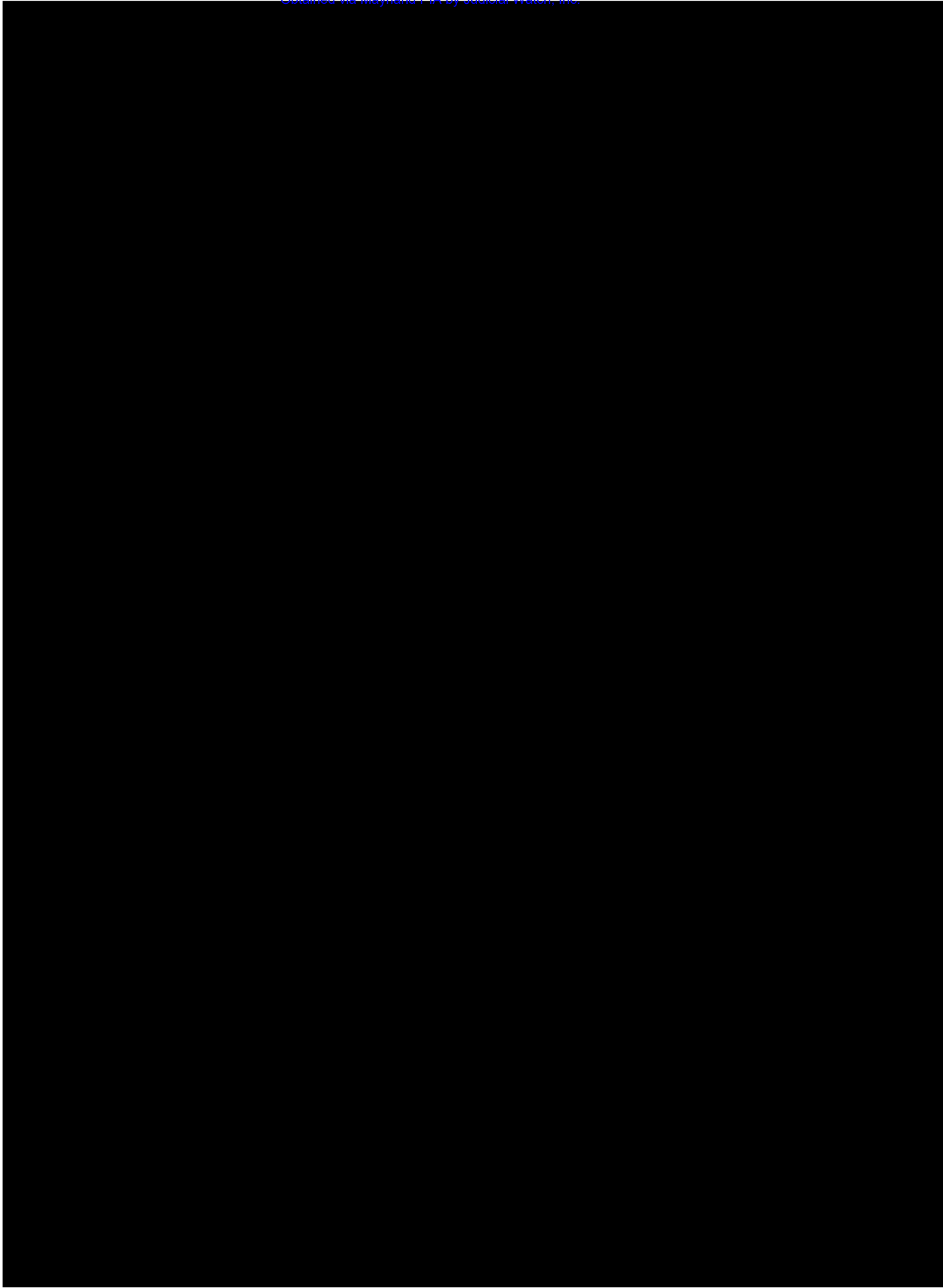
I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

[REDACTED]





