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BOARD OF EDUCATION  
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION  
BROADCAST VIA MICROSOFT TEAMS

MARCH 22, 2022

Transcribed by:  
Paul A. Gasparotti

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1 Dr. Williams, are there any additions or changes  
 2 to tonight's agenda?  
 3 DR. WILLIAMS: I'm not aware of any  
 4 changes or additions.  
 5 CHAIRWOMAN HENN: Thank you. Hearing  
 6 none, the agenda stands as presented.  
 7 Earlier this evening the Board met in  
 8 closed session pursuant to the Open Meetings Act  
 9 for the following reasons: To one, discuss the  
 10 appointment, employment, assignment, promotion,  
 11 discipline, demotion, compensation, removal,  
 12 resignation or performance evaluation of  
 13 appointees, employees or officials over whom it  
 14 has jurisdiction, or any other personnel matter  
 15 that affects one or more specific individuals;  
 16 seven, consult with counsel to obtain legal  
 17 advice; and nine, conduct collective bargaining  
 18 negotiations or consider matters that relate to  
 19 the negotiations. Minutes of the closed session  
 20 and informational summary can be found on  
 21 BoardDocs under this board meeting agenda date.

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1 Whereas, Mr. Stewart's efforts to  
 2 understand the individual needs of students,  
 3 encourage and cultivate their self esteem, foster  
 4 collaborative relationships, and use data to  
 5 evaluate program effectiveness and programming  
 6 needs, has consistently resulted in academic and  
 7 social advancement; and  
 8 Whereas, in recognition of Mr. Stewart's  
 9 work ethic, collaborative nature, innovative  
 10 approach to supporting students in reaching their  
 11 fullest potential, and dedication to building  
 12 leadership capacity, therefore, be it  
 13 RESOLVED, that the Board of Education  
 14 herewith assembled in regular session on the  
 15 22nd day of March in the year 2022, expresses to  
 16 Mr. Brian Stewart on behalf of the citizens of  
 17 this county our deepest appreciation and  
 18 gratitude for his service. And be it further  
 19 RESOLVED, that the Board herewith extends  
 20 its best wishes for his good health, happiness  
 21 and continued success.

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1 Next on the agenda is a special order of  
 2 business.  
 3 First up, we recognize Mr. Brian  
 4 Stewart. At this time, could Mr. Stewart please  
 5 join me and Dr. Williams at the front of the  
 6 dais?  
 7 Whereas, Mr. Brian Stewart has served  
 8 the students of Baltimore County Public Schools  
 9 with honor and distinction since 2015; and  
 10 Whereas, Mr. Stewart's passion and  
 11 willingness to go above and beyond to support  
 12 students and nurture strong relationships with  
 13 students, families and colleagues, has had a  
 14 tremendous impact on Baltimore County Public  
 15 Schools students and staff; and  
 16 Whereas, in honor of Mr. Stewart's school  
 17 counseling innovations, exemplary comprehensive  
 18 school counseling program and leadership, he was  
 19 named the 2022 Maryland School Counselor of the  
 20 Year and the 2022 Maryland High School Counselor  
 21 of the Year; and

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1 (Applause.)  
 2 Fellow board members, I move that the  
 3 Board accept the following resolution in  
 4 recognition of Mr. Brian Stewart.  
 5 MR. THOMAS: Second, Thomas.  
 6 CHAIRWOMAN HENN: Thank you, may I have  
 7 a second?  
 8 MS. MACK: Second, Mack.  
 9 CHAIRWOMAN HENN: Thank you. All in  
 10 favor?  
 11 (Chorus of ayes.)  
 12 Any opposed? The Board is unanimous.  
 13 Congratulations, Mr. Stewart.  
 14 (Applause.)  
 15 (Photos being taken.)  
 16 Next we recognize Mrs. Lori Counsell.  
 17 Unfortunately, Mrs. Counsell is unable to join us  
 18 this evening. However, we would still like to  
 19 celebrate her.  
 20 (Applause.)  
 21 Fellow board members, I move that the

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1 Board accept the following Resolution 2022-07, in  
 2 recognition of Mrs. Lori Counsell as follows:  
 3       Whereas, Mrs. Lori Counsell has served  
 4 the students of Baltimore County Public Schools  
 5 with honor and distinction since 2010; and  
 6       Whereas, Mrs. Counsell's dedication, kind  
 7 spirit and positive outlook instills in students  
 8 a deep desire to learn and achieve; and  
 9       Whereas, in honor of Mrs. Counsell's  
 10 exemplary leadership in the field of school  
 11 counseling and her comprehensive and visionary  
 12 child centered approach, she was named the 2022  
 13 Maryland Elementary School Counselor of the Year;  
 14 and  
 15       Whereas, Mrs. Counsell's collaboration  
 16 with students and staff to create a safe and  
 17 welcoming environment and develop strategies for  
 18 social-emotional success makes Mays Chapel  
 19 Elementary School a special place to learn; and  
 20       Whereas, in recognition of  
 21 Mrs. Counsell's work ethic and efforts to help

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1 students understand what a healthy relationship  
 2 is, how to handle big emotions and how to resolve  
 3 conflicts peacefully, therefore, be it  
 4       RESOLVED, that the Board of Education  
 5 herewith assembled in regular session on the  
 6 22nd day of March in the year 2022, expresses to  
 7 Mrs. Lori Counsell on behalf of the citizens of  
 8 this county our deepest appreciation and  
 9 gratitude for her service; and be it further  
 10       RESOLVED, that the Board herewith extends  
 11 its best wishes for her good health, happiness  
 12 and continued success.  
 13       May I have a motion to accept the  
 14 resolution?  
 15       MS. ROWE: So moved, Rowe.  
 16       CHAIRWOMAN HENN: Thank you. May I have  
 17 a second?  
 18       MS. CAUSEY: Second, Ms. Causey.  
 19       CHAIRWOMAN HENN: Thank you. All in  
 20 favor?  
 21       (Chorus of ayes.)

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1       Any opposed? The Board is unanimous.  
 2 Congratulations, Mrs. Counsell.  
 3       (Applause.)  
 4       And her resolution will be sent to her.  
 5       Finally, we recognize Ms. Kimberly  
 6 Ferguson.  
 7       (Applause.)  
 8       Fellow board members, I move that the  
 9 Board accept the following resolution 2022-08 in  
 10 recognition of Ms. Kimberly Ferguson as follows:  
 11       Whereas, Ms. Kimberly Ferguson has  
 12 served the students of Baltimore County Public  
 13 Schools with honor and distinction since 2013;  
 14 and  
 15       Whereas, Ms. Ferguson's exemplary  
 16 leadership has made positive contributions to the  
 17 improvement of school counseling services; and  
 18       Whereas, in honor of Ms. Ferguson's  
 19 steadfast advocacy and innovative approach to  
 20 insuring BCPS provides comprehensive and  
 21 impactful student services, she was named the

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1 2022 Maryland Advocate of the Year; and  
 2       Whereas, Mrs. Ferguson's collaboration  
 3 with staff across schools and central offices has  
 4 consistently resulted in positive outcomes for  
 5 all BCPS schools and advanced the work of the  
 6 system to insure schools are better equipped to  
 7 meet the academic and social-emotional needs of  
 8 students across all grade levels; and  
 9       Whereas, in recognition of Ms. Ferguson's  
 10 work ethic, insightfulness and dedication to  
 11 building leadership capacity, therefore, be it  
 12       RESOLVED, that the Board of Education  
 13 herewith assembled in regular session on the  
 14 22nd day of March in the year 2022, expresses to  
 15 Ms. Kimberly Ferguson on behalf of the citizens  
 16 of our county our deepest appreciation and  
 17 gratitude for her service; and be it further  
 18       RESOLVED, that the Board extends its best  
 19 wishes for her good health, happiness and  
 20 continued success.  
 21       (Applause.)