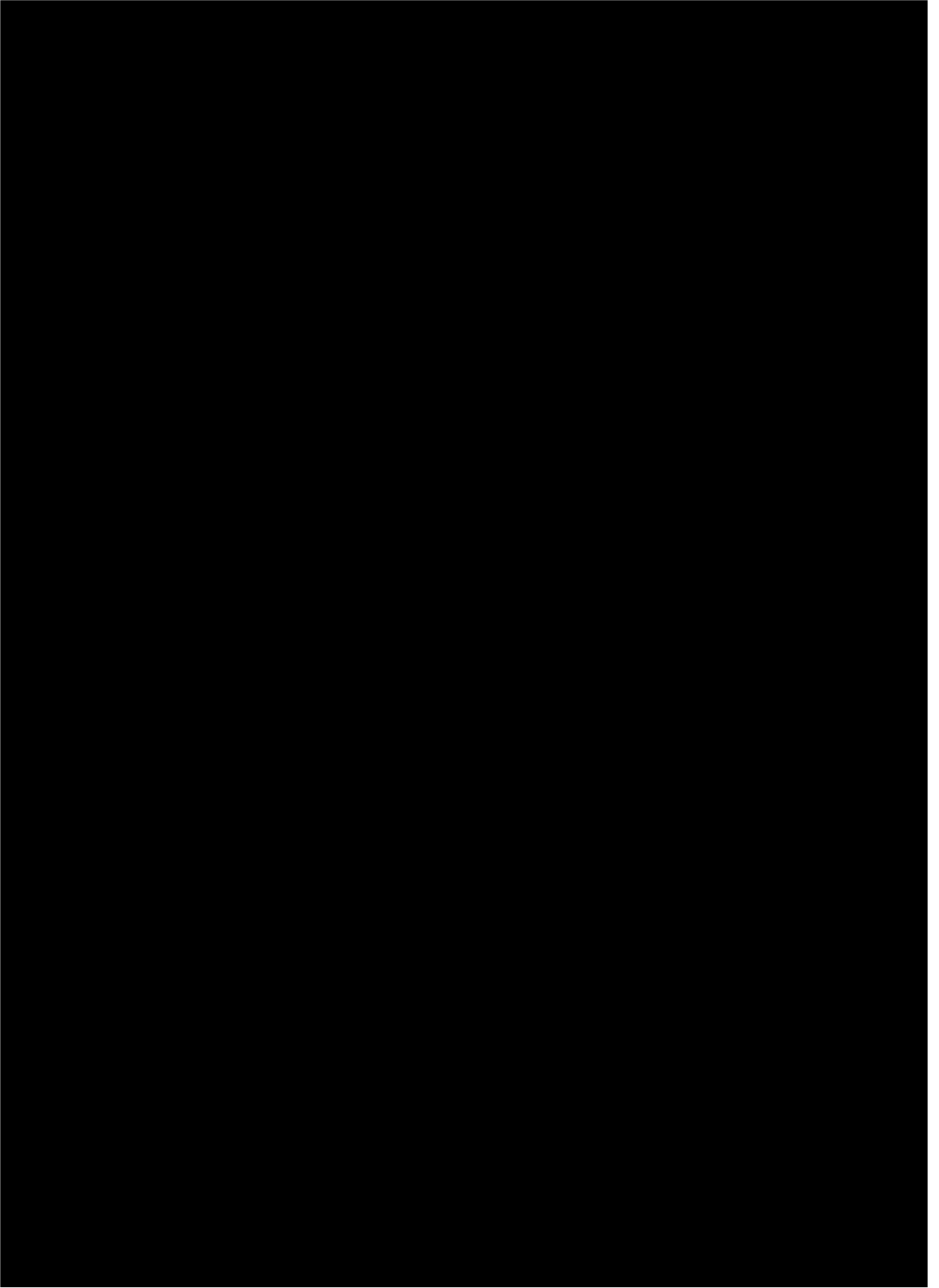
















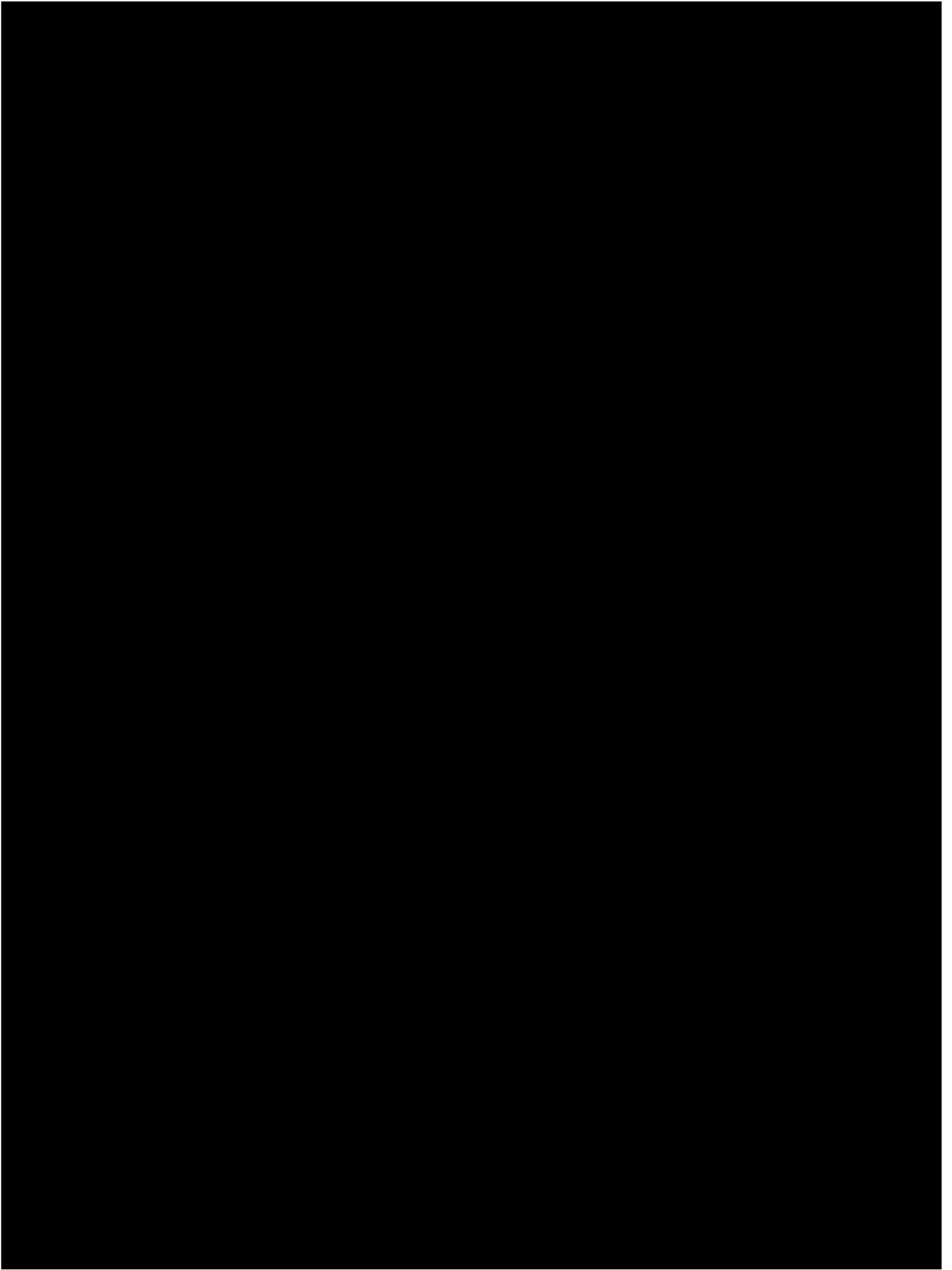






























































































**From:** [Hamerski, Marianne M](#)

**To:** [Boddy, Troy](#); [Landesman, John S](#); [Howard, Daryl C](#); [Hernandez, Edvin M](#); [Mory, Joan A](#); [Hay, Marya F](#); [Jules, Maniya](#); [Mcknight, Monifa B](#); [Sheron, Stephanie S](#); [Allain, Nicole P](#); [Kuhney, Deanna M](#)

**Subject:** Meeting with Dr. McKnight/EDs/Equity Unit to Continue Discussion about Anti-Racist System Audit

















**From:** [Linda Youngentob](#)  
**To:** [Boddy, Troy](#)  
**Subject:** Re: [EXTERNAL] Anti-Racist Audit Feedback: Professional Learning Recovery Team meeting - presentations & feedback forms  
**Date:** Tuesday, February 2, 2021 1:01:53 PM

---

Thank you, Troy.

Warmly,  
Linda

On Tue, Feb 2, 2021 at 1:00 PM Boddy, Troy <[Troy\\_Boddy@mcpsmd.org](mailto:Troy_Boddy@mcpsmd.org)> wrote:

Hello Linda,

You are right on point. The focus groups should capture the experiences of our students inside and outside of the classroom. We have not drafted out the focus group questions but this will be captured in those conversations. My team Hosed a session on Black student voices last week and their stories were powerful.

Respectfully,

Troy

Troy E. Boddy  
Director, Equity Initiatives Unit  
Office of the Deputy Superintendent  
Montgomery County Public Schools  
(240)740-4070

---

**From:** [REDACTED]  
**Sent:** Monday, February 1, 2021 1:23 PM  
**To:** Collins, Deann M <[Deann\\_M\\_Collins@mcpsmd.org](mailto:Deann_M_Collins@mcpsmd.org)>; Boddy, Troy <[Troy\\_Boddy@mcpsmd.org](mailto:Troy_Boddy@mcpsmd.org)>  
**Subject:** [EXTERNAL] Anti-Racist Audit Feedback: Professional Learning Recovery Team meeting - presentations & feedback forms

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Hi Troy and Deann,

I have been thinking a lot about the excellent Anti Racist Audit work you are doing. I keep thinking back to the 1st community meeting of the Black and Brown Coalition with the School Board and Superintendent Smith with over 1000 community members. I also am reflecting on first-hand stories I have heard from Black and brown students I have personally worked with during my past role as [REDACTED] (I retired in September) and a [REDACTED]

I would like to have you consider expanding the focus of the Anti Racist Audit to include what happens outside of the classroom, the subtle messages that Black and brown students pick up on about their futures...verbal and nonverbal...their mindset. The 3 students/alums who spoke at the Black and Brown Coalition meeting all spoke about how they were given messages that they were not college material and/or should go to community college. Also, they were told that there would be no way that they could afford college. One student even was in all AP classes with a stellar GPA. He had wanted to be a doctor but was told it was not for him. He went to MC when all his white/Asian peers in his classes went to 4-year colleges.

I also have worked with a first-gen immigrant brown student with a 3.5 GPA that had internalized messages and had a mindset from his counselors that college was not an option. He is now a senior at Goucher with a full 4-year scholarship. Last year, I met with a student that got a full tuitionPosse scholarship who told me that he didn't know he was smart and had anything to offer colleges until he came to work with us. **The subtle and not subtle messages he had received as a Black male had been deeply ingrained in his psyche. My point is that when we reach the goal of having an anti-racist classroom, we also need to be sure that the gatekeepers to their futures (counselors, CCISs, teachers that write recommendations, registrars, etc.) are trained to be sure that ALL students are given the opportunity to achieve their dreams. The world can no longer afford to lose any of this amazing potential.**

**Can you expand the classroom visits to include interviews with juniors and seniors about their experiences planning for their post secondary plans and compare them to the experiences of white and Asian students? Can you also interview AP teachers, CCICs, and counselors and ask for their experiences of working with Black and brown students and provide them with training opportunities to do better?**

It would be great if you could collect the following data (comparing predominately white/Asian high schools with predominately Black/brown high schools)

1. % applied to college (from Naviance)
2. % accepted to a 4-year college (from Naviance)
3. % accepted to a 2-year college (From Naviance)
4. % of students that never logged into Naviance
5. % applied for FAFSA (MCPS receives this data from FAFSA)

I am really passionate about this issue and would be happy to talk to you about this further if needed. [REDACTED]

Thanks for providing me with the opportunity to provide feedback.  
Warmly,  
[REDACTED]







**From:** [REDACTED]  
**To:** [Landesman, John S](#); [Boddy, Troy](#)  
**Cc:** [Hebron, Ericka Y](#); [Sheron, Stephanie S](#); [Sander, Melissa M](#)  
**Subject:** Re: [EXTERNAL] Re: Antiracist System Audit Steering Committee This Thursday  
**Date:** Friday, January 8, 2021 4:08:49 PM

---

Thank you!