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1 Board members, may I have a second?  
 2 MR. THOMAS: Second, Thomas.  
 3 CHAIRWOMAN HENN: Thank you, Mr. Thomas.  
 4 All in favor?  
 5 (Chorus of ayes.)  
 6 Any opposed? The motion carries.  
 7 Congratulations.  
 8 (Applause.)  
 9 (Photos being taken.)  
 10 (Applause.)  
 11 At this time I invite Mr. Stewart and  
 12 Ms. Ferguson to please bring remarks.  
 13 Mr. Stewart?  
 14 MR. STEWART: I promise to keep this  
 15 short, thank you.  
 16 So, it's an incredible honor to be  
 17 considered for this award as well as this  
 18 incredible honor, so thank you very much, I  
 19 appreciate it, especially when I consider the  
 20 amazing counselors throughout BCPS and Maryland  
 21 who go above and beyond every day. A lot of the

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1 success that I have had while at BCPS and in my  
 2 career overall has been due to the steady  
 3 exchange of ideas and resources with colleagues  
 4 in the field. They deserve equal credit for this  
 5 accomplishment.  
 6 Likewise across BCPS, school counseling  
 7 programs strive to insure every student has  
 8 access to the supports, opportunities and  
 9 challenges that are necessary for their  
 10 development as competent unique individuals,  
 11 competitive college and career graduates, and  
 12 responsible global citizens. School counselors  
 13 have a unique skill set that can be utilized in a  
 14 variety of ways to meet the diverse needs of all  
 15 students equitably. Whether it's helping  
 16 implement a plan for getting back on track with  
 17 classes, assisting with their college and career  
 18 selection process, providing support through  
 19 periods of immense hardship, or simply being a  
 20 resource, a steady resource through all of life's  
 21 twists and turns, counsels are crucial to

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1 insuring the success of all of our kids.  
 2 So regardless of the issue, our job is  
 3 to help them process it and find ways to move  
 4 forward, and this goal isn't simply to get them  
 5 through one situation or one tough day, it's to  
 6 help students develop into resilient, competent  
 7 and more happy adults. We do this by  
 8 implementing dynamic counseling interventions  
 9 that incorporate a healthy balance of support,  
 10 challenge, helping to connect the students with  
 11 the people in the building as well as other  
 12 resources that can help them move forward, and  
 13 with a heavy dose of advocacy.  
 14 So beyond demonstrating empathy and  
 15 implementing this array of interventions,  
 16 advocacy is crucial for the work that we do each  
 17 day. Counselors advocate for students as we  
 18 empower them to persevere through incremental  
 19 challenges to find the power in their own voice.  
 20 In situations where systemic factors may be  
 21 contributing to a student's hardship or inequity,

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1 counselors must advocate on behalf of those  
 2 students. On occasion this means we must speak  
 3 up for ourselves as well.  
 4 So according to ASCA, which is at the  
 5 center of COMAR and BCPS policies regarding my  
 6 profession, school counselors design, develop and  
 7 deliver comprehensive school counseling programs  
 8 to promote student achievement. These programs  
 9 are comprehensive in scope, preventative in  
 10 design and developmental in nature. These  
 11 programs are driven by student data and based on  
 12 the standards and academic, career and personal  
 13 social development to promote and enhance the  
 14 learning process for all students. So ASCA  
 15 professional guidelines, competencies and  
 16 objectives have already been adopted by our own  
 17 board of education, I believe it was in 2013, and  
 18 this is what drives our district curriculum for  
 19 school counselors.  
 20 Of course along with the curriculum, we  
 21 are providing constant responsive services to

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1 mental health, helping students along with  
 2 academic concerns, other, you know, college and  
 3 career related issues that come up, case managing  
 4 504s, and a constant, an endless array of other  
 5 issues. However, counselors need the time and  
 6 resources and personnel required to fully address  
 7 the expansive needs of students in our building  
 8 and across BCPS. So all the guidelines and  
 9 competencies were adopted, we really need more  
 10 support with the tools and resources that are  
 11 required to fully implement these programs across  
 12 the district.  
 13 So that includes being able to insure  
 14 that counselors are able to devote 80 percent of  
 15 their time to direct student services, with 20  
 16 percent of their time being used for indirect  
 17 student counseling services, so that does not  
 18 account for the additional non-counseling related  
 19 tasks that we are forced to do every day. Now of  
 20 course, many of those are also required to help  
 21 our excuse run, but knowing that there are so

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1 many different tasks that counselors need to do  
 2 each day, really what we're asking for is just  
 3 more help doing that.  
 4 So the other piece that is not fully  
 5 adopted by the Board at this point is the ASCA  
 6 recommendation of 250 to one as the student to  
 7 counselor ratio. So again, that helps to insure  
 8 that our students have access to their counselor  
 9 when they need, our counselors are not  
 10 overburdened, and are accessible to their  
 11 students, and can fully implement the programs  
 12 that we have designed to support them. And this  
 13 is something that many of our surrounding  
 14 districts have already adopted policies to  
 15 address, they have found that it is crucial to  
 16 insuring the success of students, not only  
 17 throughout their careers in K-12, but beyond.  
 18 So if you are not already aware, some  
 19 members of our School Counseling Education  
 20 Council, which is working with BCPS executive  
 21 leadership to address some of the concerns that

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1 are reported across school counselors in the  
 2 district, so we still have a lot of work to do.  
 3 Kim Ferguson has been crucial in that, we've also  
 4 been working with Dr. Zarchin and again, we want  
 5 to make sure that counselors have the tools,  
 6 resources and personnel required to fully support  
 7 our students.  
 8 So really, our work is 100 percent  
 9 devoted to the success of our kids, we hope you  
 10 agree, and thank you for everything that you do  
 11 to continue support of our students, families and  
 12 dedicated staff. I know that a lot of what you  
 13 do is thankless, but really, we do appreciate it,  
 14 I know that the students are really what drives  
 15 every decision that you make, so thank you. And  
 16 I would be, I appreciate the subject you brought  
 17 today, and would be more than happy to continue  
 18 this discussion with the Board as well as any  
 19 members of leadership as we move forward, and I  
 20 know that there are other members of our SECE  
 21 that would be more than happy to do so as well.