On Friday, January 8, 2021, 02:35:14 PM EST, Boddy, Troy <troy\_boddy@mcpsmd.org> wrote:

Hello [REDACTED]

Your point is well taken and we will work on that for the next meeting. I appreciate you sharing your perspective with us.

Respectfully,  
Troy

Troy E. Boddy  
Director, Equity Initiatives Unit  
Office of the Deputy Superintendent  
Montgomery County Public Schools  
(240)740-4070

---

**From:** [REDACTED]  
**Sent:** Friday, January 8, 2021 2:21 PM  
**To:** Landesman, John S <John\_Landesman@mcpsmd.org>  
**Cc:** Boddy, Troy <Troy\_Boddy@mcpsmd.org>; Hebron, Ericka Y <Ericka\_Hebron@mcpsmd.org>; Sheron, Stephanie S <Stephanie\_S\_Sheron@mcpsmd.org>; Sander, Melissa M <Melissa\_M\_Sander@mcpsmd.org>  
**Subject:** [EXTERNAL] Re: Antiracist System Audit Steering Committee This Thursday

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Dear Antiracist System Audit Steering Executive Committee,

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I learn more after graduate school than when I was in the academy and this experience is essential for me to engage and empathize with my colleagues and friends. I reserve the use of professional titles to

academic settings and seek to find agreement among my colleagues on how to address each other.

Perhaps after initial introductions that include professional, parental, and academic credentials, we can call upon each other with agreed upon names. I believe this will improve the focus on the very challenging task of discussing racism and how to improve continually the MCPS experiences of our students, teachers, parents, and administrators.

Best regards,

[REDACTED]

[REDACTED]

[REDACTED]



**From:** [REDACTED]  
**To:** [Mcknight, Monifa B](#)  
**Cc:** [Smith, Jack](#); [Jones, Donna Redmond](#); [Boddy, Troy](#); [Beckett, Laurretta D](#); [Sheron, Stephanie S](#); [Hazel, Niki T](#); [Wilson, Janet S](#)  
**Subject:** Re: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Monday, July 20, 2020 12:20:11 PM

---

Dear Dr. McKnight, Dear Ms. Sheron,

Thank you so much for your reply. I would really like to be involved in the anti-racist system audit. My contact details are as follows:

[REDACTED]

Thank you! I wish you all the best - thank you again for all of your hard work!!

All best,

[REDACTED]

On Sun, Jul 19, 2020 at 10:39 PM Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)> wrote:

Dear [REDACTED]

Thank you very much for providing this feedback to us regarding your child's summer course -Social Justice summer boost. This feedback is very helpful to us as we determine which have been most impactful to our students in a positive way. I have copied my executive director, Ms. Sheron, who will be in touch to see how we can involve you as a community stakeholder in our anti-racist system audit. We will need the perspective of engaged community members such as yourself when planning the priorities in the design of this audit.

Thank you so much for reaching out again. Stay safe and healthy!

Warm Regards,

Dr. Monifa B. McKnight

Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 7:34 PM  
**To:** Smith, Jack <[Jack\\_Smith@mcpsmd.org](mailto:Jack_Smith@mcpsmd.org)>; Jones, Donna Redmond <[Donna\\_R\\_Jones@mcpsmd.org](mailto:Donna_R_Jones@mcpsmd.org)>; Mcknight, Monifa B <[Monifa\\_B\\_Mcknight@mcpsmd.org](mailto:Monifa_B_Mcknight@mcpsmd.org)>  
**Cc:** Boddy, Troy <[Troy\\_Boddy@mcpsmd.org](mailto:Troy_Boddy@mcpsmd.org)>; Beckett, Laurretta D <[Laurretta\\_D\\_Beckett@mcpsmd.org](mailto:Laurretta_D_Beckett@mcpsmd.org)>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a rising 6th grader at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion

rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

A solid black rectangular box used to redact the signature of the sender.



**From:** [Mcknight, Monifa B](#)  
**To:** [REDACTED] [Smith, Jack](#); [Jones, Donna Redmond](#)  
**Cc:** [Boddy, Troy](#); [Beckett, Laurretta D](#); [Sheron, Stephanie S](#); [Hazel, Niki T](#); [Wilson, Janet S](#)  
**Subject:** RE: [EXTERNAL] Social Justice at Pyle and beyond  
**Date:** Monday, July 20, 2020 12:39:34 AM

---

Dear [REDACTED],

Thank you very much for providing this feedback to us regarding your child's summer course -Social Justice summer boost. This feedback is very helpful to us as we determine which have been most impactful to our students in a positive way. I have copied my executive director, Ms. Sheron, who will be in touch to see how we can involve you as a community stakeholder in our anti-racist system audit. We will need the perspective of engaged community members such as yourself when planning the priorities in the design of this audit.

Thank you so much for reaching out again. Stay safe and healthy!

Warm Regards,

Dr. Monifa B. McKnight  
Deputy Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive, Room 129  
Rockville, Maryland 20850  
Phone: 240-740-5652

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 7:34 PM  
**To:** Smith, Jack <Jack\_Smith@mcpsmd.org>; Jones, Donna Redmond <Donna\_R\_Jones@mcpsmd.org>; Mcknight, Monifa B <Monifa\_B\_Mcknight@mcpsmd.org>  
**Cc:** Boddy, Troy <Troy\_Boddy@mcpsmd.org>; Beckett, Laurretta D <Laurretta\_D\_Beckett@mcpsmd.org>  
**Subject:** [EXTERNAL] Social Justice at Pyle and beyond

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Dear Dr. Donna Redmond-Jones, Dr. Monifa McKnight and Dr. Jack Smith,

My name is [REDACTED], and I am the mother of a [REDACTED] at Pyle Middle School.

My daughter, [REDACTED], participated in the Social Justice summer boost course led by Alan Prunier this past week. It was excellent - she was clearly moved by the ideas and really enjoyed the interaction and space to learn and express her feelings.

I write because I hope this class can become mandatory for all Pyle students (all MCPS Middle Schools would be even better) and would like to know if I can support an effort to make this happen. This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

I participated in WAES Conversations about Race and Equity over the past few years, and have been so impressed by the commitment of MCPS and the WAES teachers, Mrs. Sherburne and Mrs. Knight to bring these important and often difficult issues to the community to try to make a positive change in our society. I read today in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know what the audit process entails, but I think it is important to showcase this summer course as one of many efforts across the district to make a positive change. I think it would be great if the audit could provide a clear recommendation to require a similar Social Justice course to all middle school children across the district. I can easily see this course being well-received across the state, and the entire country.

Many thanks for your time and consideration. I appreciate everything you are each personally doing for all of us at this time.

Kind regards,

[REDACTED]

**From:** [Mory, Joan A](#)  
**To:** [Prunier, Alan M](#); [Sandra Cavalieri](#); [Beckett, Laurretta D](#)  
**Cc:** [Harmon, Michelle C](#); [Dovman, Crystal A](#); [Nardi, Christopher B](#); [Boddy, Troy](#)  
**Subject:** Re: [EXTERNAL] Thank you - Social Justice  
**Date:** Friday, July 17, 2020 12:06:44 PM

---

All,

If I may, also please cc Mr. Troy Boddy, Director of the Equity Initiatives Unit as well! Thank you for this consideration.