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1 So again, thank you.  
 2 (Applause.)  
 3 CHAIRWOMAN HENN: Thank you. Now I call  
 4 on Ms. Ferguson.  
 5 MS. FERGUSON: Good evening,  
 6 Dr. Williams, Chairwoman Henn, Vice Chair  
 7 McMillion and members of the Board.  
 8 I'm honored to have been nominated as  
 9 the Maryland School Counselor Advocate of the  
 10 Year. The support that I have received from  
 11 school-based staff and central office leaders has  
 12 been instrumental in my ability to be a strong  
 13 advocate. When I began my tenure in Baltimore  
 14 County Public Schools I was eager to learn  
 15 everything about the school counseling program  
 16 and how I could support them in aligning their  
 17 vision and mission to the ASCA national model. I  
 18 am thankful for the support that I've received  
 19 from BCPS leadership as we continue to edge  
 20 closer to that recommended 250 to one ratio for  
 21 school counselors each fiscal year.

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1 During my tenure we have been able to  
 2 assign part-time school counselors in each high  
 3 school to specifically address college and career  
 4 readiness, provide additional school counselors  
 5 at identified Title I schools, place ESOL  
 6 counselors at each of our ESOL centers, and place  
 7 a school counselor at the Baltimore County  
 8 Detention Center for Juveniles. I'm also  
 9 thankful for the continued advocacy around our  
 10 appropriate use of school counselors. Through  
 11 collaboration with senior leadership we've  
 12 continued to educate our school-based leaders on  
 13 how the school counseling program contributes to  
 14 the overall academic achievement and school  
 15 climate when school counselors spend at least 80  
 16 percent of their time directly supporting  
 17 students.  
 18 As you know, these past two years have  
 19 been like no other for our schools. Despite the  
 20 many challenges we've faced, my team has  
 21 persevered. When we went home in March of 2020,

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1 they quickly created school counseling lessons  
 2 that could be delivered virtually, and worked  
 3 with other support personnel to meet the  
 4 social-emotional needs of our students.  
 5 After the ransomware attack, we quickly  
 6 figured out how to get many of our day-to-day  
 7 operations like the use of Naviance and reporting  
 8 CPS referrals to BCPS back up and running within  
 9 days. As a leader of a group of amazingly  
 10 talented people it is important that I not only  
 11 walk the walk, but I talk the talk.  
 12 My staff knows that I listen to  
 13 understand, I advocate, I inform, but most  
 14 importantly I care. I care about all of them,  
 15 what they do, how they are perceived, how they  
 16 are respected and how they can best serve our  
 17 students, our parents, our schools and our  
 18 communities. Thank you so much for this honor.  
 19 Have a good evening.  
 20 (Applause.)  
 21 CHAIRWOMAN HENN: Thank you. The next

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1 item on the agenda is personnel matters and for  
 2 that I call on Ms. Anderson. Good evening.  
 3 MS. ANDERSON: Good evening, Chairwoman  
 4 Henn, Vice Chairman McMillion, Superintendent  
 5 Williams and members of the Board. I would like  
 6 the Board's consent for the following personnel  
 7 matters, retirements and resignations.  
 8 CHAIRWOMAN HENN: Do I have a motion to  
 9 approve the personnel matters as presented in  
 10 Exhibits E-1 and E-2?  
 11 MR. THOMAS: So moved, Thomas.  
 12 CHAIRWOMAN HENN: Is there a second?  
 13 MR. OFFERMAN: Second, Offerman.  
 14 CHAIRWOMAN HENN: Any discussion? May I  
 15 have a rollcall vote please?  
 16 MS. GOVER: Ms. Rowe?  
 17 MS. ROWE: Yes.  
 18 MS. GOVER: Ms. Causey?  
 19 MS. CAUSEY: Yes.  
 20 MS. GOVER: Ms. Mack?  
 21 MS. MACK: Yes.

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1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: Yes.  
 5 MS. GOVER: Mr. Thomas?  
 6 MR. THOMAS: Yes.  
 7 MS. GOVER: Mr. Offerman?  
 8 MR. OFFERMAN: Yes.  
 9 MS. GOVER: Ms. Scott?  
 10 MS. SCOTT: Yes.  
 11 MS. GOVER: Dr. Hager?  
 12 DR. HAGER: Yes.  
 13 MS. GOVER: Ms. Henn?  
 14 CHAIRWOMAN HENN: Yes. The motion  
 15 carries, thank you.  
 16 The next item on the agenda is  
 17 administrative appointments and for that I call  
 18 on Dr. Williams.  
 19 DR. WILLIAMS: Madam Chair Henn, Vice  
 20 Chair McMillion and the members of the Board, I  
 21 am bringing forward the following administrative

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1 appointments for your approval, there are five.  
 2 Assistant principal at Carroll Manor  
 3 Elementary School, bilingual senior  
 4 communications officer in the Department of  
 5 Communications and Community Outreach, two  
 6 positions of human resources officer, Department  
 7 of Human Resources Recruitment and Staffing,  
 8 senior systems software engineer, Office of  
 9 Enterprise Applications, and senior operations  
 10 supervisor in the Office of Food and Nutrition.  
 11 CHAIRWOMAN HENN: Do I have a motion to  
 12 approve the administrative appointments as  
 13 presented in Exhibit F-1?  
 14 MS. CAUSEY: So moved.  
 15 MS. MACK: Second, Mack.  
 16 CHAIRWOMAN HENN: Any discussion? May I  
 17 have a rollcall vote please? Ms. Causey first,  
 18 and Ms. Mack seconds.  
 19 MS. GOVER: Ms. Rowe?  
 20 MS. ROWE: Yes.  
 21 MS. GOVER: Ms. Causey?

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1 MS. CAUSEY: Yes.  
 2 MS. GOVER: Ms. Mack?  
 3 MS. MACK: Yes.  
 4 MS. GOVER: Ms. Jose?  
 5 MS. JOSE: Yes.  
 6 MS. GOVER: Mr. McMillion?  
 7 MR. MCMILLION: Yes.  
 8 MS. GOVER: Mr. Thomas?  
 9 MR. THOMAS: Yes.  
 10 MS. GOVER: Mr. Offerman?  
 11 MR. OFFERMAN: Yes.  
 12 MS. GOVER: Ms. Scott?  
 13 MS. SCOTT: Yes.  
 14 MS. GOVER: Dr. Hager?  
 15 DR. HAGER: Yes.  
 16 MS. GOVER: Ms. Henn?  
 17 CHAIRWOMAN HENN: Yes. The motion  
 18 carries. Dr. Williams?  
 19 DR. WILLIAMS: Sure. The first  
 20 appointee is Chloe G. Duncan, to the position of  
 21 human resources officer, the Department of Human

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1 Resources Recruitment and Staffing. She will be  
 2 new to Baltimore County Public Schools. She  
 3 brings a wealth of experience. Currently she's a  
 4 senior human resources analyst for Howard County  
 5 Government. She's also served in several  
 6 positions in Anne Arundel County and Prince  
 7 George's, as well as Baltimore County Government.  
 8 Congratulations, Chloe -- there she is, Chloe G.  
 9 Duncan.  
 10 (Applause.)  
 11 I'm sorry, I was looking at the screen.  
 12 It was funny to watch all of you turn around and  
 13 look for Chloe. Chloe is not here this evening.  
 14 The next appointee is Tracy L. Hanley as  
 15 the assistant principal at Carroll Manor  
 16 Elementary School. She brings to us 15.6 years  
 17 of experience in Baltimore County. Currently  
 18 she's a teacher of English at Hereford High. She  
 19 also served as an English teacher at Loch Raven  
 20 High. Congratulations, Tracy L. Hanley.  
 21 (Applause.)

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1 Next we have Gevene R. Harden as the  
 2 bilingual senior communications officer in the  
 3 Department of Communications and Community  
 4 Outreach. She is bringing 19.6 years of  
 5 experience in Baltimore County Public Schools.  
 6 Currently she's the ESOL family school liaison in  
 7 the Office of ESOL. Prior to that position she  
 8 served as a teacher of Spanish at Franklin Middle  
 9 School. In prior experience she served as a  
 10 long-term sub in Baltimore County Public Schools  
 11 for over three years. Congratulations, Gevene R.  
 12 Harden.  
 13 (Applause.)  
 14 Next we have Andrea T. Johnson for the  
 15 position of human resources officer in the  
 16 Department of Human Resources Recruitment and  
 17 Staffing. She will be new to Baltimore County  
 18 Public Schools. Currently she serves as the lead  
 19 human resources business partner, human resources  
 20 generalist in the District of Columbia in the  
 21 Office of the Attorney General. She has several



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1 positions that she's held as a human resources  
 2 business partner as well as a human resources  
 3 generalist, benefits and compensation  
 4 coordinator, as well as a human resources  
 5 associate junior recruitment and intern. Welcome  
 6 aboard, Ms. Andrea T. Johnson.  
 7 (Applause.)  
 8 Next we have Damian C. Maddox, appointed  
 9 to the position of senior systems software  
 10 engineer in the Office of Enterprise  
 11 Applications. She brings five years of  
 12 experience in Baltimore County Public Schools.  
 13 Currently she is the business systems software  
 14 engineer in the Office of Enterprise  
 15 Applications. Her prior experience was at Notre  
 16 Dame of Maryland University, Loyola University of  
 17 Maryland, as well as Towson University.  
 18 Congratulations, Damian C. Maddox.  
 19 (Applause.)  
 20 Next we have Samuel L. Mason, promoted  
 21 to the senior operations supervisor in the Office

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1 of Food and Nutrition Services. He brings to us  
 2 seven years of experience in Baltimore County  
 3 Public Schools. Currently he's a field  
 4 representative in the Office of Food and  
 5 Nutrition Services. His prior experiences were  
 6 at Cartwell's, the University of Maryland, Don  
 7 Pablo's for three years, Copeland's of New  
 8 Orleans, Kozy for five years, and the Tomato  
 9 Palace for six years. Congratulations, Samuel L.  
 10 Mason.  
 11 (Applause.)  
 12 That concludes the appointments.  
 13 CHAIRWOMAN HENN: Thank you,  
 14 Dr. Williams. The next item on the agenda is the  
 15 report on board policies. This is the first  
 16 reader for these policies, and for that I call on  
 17 Ms. Lily Rowe, chair of the policy review  
 18 committee.  
 19 MS. ROWE: Thank you. Members of the  
 20 Board, the policy review committee asks that the  
 21 Board accept this report of the committee's

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1 recommendation to amend the following board  
 2 policies: Board Policy 6400, special programs,  
 3 magnet programs, and Board Policy 6402, special  
 4 programs, special education services. These  
 5 policies are presented to you on tonight's agenda  
 6 in Exhibit G. They are also presented for public  
 7 comment prior to the final vote.  
 8 CHAIRWOMAN HENN: May I have a motion to  
 9 accept the recommendation of the Board's policy  
 10 review committee for Policies 6400 and 6402?  
 11 MS. MACK: So moved, Mack.  
 12 CHAIRWOMAN HENN: Thank you, Ms. Mack.  
 13 No second is needed since the recommendation  
 14 comes from the committee. Is there any  
 15 discussion? May I have a rollcall vote? I'm  
 16 sorry, Mr. Thomas?  
 17 MR. THOMAS: Yes. I actually would like  
 18 to separate those two items out. I do have some  
 19 discussion on the magnet programs board policy  
 20 but not on the other one.  
 21 CHAIRWOMAN HENN: Okay, I will separate

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1 those. And whose motion was that originally,  
 2 Ms. Mack, you made the motion? May I have a  
 3 motion to accept the recommendation for 6400, to  
 4 separate those?  
 5 MS. MACK: Yes.  
 6 CHAIRWOMAN HENN: Okay. No second is  
 7 needed. Any discussion on 6400?  
 8 MR. THOMAS: Yes, and I put something in  
 9 the chat. I move to insert B, guidelines will  
 10 not include priority selection special enrollment  
 11 for the children of Baltimore County Public  
 12 School employees, nor grant priority placement  
 13 for students at the highest performance of the  
 14 guidelines, from line 34 of the policy.  
 15 CHAIRWOMAN HENN: Is there a second?  
 16 MS. JOSE: Second.  
 17 CHAIRWOMAN HENN: Any discussion?  
 18 Mr. Thomas?  
 19 MR. THOMAS: Thank you. Our magnet  
 20 programs are not supposed to be incubators for  
 21 high achieving students that leave their home

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1 schools in pursuit of another school with a  
 2 better education. They should be as our policy  
 3 says, the opportunity for a curriculum with  
 4 instructional materials for a specific and  
 5 individual program. They should be an  
 6 opportunity for our students, any of our students  
 7 to pursue the unique pathway to help them become  
 8 college and career ready, but they aren't.

9 Right now our highest achieving students  
 10 are the ones who are getting priority taking  
 11 these magnet program. For example, you know, in  
 12 a way it creates a system in which the students  
 13 at Dundalk should have the same opportunities as  
 14 those at Eastern Tech, don't; the students at  
 15 Milford Mill should have the same opportunities  
 16 and resources as those at Carver, don't; the  
 17 students at Woodlawn have the same opportunities  
 18 and resources as students at Western Tech, don't,  
 19 and this is a problem. I have been to schools  
 20 and I've talked to their students and they see  
 21 this problem with our policy, they see the

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1 problem with the selection process for our magnet  
 2 program, and it's not okay for us to continue to  
 3 prioritize the students that are already high  
 4 achieving for magnet programs, because again,  
 5 that isn't the purpose of our magnet program.

6 And the way that the superintendent's  
 7 rule right now is written allows for that, and I  
 8 think we need to take a stance in our policy to  
 9 prevent that, and although this was discussed in  
 10 PRC, I would really like us to continue this  
 11 discussion and to continue the opportunity to  
 12 make our board policy more equitable and to  
 13 really provide equal opportunities for our  
 14 students when it comes to accessing magnet  
 15 programs.