Regards,

Joan

Dr. Joan A. Mory  
Equity Initiatives Instructional Specialist  
Equity Initiatives Unit  
Office of the Deputy Superintendent  
NBCT: Early and Middle Childhood  
Literacy-Reading/Language Arts  
850 Hungerford Drive, Room 200  
Rockville, MD 20850  
Main Office: 240-740-4070; Office: 240-740-4069  
[Joan\\_A\\_Mory@mcpsmd.org](mailto:Joan_A_Mory@mcpsmd.org)

---

**From:** Prunier, Alan M <Alan\_M\_Prunier@mcpsmd.org>  
**Sent:** Friday, July 17, 2020 11:51 AM  
**To:** [REDACTED] Beckett, Laurretta D <Laurretta\_D\_Beckett@mcpsmd.org>  
**Cc:** Mory, Joan A <Joan\_A\_Mory@mcpsmd.org>; Harmon, Michelle C <Michelle\_C\_Harmon@mcpsmd.org>; Dovman, Crystal A <Crystal\_Dovman@mcpsmd.org>; Nardi, Christopher B <Christopher\_B\_Nardi@mcpsmd.org>  
**Subject:** Re: [EXTERNAL] Thank you - Social Justice

Thank you for your advocacy!

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 10:26 AM  
**To:** Beckett, Laurretta D <Laurretta\_D\_Beckett@mcpsmd.org>  
**Cc:** Mory, Joan A <Joan\_A\_Mory@mcpsmd.org>; Harmon, Michelle C <Michelle\_C\_Harmon@mcpsmd.org>; Prunier, Alan M <Alan\_M\_Prunier@mcpsmd.org>; Dovman, Crystal A <Crystal\_Dovman@mcpsmd.org>; Nardi, Christopher B <Christopher\_B\_Nardi@mcpsmd.org>

**Subject:** Re: [EXTERNAL] Thank you - Social Justice

Dear Ms. Beckett,

Many thanks for your advice, I will write to them later today. I can think of no other more critical course and am happy to hear that other schools have offered something similar.

All the best,

[REDACTED]

On Fri, Jul 17, 2020 at 7:38 AM Beckett, Laretta D <[Laretta\\_D\\_Beckett@mcpsmd.org](mailto:Laretta_D_Beckett@mcpsmd.org)> wrote:

Hello [REDACTED],

It would be helpful a to share your positive thoughts with our Director, Dr. Donna Redmond-Jones, the Deputy Superintendent, Dr. Monifa McKnight and Dr. Jack Smith. We know that other schools have offered similar courses this summer as a way to help students become anti-racist and promote social justice.

Laretta D. Beckett  
8th Grade  
Assistant Principal  
Thomas Pyle Middle School  
301-740-3500

---

**From:** [REDACTED]  
**Sent:** Friday, July 17, 2020 9:28 AM  
**To:** Mory, Joan A <[Joan\\_A\\_Mory@mcpsmd.org](mailto:Joan_A_Mory@mcpsmd.org)>  
**Cc:** Harmon, Michelle C <[Michelle\\_C\\_Harmon@mcpsmd.org](mailto:Michelle_C_Harmon@mcpsmd.org)>; Prunier, Alan M <[Alan\\_M\\_Prunier@mcpsmd.org](mailto:Alan_M_Prunier@mcpsmd.org)>; Dovman, Crystal A <[Crystal\\_Dovman@mcpsmd.org](mailto:Crystal_Dovman@mcpsmd.org)>; Beckett, Laretta D <[Laretta\\_D\\_Beckett@mcpsmd.org](mailto:Laretta_D_Beckett@mcpsmd.org)>  
**Subject:** Re: [EXTERNAL] Thank you - Social Justice

Dear all,

I'm so excited to think about the potential for this Social Justice course to reach a wider number of children.

I just saw in the Bethesda Magazine that MCPS will conduct an "anti-racist system audit" of the entire district. I don't know how the audits function, but I think it would be very important to showcase this summer course as part of the effort to make a positive change.

I am more than happy to be a parent who tries to push this forward, if you can please let me know who to write to I will be happy to do it!

Best,

On Fri, Jul 17, 2020 at 7:06 AM Mory, Joan A <[Joan\\_A\\_Mory@mcpsmd.org](mailto:Joan_A_Mory@mcpsmd.org)> wrote:  
All,

Good morning. I cannot thank you enough for sharing this with me. I am going to forward it to Troy.

Please now that our office is here to support your work!

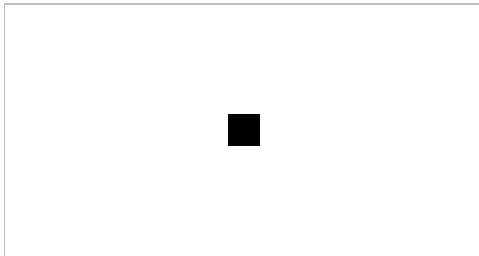
I also look forward to continuing conversations with you, Michelle about the English Department's book study.

All the best.

Regards,

Joan

<https://www.thinkingmaps.com/equity-education-matters/>



## Equity in Education: What it Is and Why it Matters - Thinking Maps

Equity in education is a goal everyone in education can get behind. What educator doesn't want to see all students have an equal opportunity for success? But it's not always easy to define precisely what we mean when we...Read more >

[www.thinkingmaps.com](http://www.thinkingmaps.com)

---

**From:** Harmon, Michelle C <[Michelle\\_C\\_Harmon@mcpsmd.org](mailto:Michelle_C_Harmon@mcpsmd.org)>

**Sent:** Thursday, July 16, 2020 8:23 PM

**To:** Prunier, Alan M <[Alan\\_M\\_Prunier@mcpsmd.org](mailto:Alan_M_Prunier@mcpsmd.org)>

**Cc:** Sandra Cavaliere <[sancav@gmail.com](mailto:sancav@gmail.com)>; Dovman, Crystal A <[Crystal\\_Dovman@mcpsmd.org](mailto:Crystal_Dovman@mcpsmd.org)>; Beckett, Laurretta D <[Laurretta\\_D\\_Beckett@mcpsmd.org](mailto:Laurretta_D_Beckett@mcpsmd.org)>; Mory, Joan A <[Joan\\_A\\_Mory@mcpsmd.org](mailto:Joan_A_Mory@mcpsmd.org)>

**Subject:** Re: [EXTERNAL] Thank you - Social Justice

This is so great to hear! We wish we could mandate courses at Pyle but that power lies with the Board of Education. We are lucky to have Mr. Prunier's passion and knowledge to help our kids reflect on social justice and how they can impact positive change. We are also lucky to have students equally passionate about understanding social justice issues. As a department, we will be focusing on keeping these conversations going all year.

Michelle Harmon

Sent from my iPhone

On Jul 16, 2020, at 7:21 PM, Prunier, Alan M  
<[Alan\\_M\\_Prunier@mcpsmd.org](mailto:Alan_M_Prunier@mcpsmd.org)> wrote:

Hello!

It was great to have [REDACTED] in the class! I'm really enthused to hear she came away with thoughtful insights.

I'm not sure who would make the call on that decision. But, a bunch of people made this class possible. I have CC'ed Ms. Beckett, Ms. Harmon, and Ms. Mory.

Hopefully someone will know to whom you should direct this request.

Thank you,  
Mr. Prunier

---

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**Sent:** Thursday, July 16, 2020 3:16 PM  
**To:** Prunier, Alan M <[Alan\\_M\\_Prunier@mcpsmd.org](mailto:Alan_M_Prunier@mcpsmd.org)>  
**Cc:** Dovman, Crystal A <[Crystal\\_Dovman@mcpsmd.org](mailto:Crystal_Dovman@mcpsmd.org)>  
**Subject:** [EXTERNAL] Thank you - Social Justice

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Alan,

[REDACTED] took your social justice class this week.