16 CHAIRWOMAN HENN: Ms. Rowe?  
 17 MS. ROWE: So, my understanding is that  
 18 the reason these things exist in policy currently  
 19 is because we had a magnet task force and there  
 20 were recommendations from that task force, and  
 21 BCPS employees right now, and I'm sure

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1 Dr. Williams will correct me if I'm mistaken on  
 2 this, have the ability if their child attends a  
 3 specific school, or if they work at a specific  
 4 school, to be able to have their child attend the  
 5 school they work at. And this in the magnet  
 6 policy simply replicates that in the magnet  
 7 policy. It is the policy at every other school,  
 8 if there is a teacher or staff member who works  
 9 in the school and they have children, their child  
 10 can go to the school they work at, which in part,  
 11 you know, helps with problems like I can't get to  
 12 work on time because I have to drive my kid to  
 13 another school, right? It you're a school staff  
 14 member, that would be a problem.

15 And as far as the academic achievement  
 16 thing, is it correct that it's the top 20 percent  
 17 of high school, if you score in the top 20  
 18 percent of that placement test, then you  
 19 automatically can be placed, and then the rest of  
 20 the students and applications go into the lottery  
 21 process, so 80 percent of the seats are already

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1 lottery? Can you explain that further?  
 2 DR. WILLIAMS: I'm going to ask --  
 3 MS. ROWE: I just want to make sure we  
 4 understand the implication of what we're deciding  
 5 here.  
 6 DR. WILLIAMS: Because it feels like  
 7 it's going into the rule, but I want to go back  
 8 and pull our staff for the specifics on that.  
 9 Yes. Come to the table.  
 10 MR. STOLL: So the high school priority  
 11 that we're referring to, we're able to fill up to  
 12 20 percent of the seats in the program by the  
 13 students who score the highest scores on the  
 14 assessments that are conducted by the school. It  
 15 doesn't involve the academic evaluation from the  
 16 report cards, it's only based on the assessment  
 17 that's evaluated whether the student's  
 18 appropriate and has a good chance of being  
 19 successful in that particular program.  
 20 So for example, if we have a program  
 21 that has 20 seats, we can fill up to four of

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1 those seats prior to the lottery with students  
 2 who scored the highest score on that magnet  
 3 assessment.  
 4 MS. ROWE: And is Dr. Williams correct,  
 5 are these things that are accounted for in the  
 6 rules?  
 7 MR. STOLL: Yes, those are in the rules.  
 8 MS. ROWE: Okay, so this is not  
 9 something that's subject to current policy?  
 10 MR. STOLL: I assume that that's true.  
 11 MS. ROWE: Okay.  
 12 CHAIRWOMAN HENN: Thank you.  
 13 Mrs. Causey?  
 14 MS. CAUSEY: Thank you, Madam Chair. I  
 15 appreciate the conversation. I did want to get  
 16 additional information from staff as to the  
 17 numbers related to teacher preferences, because I  
 18 guess I want to see if there's, how large of an  
 19 issue that is. I do understand the special  
 20 permission transfer that our staff are allowed to  
 21 request, and they have to be approved based on

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1 criteria in terms of making it feasible for them  
 2 to work in different locations than their  
 3 children's home school. So I'm just wondering if  
 4 there's staff that has that number or if that --  
 5 CHAIRWOMAN HENN: Mrs. Causey, is your  
 6 microphone on?  
 7 MS. CAUSEY: Yes, ma'am.  
 8 CHAIRWOMAN HENN: Okay.  
 9 MR. STOLL: Thank you for that question.  
 10 We have very few instances where we have students  
 11 who are placed in a magnet school because a  
 12 parent works in that magnet school, but that is  
 13 part of the rule, that they are able to do that.  
 14 Typically at a school, if we have one or two  
 15 parents who work in that school, would have their  
 16 children attend. At the elementary and middle  
 17 school it's an automatic, at the high school that  
 18 student also has to perform at least 80 percent  
 19 in the evaluation process in order to qualify for  
 20 that priority placement.  
 21 DR. WILLIAMS: And Brian, would you just

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1 introduce yourself?  
 2 MR. STOLL: I'm sorry, yes. I'm Brian  
 3 Stoll, I'm the coordinator for BCPS magnet  
 4 programs.  
 5 MS. CAUSEY: Okay, thank you for that  
 6 information, I appreciate it.  
 7 CHAIRWOMAN HENN: Thank you. Dr. Hager?  
 8 DR. HAGER: I just wanted to clarify and  
 9 make a few comments on this. So the motion says  
 10 highest performance of such guidelines and the  
 11 concern about being college and career ready, but  
 12 many of our programs include fine arts and other  
 13 trades and other skills that the students are  
 14 gaining in these programs and the assessments are  
 15 relevant to those programs. So we're not talking  
 16 about scoring the top on an academic assessment  
 17 or, you know, straight math and reading  
 18 assessment, it could be a practical assessment,  
 19 students are getting scored on dance or through  
 20 culinary skills and things like that, correct,  
 21 there are other ways?

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1 MR. STOLL: Right. For our arts  
 2 programs that's absolutely true, the assessments  
 3 are completely based on performances. For the  
 4 vocational programs and the other academic  
 5 programs there are academic components to the  
 6 assessments, so that is part of the evaluation  
 7 process.  
 8 DR. HAGER: Thank you. And given that,  
 9 I do not support this motion, I think the rule as  
 10 it stands is okay.  
 11 CHAIRWOMAN HENN: Thank you. Ms. Jose?  
 12 MS. JOSE: Thank you. Mr. Thomas, you  
 13 attend Eastern Tech, which is a magnet school.  
 14 And from what I just heard, it looks like 20  
 15 percent of the students are based on assessments  
 16 and the 80 percent for high schools, and we don't  
 17 follow the same rules for middle and elementary  
 18 schools, are based on a lottery program. So I'm  
 19 kind of confused as to how if the 20 percent are  
 20 only allocated based on assessment, what happens  
 21 to the other kids that also assess and did well?

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1 Because we've seen a lot of emails and complaints  
 2 from parents whose kids took the assessment and  
 3 didn't make it, so how do we address that and how  
 4 does our Equity Policy 100 that underscores  
 5 everything we do, play into this policy? And I  
 6 know, Dr. Williams, you keep saying we need to  
 7 look at it from a policy level, but we all know  
 8 that despite ongoing efforts, racial disparities  
 9 are particularly pronounced in our magnet school  
 10 program. So what are we doing?  
 11 So I do support Mr. Thomas' motion, I  
 12 think we do need to take a closer look at this  
 13 from our equity point of view.  
 14 CHAIRWOMAN HENN: Dr. Williams, would  
 15 you like to respond?  
 16 DR. WILLIAMS: Well, I guess the only  
 17 response, I will say that this was a policy that  
 18 was brought forward, and there was language  
 19 around the rule that was put on the table. So I  
 20 was just clarifying the difference between the  
 21 two, and so that's the only comment I have at

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1 this time.  
 2 CHAIRWOMAN HENN: Thank you. Board  
 3 members, any other comments or questions before  
 4 we call the vote? Mrs. Causey?  
 5 MS. CAUSEY: Thank you. I also just  
 6 want to clarify that at the middle school level  
 7 it's a hundred percent lottery for the magnet  
 8 program; is that correct?  
 9 MR. STOLL: So there is the employee  
 10 priority that's available at the middle school,  
 11 but other than that it's a hundred percent  
 12 lottery.  
 13 MS. CAUSEY: Okay, thank you. So I  
 14 won't be supporting this motion, I appreciate the  
 15 intent behind it, but I also wanted to  
 16 understand, is there a report that is available  
 17 that shows disparity in our magnet program  
 18 acceptance rates around ethnicity or race or any  
 19 other student identifier?  
 20 MR. STOLL: We recently made a  
 21 presentation to the board committee on equity and

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1 the data that was presented was enrollment data,  
 2 which didn't identify great deals of disparity  
 3 between white students and nonwhite students,  
 4 males and females. But you know, we can  
 5 certainly make that information available to the  
 6 Board as a whole.  
 7 MS. CAUSEY: Okay, certainly, because  
 8 that would be concerning and that would be one of  
 9 the things where, you know, we would hear a  
 10 report of what the plan is to address any  
 11 inequities, so thank you.  
 12 CHAIRWOMAN HENN: Thank you.  
 13 Mr. Offerman?  
 14 MR. OFFERMAN: Yes. I think it's  
 15 important to point out, and correct me if I'm  
 16 wrong, as far as placing the students who are the  
 17 children of our staff in the schools, some of  
 18 these schools have, are not just totally magnet  
 19 schools, they're schools that have magnet  
 20 programs. So for instance when I spent some time  
 21 at Towson, we had students who came into the

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1 magnet program who had a parent but they met the  
 2 other criteria. We also had students who came to  
 3 Towson, however, because it was the school  
 4 closest to or was the school of the staff member.  
 5 So I think that's important to point out too,  
 6 that not everyone qualifies for magnet, because I  
 7 know in the case of Western and Eastern, these  
 8 are of course totally magnet schools, and many  
 9 other places with magnet programs, you can come  
 10 to school, but I don't believe it has any  
 11 influence. Does it have any influence on the  
 12 placement into the magnet in that school?  
 13 MR. STOLL: So for a school that has a  
 14 program within a school like Towson, all of the  
 15 students, whether they're zoned for that school  
 16 or outside of their attendance boundary, would  
 17 have to apply to participate in that program.  
 18 MR. OFFERMAN: And there would be no  
 19 preference shown to anyone who was a staff  
 20 member?  
 21 MR. STOLL: Correct.

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1 MR. OFFERMAN: Thank you.

2 CHAIRWOMAN HENN: Thank you. Ms. Jose,

3 is your question on this policy?

4 MS. JOSE: Yes, it is.

5 CHAIRWOMAN HENN: Okay, go ahead.

6 MS. JOSE: Sorry, the chat seems to be

7 muted and I couldn't see Mr. Thomas, your -- it's

8 muted and I can't see your face very clearly, but

9 I don't believe it's a lot of -- I don't know the

10 percent of children that are staff that are

11 enrolled in there, I reckon it's not going to be

12 a large percent of children that are coming from

13 staff, which I think I totally support, if there

14 are teachers that are teaching there and the kids

15 want to attend.

16 My concern really was more from an

17 equity point of view, of the 80 percent that are

18 coming in through the lottery program. So I'm

19 quite not sure where I stand with your motion

20 right now, so I know I did second it and I

21 recognize that, thank you.

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1 CHAIRWOMAN HENN: Thank you.

2 Mr. Thomas?

3 MR. THOMAS: Thank you. And I just want

4 to state again that I think the 20 percent rule

5 that we have now, allowing the highest achieving

6 students is at direct odds with the idea that our

7 magnet programs are supposed to be available to

8 all of our students, but our magnet programs are

9 supposed to be programs dedicated to theme and

10 curricula, you know, not really dedicated to

11 programs for our high achieving students.

12 And I understand this language may not

13 be the best for the policy, so I'm going to make

14 a motion after this assuming this fails to move

15 it back to PRC because I think we should continue

16 this conversation and I would like to, but thank

17 you.

18 CHAIRWOMAN HENN: Thank you. Ms. Mack?

19 MS. MACK: I would just like to point

20 out, I quickly looked at the breakdown of

21 students. Somebody mentioned Western Tech.

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1 There are 920 students at Western Tech, 514 of

2 them are African American, 190 of them are Asian,

3 48 are Hispanic, and that's as far as I've

4 gotten. So however the process is working, it

5 looks like we have a very diverse group of

6 students.

7 And prior to the pandemic I attended the

8 cultural coalescence program at Western every

9 year, and it was just students from all over the

10 world celebrating their heritage. And it did not

11 jump out, the numbers support what I saw, that --

12 I'll use Western because it's a school I'm most

13 familiar with, it's a very very diverse place, so

14 I think the numbers speak for themselves.

15 CHAIRWOMAN HENN: Thank you. Ms. Scott?

16 MS. SCOTT: Yes, thank you, and thank

17 you, Mr. Thomas, for bringing this forward and

18 trying to work to make our magnet program more

19 equitable, because I believe that's what you're

20 trying to do. So I'm not sure that I agree a

21 hundred percent with what was just put up, so if

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1 it were to go back to the committee to be flushed

2 out a little more, I think would be a good thing.

3 I had a question about the chart that

4 was put up, or rather the pie graph that was just

5 put up and that was presented to us at the equity

6 committee meeting, and it looked like it was

7 presented December 16th, and I wanted to know the

8 last chart, where it says BCPS magnet program

9 school year 20-21, particularly the gray amount

10 where it says AA 40 percent, 40.10 percent, I

11 guess, is that the enrollment of students who are

12 AA, and is that African American? And then

13 magnet program, it shows 53 percent in African

14 American. So my understanding is that 40 percent

15 of our student population is African American and

16 53 percent of those students are enrolled in

17 magnet programs.