It was excellent - she learned so much and had so many thoughtful insights

following each session. Thank you very much!

I think this class should be mandatory for all Pyle students (all MCPS Middle Schools would be even better) - is there any way that I can support an effort to make this happen - anyone I could write to, etc? This mere 3-hour commitment goes so far beyond standard inclusion rhetoric and could change many lives - especially as those who don't self select may benefit even more from the ideas and discussion.

All best,

A solid black rectangular box used to redact the signature of the sender.

**From:** [Beckett, Laurretta D](#)  
**To:** [Mory, Joan A](#); [Prunier, Alan M](#); [REDACTED]  
**Cc:** [Harmon, Michelle C](#); [Dovman, Crystal A](#); [Nardi, Christopher B](#); [Boddy, Troy](#)  
**Subject:** Re: [EXTERNAL] Thank you - Social Justice  
**Date:** Friday, July 17, 2020 12:57:00 PM

---

Absolutely Joan!

Get [Outlook for iOS](#)

---

**From:** Mory, Joan A <Joan\_A\_Mory@mcpsmd.org>  
**Sent:** Friday, July 17, 2020 12:06:42 PM  
**To:** Prunier, Alan M <Alan\_M\_Prunier@mcpsmd.org>; [REDACTED]  
Beckett, Laurretta D <Laurretta\_D\_Beckett@mcpsmd.org>  
**Cc:** Harmon, Michelle C <Michelle\_C\_Harmon@mcpsmd.org>; Dovman, Crystal A  
<Crystal\_Dovman@mcpsmd.org>; Nardi, Christopher B <Christopher\_B\_Nardi@mcpsmd.org>;  
Boddy, Troy <Troy\_Boddy@mcpsmd.org>  
**Subject:** Re: [EXTERNAL] Thank you - Social Justice

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Regards,

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Dr. Joan A. Mory  
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Christopher B <Christopher\_B\_Nardi@mcpsmd.org>

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**To:** Beckett, Laretta D <Laretta\_D\_Beckett@mcpsmd.org>

**Cc:** Mory, Joan A <Joan\_A\_Mory@mcpsmd.org>; Harmon, Michelle C <Michelle\_C\_Harmon@mcpsmd.org>; Prunier, Alan M <Alan\_M\_Prunier@mcpsmd.org>; Dovman, Crystal A <Crystal\_Dovman@mcpsmd.org>; Nardi, Christopher B <Christopher\_B\_Nardi@mcpsmd.org>

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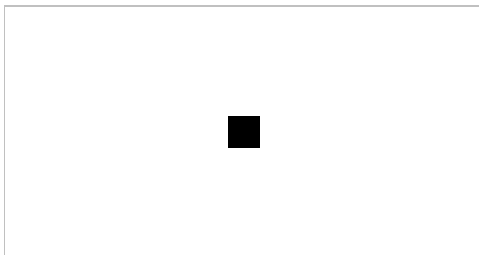
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**Sent:** Thursday, July 16, 2020 8:23 PM  
**To:** Prunier, Alan M <[Alan\\_M\\_Prunier@mcpsmd.org](mailto:Alan_M_Prunier@mcpsmd.org)>  
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**Sent:** Thursday, July 16, 2020 3:16 PM

**To:** Prunier, Alan M <[Alan\\_M\\_Prunier@mcpsmd.org](mailto:Alan_M_Prunier@mcpsmd.org)>  
**Cc:** Dovman, Crystal A <[Crystal\\_Dovman@mcpsmd.org](mailto:Crystal_Dovman@mcpsmd.org)>  
**Subject:** [EXTERNAL] Thank you - Social Justice

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Dear Alan,

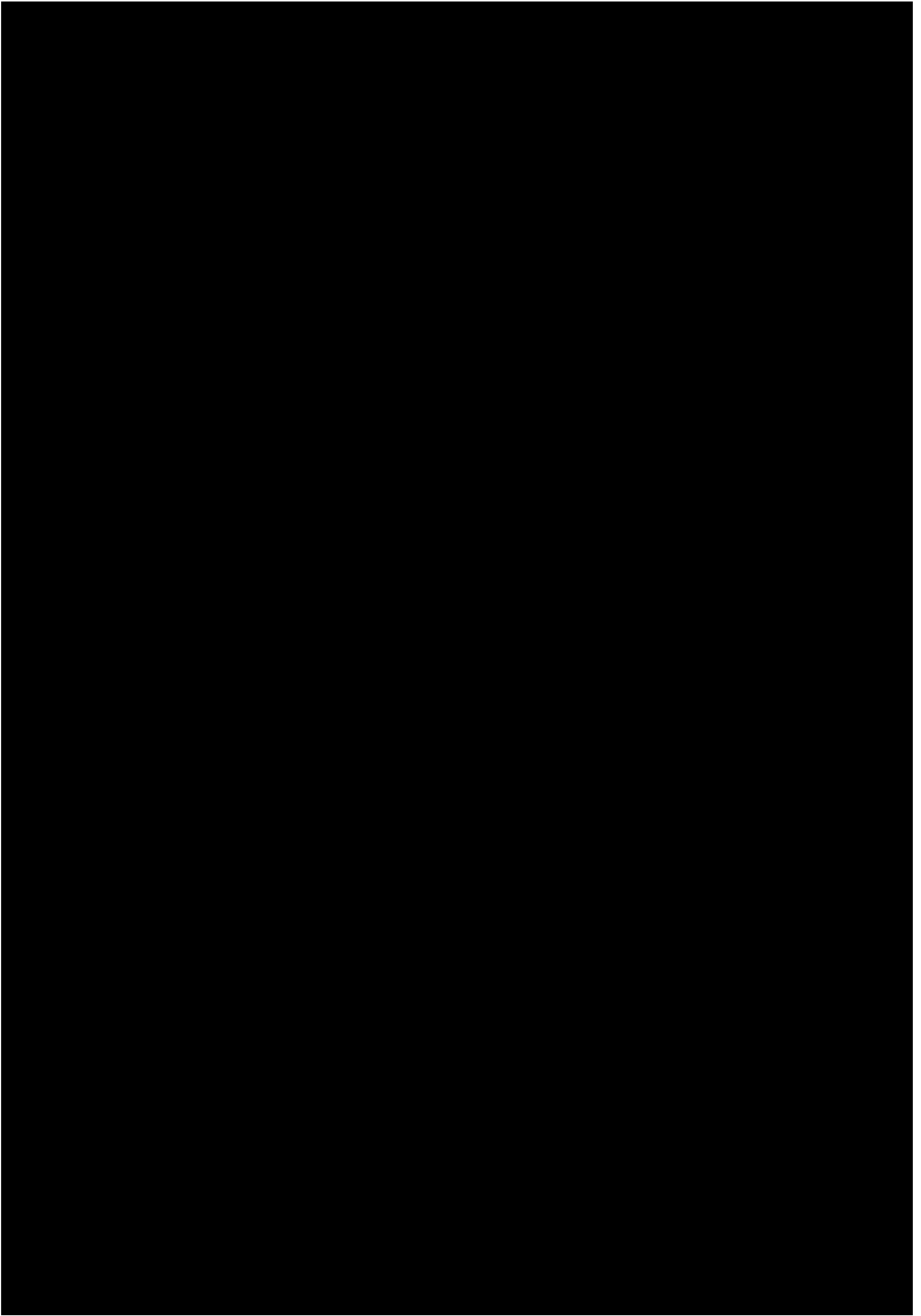
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All best,

[REDACTED]



