18 Now my question would be, are those

19 magnet schools as well as magnet programs, like

20 what Mr. Offerman just talked about, magnet

21 programs being like at Towson and in schools, or

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1 is it just magnet schools?  
 2 MR. STOLL: So without looking at the  
 3 graph I'll try to do that. The data on the  
 4 magnet was specifically magnet students. So for  
 5 example the program at Towson, that magnet  
 6 demographic represented just those students that  
 7 were participating in their magnet program,  
 8 whereas the data for the district as a whole was  
 9 every student in the district, which would have  
 10 included the magnet students as well, I believe.  
 11 MS. SCOTT: Okay, so that includes  
 12 magnet students in magnet programs and students  
 13 at magnet schools?  
 14 MR. STOLL: For the school system  
 15 number, I believe that's accurate, yes.  
 16 MS. SCOTT: Okay, thank you.  
 17 CHAIRWOMAN HENN: Thank you.  
 18 Mr. Thomas?  
 19 MR. THOMAS: Thank you. The issue that  
 20 I'm trying to address here isn't that our magnet  
 21 programs aren't diverse, they are definitely

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1 diverse. I go to Eastern Tech, a very diverse  
 2 school. It's the fact that the students at  
 3 Eastern Tech are in this environment that is so  
 4 enriched with so many of these academic resources  
 5 and the supports that isn't half a mile down the  
 6 road accessible at Kenwood High School. That's  
 7 the kind of thing that I really think we need to  
 8 address in --  
 9 CHAIRWOMAN HENN: Time, Mr. Thomas,  
 10 thank you. Any other questions or comments,  
 11 board members? Ms. Jose?  
 12 MS. JOSE: Thank you. Mr. Thomas, I see  
 13 what you're trying to do but I don't think this  
 14 motion that you're making addresses that.  
 15 Therefore, I don't think this is the correct way.  
 16 I clearly see what you're saying, you're trying  
 17 to make all these courses equitable and it should  
 18 be available to Kenwood students, and it's not so  
 19 much about racial diversity. You go to Eastern  
 20 Tech and a lot of people that I know go to  
 21 Eastern Tech. It is about opportunities for some

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1 of our most impoverished and underprivileged  
 2 children, that's what you're trying to address,  
 3 and I don't believe this motion addresses it.  
 4 However, I get your reasoning behind it and I do  
 5 support that reasoning, so thank you for bringing  
 6 this to discussion.  
 7 CHAIRWOMAN HENN: Thank you.  
 8 Mrs. Causey?  
 9 MS. CAUSEY: Thank you, Madam Chair.  
 10 Mr. Thomas, I appreciate this conversation as I  
 11 said before, and the goal of the Board of  
 12 Education is to insure that every child is  
 13 diversely prepared for college or career and they  
 14 be -- I was encouraged, we had a curriculum  
 15 committee meeting and they are evaluating the  
 16 lessons learned and the new strategies that were  
 17 utilized during the pandemic in terms of remote  
 18 learning, addressing staff with particular  
 19 expertise, but more students having access to  
 20 them virtually, lessons that they're learning  
 21 through our virtual learning program. So I'm

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1 optimistic that things will improve to have more  
 2 opportunity for students no matter where they go  
 3 to school.  
 4 CHAIRWOMAN HENN: Thank you. And thank  
 5 you, Ms. Gover and IT, for displaying the  
 6 information requested by Dr. Hager. Is that the  
 7 correct slide, Dr. Hager?  
 8 DR. HAGER: It is.  
 9 CHAIRWOMAN HENN: Thank you. Are there  
 10 any questions or comments regarding the  
 11 information displayed? I'm sorry, Ms. Rowe?  
 12 MS. ROWE: I'm sorry, I had put it in  
 13 the chat.  
 14 CHAIRWOMAN HENN: I'm sorry, Ms. Rowe,  
 15 go ahead.  
 16 MS. ROWE: I just wanted to point out  
 17 that it's important to realize that these magnet  
 18 programs are different, and I would dispute the  
 19 fact that Kenwood High School has fewer resources  
 20 and fewer opportunities than Eastern Technical  
 21 Institute. These are different programs. My

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1 daughter got into Towson, Eastern and Kenwood's  
 2 IB programs and made a conscious choice to go to  
 3 Kenwood's IB program because of the academic  
 4 rigor of that program, and I would absolutely  
 5 dispute that the academic rigor of that program  
 6 is any less intensive --

7 CHAIRWOMAN HENN: That's time. Thank  
 8 you, Ms. Rowe. If there's no further discussion,  
 9 Ms. Gover, may we have a rollcall vote on  
 10 Mr. Thomas' motion to amend Policy 6400?

11 MS. GOVER: Ms. Rowe?  
 12 MS. ROWE: No.  
 13 MS. GOVER: Ms. Causey?  
 14 MS. CAUSEY: No.  
 15 MS. GOVER: Ms. Mack?  
 16 MS. MACK: No.  
 17 MS. GOVER: Ms. Jose?  
 18 MS. JOSE: Abstain.  
 19 MS. GOVER: Mr. McMillion?  
 20 MR. MCMILLION: No.  
 21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Yes.  
 2 MS. GOVER: Mr. Offerman?  
 3 MR. OFFERMAN: No.  
 4 MS. GOVER: Ms. Scott?  
 5 MS. SCOTT: Abstain.  
 6 MS. GOVER: Dr. Hager?  
 7 DR. HAGER: No.  
 8 MS. GOVER: Ms. Henn?  
 9 CHAIRWOMAN HENN: No. The motion fails.  
 10 May I have a motion to accept the  
 11 recommendation --

12 MR. THOMAS: Ms. Henn?  
 13 MS. ROWE: There's a motion on the floor  
 14 to that effect, I believe.

15 CHAIRWOMAN HENN: The original motion  
 16 that was on the floor was to accept the  
 17 recommendation of the Board's policy review  
 18 committee. Mr. Thomas, I'm going to process the  
 19 motion that's already on the floor to accept the  
 20 recommendation.  
 21 MR. THOMAS: I would just like to --

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1 CHAIRWOMAN HENN: There's already a  
 2 motion on the floor that I'm going to process, to  
 3 accept the recommendation of the Board's policy  
 4 review committee for Policy 6400.

5 MS. JOSE: Ms. Henn, I have a point of  
 6 clarification.

7 CHAIRWOMAN HENN: Yes, Ms. Jose?  
 8 MS. JOSE: Thank you. This is to  
 9 Mr. Brousaides. There's a motion on the floor, I  
 10 get that, but doesn't the motion to postpone  
 11 supersede the motion on the floor,  
 12 Mr. Brousaides? And that's what Mr. Thomas is  
 13 trying to do.

14 MR. BROUSAIDES: It's not a motion to  
 15 postpone as I understand it, it's a motion to  
 16 refer to committee.

17 MS. JOSE: Okay, thank you.

18 CHAIRWOMAN HENN: Thank you. So the  
 19 motion on the floor is to accept the  
 20 recommendation of the Board's policy review  
 21 committee for Policy 6400. No second is needed.

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1 Any discussion? Mrs. Causey?  
 2 MS. CAUSEY: Thank you. I just want to  
 3 clarify that this is first reader, and shortly  
 4 we're going to hear from our public and then  
 5 we'll have second reader, another opportunity for  
 6 the Board to comment.

7 CHAIRWOMAN HENN: That's the procedure,  
 8 yes.

9 MS. CAUSEY: Thank you.

10 CHAIRWOMAN HENN: May I have a rollcall  
 11 vote please? Oh, Mr. Thomas?  
 12 MR. THOMAS: Thank you. I'd just like  
 13 to state that I do want to send this back to the  
 14 committee. I think that it needs to be restyled.  
 15 I really think we should dive into the policy  
 16 more we weren't able to because of time  
 17 constraints. I feel like this is a policy that  
 18 is so important considering how important magnet  
 19 programs are to our community, so I would ask  
 20 that board members vote no and that we can send  
 21 it back to committee. Thank you.