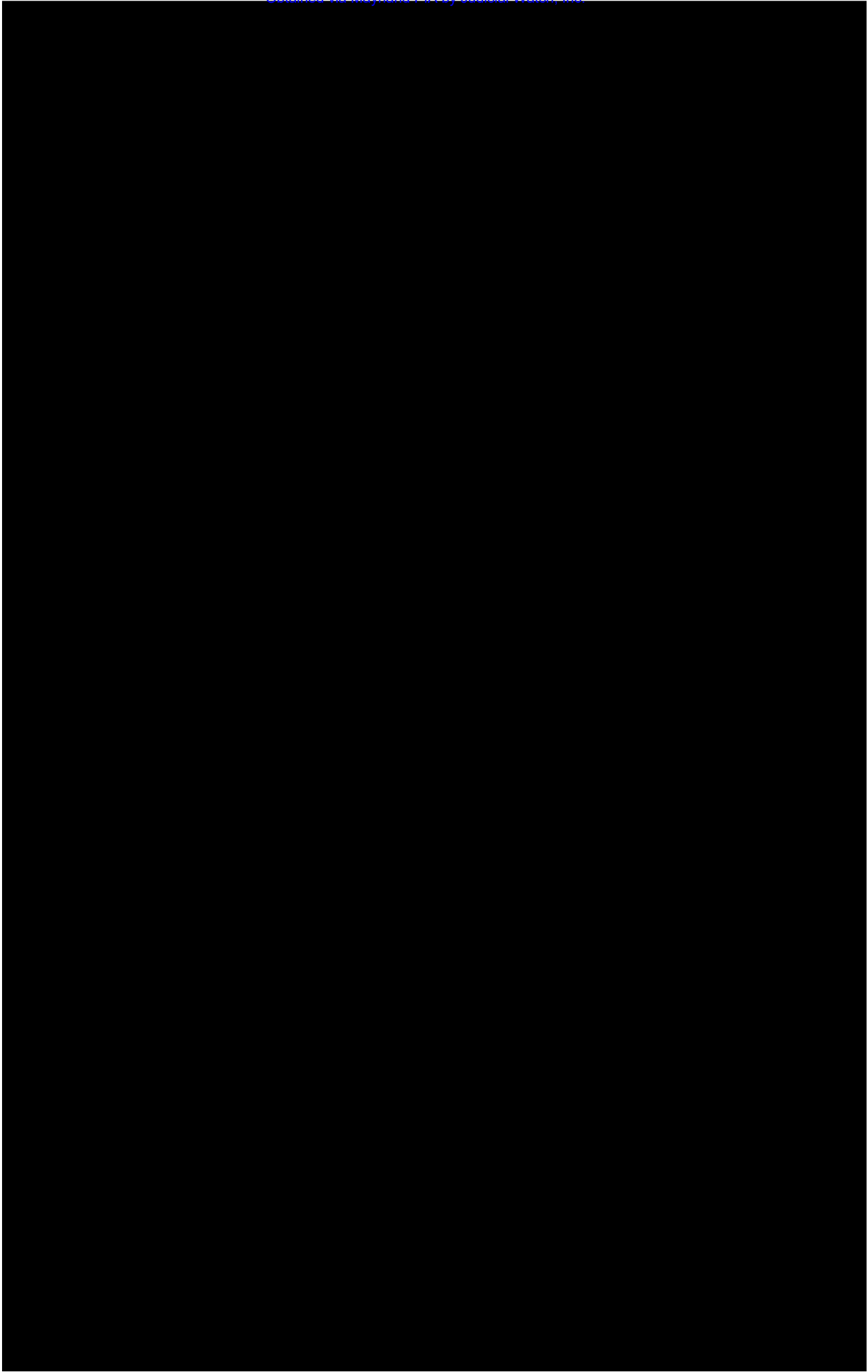






















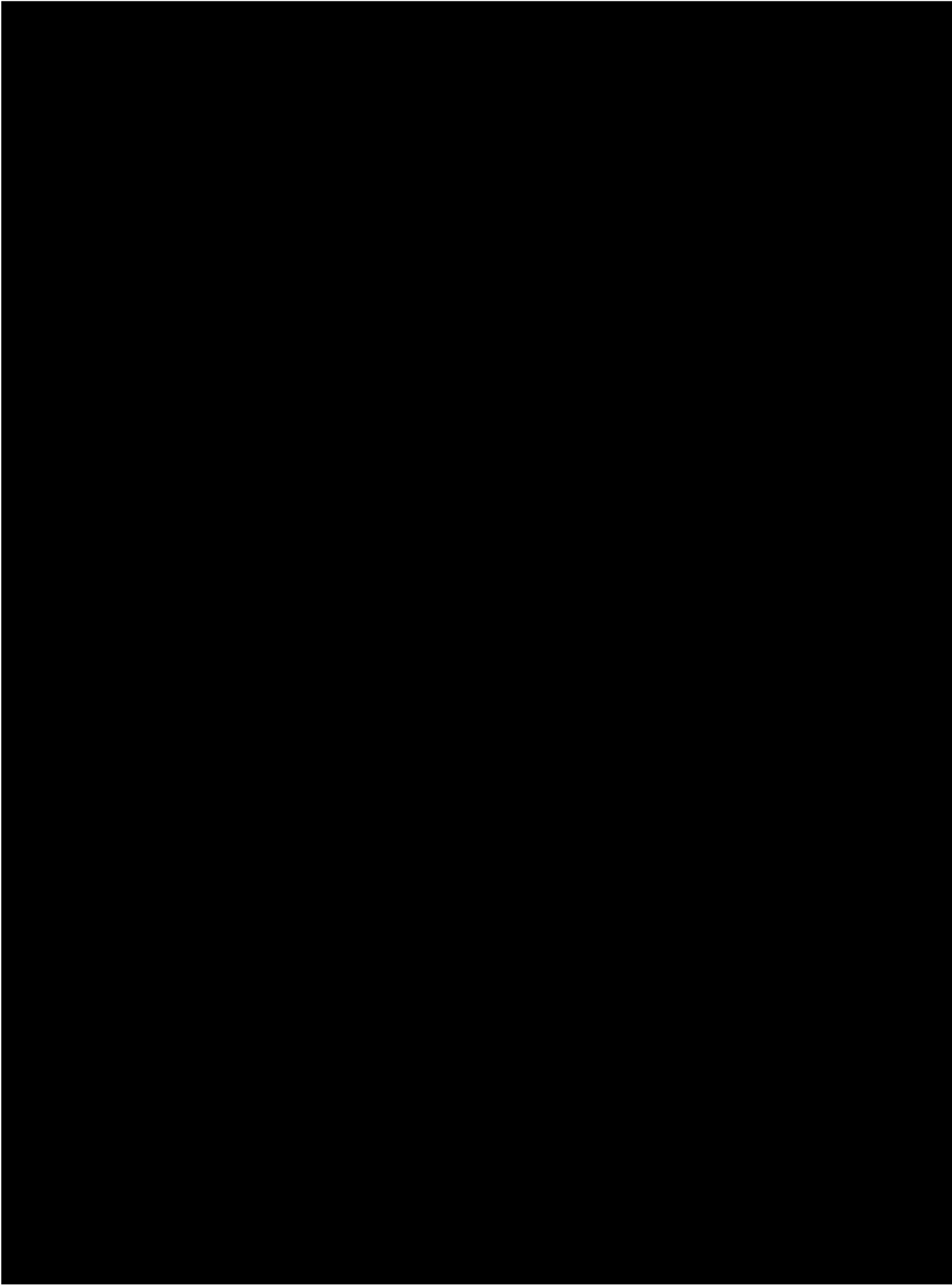


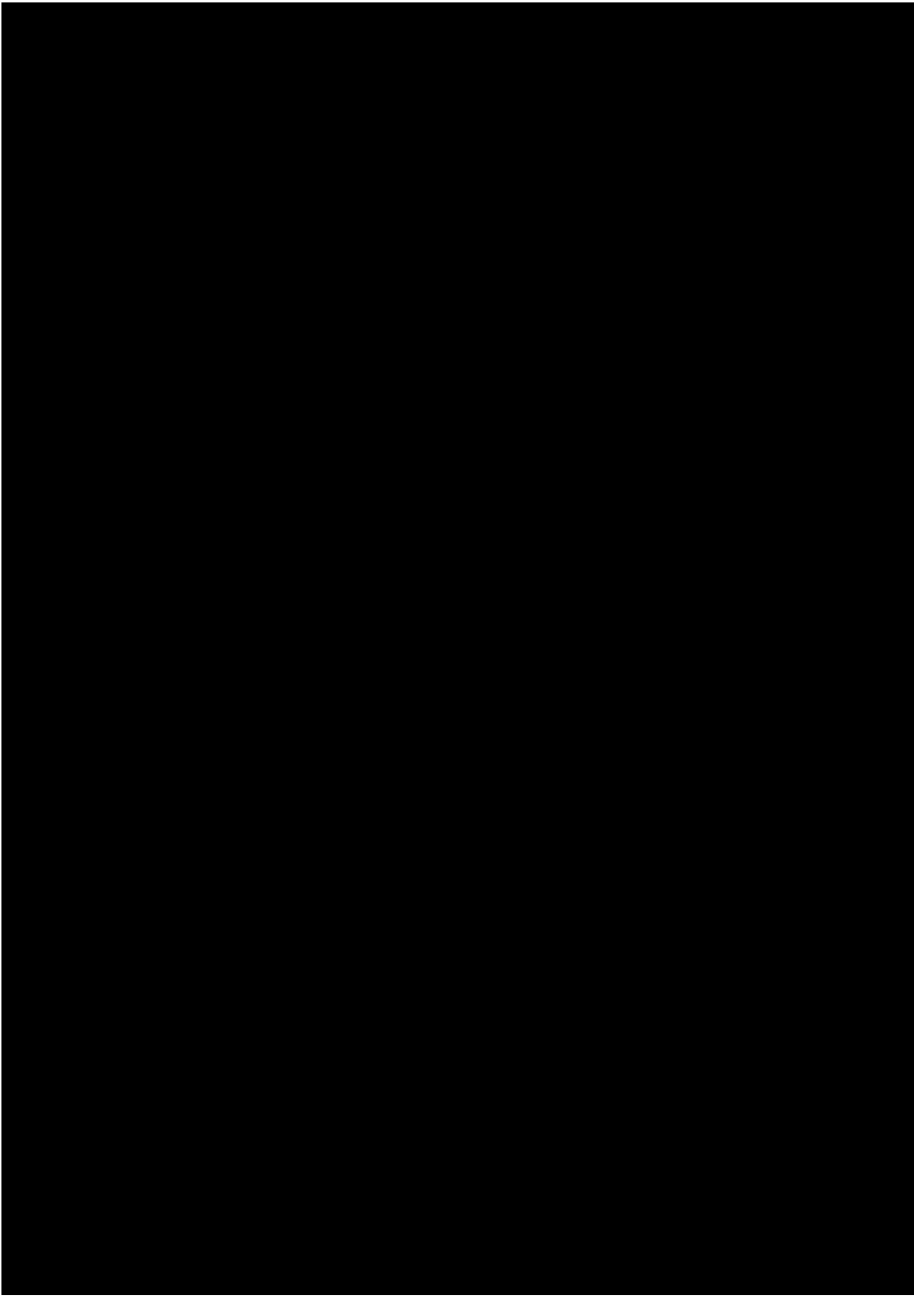




**From:** [Boddy, Troy](#)  
**To:** [Hamerski, Marianne M](#)  
**Subject:** Accepted: Meeting with Dr. McKnight/EDs/Equity Unit to Continue Discussion about Anti-Racist System Audit

---





**From:** [Boddy, Troy](#)  
**To:** [REDACTED]; [Collins, Deann M](#)  
**Subject:** Re: [EXTERNAL] Anti-Racist Audit Feedback: Professional Learning Recovery Team meeting - presentations & feedback forms  
**Date:** Tuesday, February 2, 2021 1:00:19 PM

---

[REDACTED]

You are right on point. The focus groups should capture the experiences of our students inside and outside of the classroom. We have not drafted out the focus group questions but this will be captured in those conversations. My team Hosted a session on Black student voices last week and their stories were powerful.

Respectfully,

Troy

Troy E. Boddy  
Director, Equity Initiatives Unit  
Office of the Deputy Superintendent  
Montgomery County Public Schools  
(240)740-4070

---

**From:** [REDACTED]  
**Sent:** Monday, February 1, 2021 1:23 PM  
**To:** Collins, Deann M <Deann\_M\_Collins@mcpsmd.org>; Boddy, Troy <Troy\_Boddy@mcpsmd.org>  
**Subject:** [EXTERNAL] Anti-Racist Audit Feedback: Professional Learning Recovery Team meeting - presentations & feedback forms

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Troy and Deann,

I have been thinking a lot about the excellent Anti Racist Audit work you are doing. I keep thinking back to the 1st community meeting of the Black and Brown Coalition with the School Board and Superintendent Smith with over 1000 community members. [REDACTED]

I would like to have you consider expanding the focus of the Anti Racist Audit to include what happens outside of the classroom, the subtle messages that Black and brown students pick up on about their futures...verbal and nonverbal...their mindset. The 3 students/alums who spoke at the Black and Brown Coalition meeting all spoke about how they were given messages that they were not college material and/or should go to community college. Also, they were told that there would be no way that they could afford college. One student even was in all AP classes with a stellar GPA. He had wanted to be a doctor but was told it was not for him. He went to MC when all his white/Asian peers in his classes went to 4-year colleges.

I also have worked with a first-gen immigrant brown student with a 3.5 GPA that had internalized messages and had a mindset from his counselors that college was not an option. He is now a senior at Goucher with a full 4-year scholarship. Last year, I met with a student that got a full tuition Posse scholarship who told me that he didn't know he was smart and had anything to offer colleges until he came to work with us. **The subtle and not subtle messages he had received as a Black male had been deeply ingrained in his psyche. My point is that when we reach the goal of having an anti-racist classroom, we also need to be**



***sure that the gatekeepers to their futures (counselors, CCISs, teachers that write recommendations, registrars, etc.) are trained to be sure that ALL students are given the opportunity to achieve their dreams. The world can no longer afford to lose any of this amazing potential.***

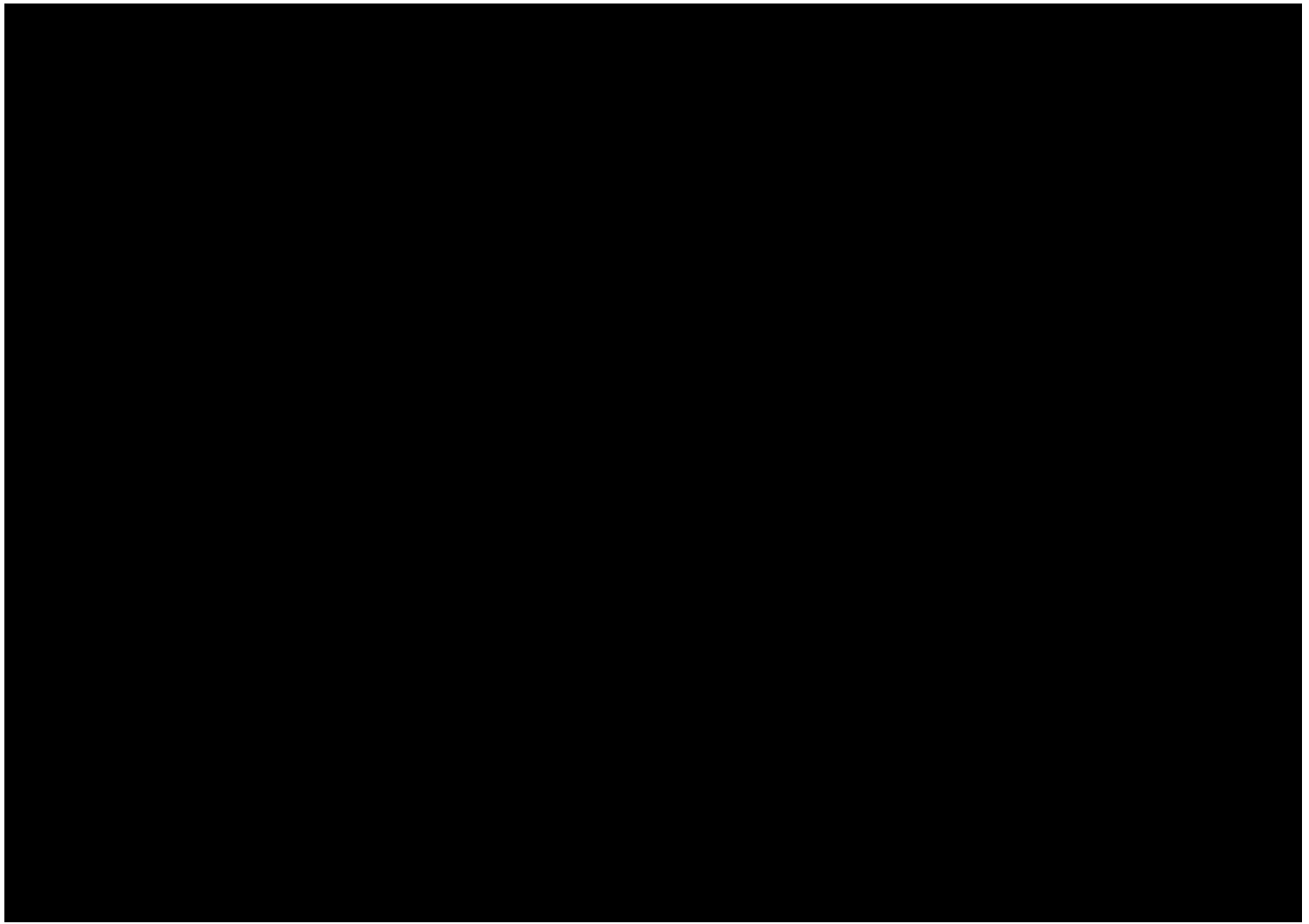
**Can you expand the classroom visits to include interviews with juniors and seniors about their experiences planning for their post secondary plans and compare them to the experiences of white and Asian students? Can you also interview AP teachers, CCICs, and counselors and ask for their experiences of working with Black and brown students and provide them with training opportunities to do better?**

It would be great if you could collect the following data (comparing predominately white/Asian high schools with predominately Black/brown high schools)

1. % applied to college (from Naviance)
2. % accepted to a 4-year college (from Naviance)
3. % accepted to a 2-year college (From Naviance)
4. % of students that never logged into Naviance
5. % applied for FAFSA (MCPS receives this data from FAFSA)

I am really passionate about this issue and would be happy to talk to you about this further if needed. [REDACTED]

Thanks for providing me with the opportunity to provide feedback.  
Warmly,  
[REDACTED]







**From:** [Boddy, Troy](#)  
**To:** [REDACTED]; [Landesman, John S](#)  
**Cc:** [Hebron, Ericka Y](#); [Sheron, Stephanie S](#); [Sander, Melissa M](#)  
**Subject:** Re: [EXTERNAL] Re: Antiracist System Audit Steering Committee This Thursday  
**Date:** Friday, January 8, 2021 2:35:12 PM

---

Hello [REDACTED],

Your point is well taken and we will work on that for the next meeting. I appreciate you sharing your perspective with us.

Respectfully,

Troy

Troy E. Boddy  
Director, Equity Initiatives Unit  
Office of the Deputy Superintendent  
Montgomery County Public Schools  
(240)740-4070

---

**From:** [REDACTED]  
**Sent:** Friday, January 8, 2021 2:21 PM  
**To:** Landesman, John S <[John\\_Landesman@mcpsmd.org](mailto:John_Landesman@mcpsmd.org)>  
**Cc:** Boddy, Troy <[Troy\\_Boddy@mcpsmd.org](mailto:Troy_Boddy@mcpsmd.org)>; Hebron, Ericka Y <[Ericka\\_Hebron@mcpsmd.org](mailto:Ericka_Hebron@mcpsmd.org)>; Sheron, Stephanie S <[Stephanie\\_S\\_Sheron@mcpsmd.org](mailto:Stephanie_S_Sheron@mcpsmd.org)>; Sander, Melissa M <[Melissa\\_M\\_Sander@mcpsmd.org](mailto:Melissa_M_Sander@mcpsmd.org)>  
**Subject:** [EXTERNAL] Re: Antiracist System Audit Steering Committee This Thursday

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Antiracist System Audit Steering Executive Committee,

I appreciate the opportunity to participate in the anti-racist system audit committee. I was impressed with the agreement for how to engage and noted there was a disconnect in how folks were addressed versus the compact. The agreement seeks to engage folks inclusively regardless of their background and to reduce barriers to communication and engagement. This is at odds with the use of academic titles (e.g. Dr. Jones) when addressing some committee members and the use of first names or surnames for others.

I learn more after graduate school than when I was in the academy and this experience is essential for me to engage and empathize with my colleagues and friends. I reserve the use of professional titles to academic settings and seek to find agreement among my colleagues on how to address each other.

Perhaps after initial introductions that include professional, parental, and academic credentials, we can call upon each other with agreed upon names. I believe this will improve the focus on the very challenging task of discussing racism and how to improve continually the MCPS experiences of our students,

teachers, parents, and administrators.

Best regards,

[REDACTED]

[REDACTED]

On Monday, January 4, 2021, 01:54:39 PM EST, Landesman, John S <[john\\_landesman@mcpsmd.org](mailto:john_landesman@mcpsmd.org)> wrote:

Dear Antiracist System Audit Steering Committee,

Happy New Year! We look forward to meeting with you this Thursday, January 7 from 4-6 pm and again on Monday, January 11 at the same time.

Below is some important information for Thursday's meeting. We know your time is valuable. We will therefore try to send any reading or information to you prior to the meetings so we can spend most of our time together in dialogue and work. We've included a short activity that we hope you will do prior to Thursday's meeting.

If you haven't done so already, please confirm that you will be attending both meetings.

Please email me at [John\\_Landesman@mcpsmd.org](mailto:John_Landesman@mcpsmd.org) with any questions.

Thank you,

John

[REDACTED]















April 26, 2021

Mr. William F. Marshall  
Judicial Watch, Inc.  
BMarshall@JUDICIALWATCH.ORG

Dear Mr. Marshall:

I have received your Maryland Public Information Act (MPIA) request seeking the following information from Montgomery County Public Schools (MCPS):

All records related to the development, implementation, and results of the "Anti- Racist System Audit" reportedly conducted by the Montgomery County Board of Education. Such records shall include, but not be limited to: email communications regarding the audit exchanged between MCPS officials responsible for formulating, implementing, and compiling the audit and its results; planning and policy documents related to the audit; records and reports reflecting the results derived from the audit.

I am responding on behalf of the superintendent of schools who, as official custodian of records for the school system, is responsible for replies under the Maryland Public Information Act, Title 4 of the General Provisions (GP) Article.

Please find enclosed responsive documents to your request. It is important to note that the MCPS systemwide anti-racist audit launched in fall 2020 and will continue through September 2021. There are no results to share at this time. You can read the latest update here:

<https://news.montgomeryschoolsmd.org/quicknotes/update-on-the-anti-racist-systemwide-audit-2/>.

Additionally, information and updates will be posted regularly on the Anti-Racist Audit webpage:

<https://www.montgomeryschoolsmd.org/antiracist/>.

If you believe you have been wrongly denied a public record, you are entitled to seek judicial review of this decision pursuant to GP § 4-362. In addition, pursuant to GP § 4-1B-01 et seq., you also have the option to express any concerns about this decision to the Public Access Ombudsman.

With regards,



Christopher C. Cram  
Director, Department of Communications

CCC:vem

Enclosures

Copy to:

Ms. Williams    Dr. McKnight    Ms. Mcguire