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1 CHAIRWOMAN HENN: May I have a rollcall  
 2 vote, Ms. Gover?  
 3 MS. GOVER: Ms. Rowe?  
 4 MS. ROWE: Yes.  
 5 MS. GOVER: Ms. Causey?  
 6 MS. CAUSEY: Yes.  
 7 MS. GOVER: Ms. Mack?  
 8 MS. MACK: Yes.  
 9 MS. GOVER: Ms. Jose?  
 10 MS. JOSE: No.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. MCMILLION: Yes.  
 13 MS. GOVER: Mr. Thomas?  
 14 MR. THOMAS: No.  
 15 MS. GOVER: Mr. Offerman?  
 16 MR. OFFERMAN: Yes.  
 17 MS. GOVER: Ms. Scott?  
 18 MS. SCOTT: No.  
 19 MS. GOVER: Dr. Hager?  
 20 DR. HAGER: Yes.  
 21 MS. GOVER: Ms. Henn?

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1 CHAIRWOMAN HENN: Yes.  
 2 MS. GOVER: Thank you.  
 3 CHAIRWOMAN HENN: The motion carries,  
 4 thank you.  
 5 May I have a motion to accept the  
 6 recommendation of the Board's policy review  
 7 committee for Policy 6402?  
 8 MS. MACK: So moved, Mack.  
 9 CHAIRWOMAN HENN: Thank you, Ms. Mack.  
 10 No second is needed since the recommendation  
 11 comes from the committee. Any discussion? May I  
 12 have a rollcall vote please?  
 13 MS. GOVER: Ms. Rowe?  
 14 MS. ROWE: Yes.  
 15 MS. GOVER: Ms. Causey?  
 16 MS. CAUSEY: Yes.  
 17 MS. GOVER: Ms. Mack?  
 18 MS. MACK: Yes.  
 19 MS. GOVER: Ms. Jose?  
 20 MS. JOSE: Yes.  
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.  
 2 MS. GOVER: Mr. Thomas?  
 3 MR. THOMAS: Yes.  
 4 MS. GOVER: Mr. Offerman?  
 5 MR. OFFERMAN: Yes.  
 6 MS. GOVER: Ms. Scott?  
 7 MS. SCOTT: Yes.  
 8 MS. GOVER: Dr. Hager?  
 9 DR. HAGER: Yes.  
 10 MS. GOVER: Ms. Henn?  
 11 CHAIRWOMAN HENN: Yes.  
 12 MS. GOVER: Thank you.  
 13 CHAIRWOMAN HENN: The motion carries,  
 14 thank you.  
 15 Our next item is public comment. This  
 16 is one of the opportunities the Board provides to  
 17 hear the views and receive the advice of  
 18 community members. The members of the Board --  
 19 MS. SCOTT: Excuse me, I have a point of  
 20 clarification.  
 21 CHAIRWOMAN HENN: Ms. Scott, we have

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1 moved on. Is this regarding -- we have moved on  
 2 to public comments.  
 3 MS. JOSE: I believe that there was a  
 4 question in the chat before we had moved on to  
 5 public comment and I wanted to know, even though  
 6 we had finished voting on policy if that question  
 7 could be answered. It looks like, as I say, it  
 8 wasn't said verbally but it was put in chat.  
 9 CHAIRWOMAN HENN: We were in the middle  
 10 of voting when something popped up.  
 11 MS. JOSE: It came in before we started  
 12 voting.  
 13 CHAIRWOMAN HENN: We were in the middle  
 14 of voting.  
 15 MS. SCOTT: But it came in before we  
 16 started voting.  
 17 CHAIRWOMAN HENN: We were in the middle  
 18 of voting, we were processing the motion on the  
 19 floor.  
 20 MS. SCOTT: Okay, so this is robotic.  
 21 As a further point of clarification, so if we



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1 don't say it verbally so that you can hear it, if  
 2 it's put in the chat before we are in the middle  
 3 of voting, before we are in the middle of voting,  
 4 then it's not recognized?  
 5 CHAIRWOMAN HENN: Ms. Scott, I can't  
 6 read minds. I'm trying to facilitate the  
 7 meeting. If something comes in while we're in  
 8 the middle of voting and I'm processing --  
 9 Ms. Scott, if I'm processing something on the  
 10 floor and something comes in while we are voting,  
 11 I'm finishing processing what is on the floor.  
 12 MS. SCOTT: So I'm asking for the  
 13 clarification if it comes in before we are  
 14 processing our votes, before we are voting, not  
 15 reading minds but reading the chat so okay,  
 16 that's fine, I will just make sure that it's  
 17 vocalized, since the chat is not being properly  
 18 read.  
 19 CHAIRWOMAN HENN: Ms. Scott, I cannot  
 20 facilitate a vote and read the chat at the same  
 21 time. If it comes in and I see it, I will

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1 acknowledge it prior to voting, thank you.  
 2 MS. JOSE: Ms. Henn, my question was  
 3 about policy, scheduled policy, that was what I  
 4 put in there. That's why I waited for the votes  
 5 to be done, and if I could move on, it was about  
 6 policies that were not reviewed in PRC and where  
 7 we were with that, some of the MSDE deadlines.  
 8 CHAIRWOMAN HENN: Okay, Ms. Jose, I'm  
 9 happy to add that to a future agenda, you can  
 10 request that it be added. We have board  
 11 committee updates and agenda setting as Item M,  
 12 if you would like to add that to, as a request  
 13 for agenda setting.  
 14 MS. ROWE: Madam Chair, I'll be happy to  
 15 talk about that in the committee updates.  
 16 CHAIRWOMAN HENN: Ms. Rowe, thank you.  
 17 If you'd like the floor, please request it.  
 18 Thank you.  
 19 MS. ROWE: I was just saying later I'll  
 20 do it.  
 21 CHAIRWOMAN HENN: Thank you. Our next

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1 item is public comment. This is one of the  
 2 opportunities the Board provides to hear the  
 3 views and receive the advice of community  
 4 members. The members of the Board appreciate  
 5 hearing from interested citizens. As  
 6 appropriate, we will refer your concerns to the  
 7 superintendent for followup by his staff.  
 8 The Board of Education will conduct the  
 9 public comment portion of the meeting by allowing  
 10 those who registered to speak to attend in  
 11 person. Registration was open to the public one  
 12 week prior to tonight's board meeting and was  
 13 closed at three p.m. yesterday for anyone wishing  
 14 to speak at this evening's meeting. Board  
 15 practice limits to ten the number of speakers at  
 16 a regularly scheduled board meeting. Speakers  
 17 are selected randomly using an electronic  
 18 selection process from all registrations received  
 19 within the designated timeframe. Each speaker is  
 20 allowed three minutes to address the Board. Of  
 21 course if fewer than ten registrants are

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1 received, all who registered will be permitted to  
 2 speak. However, no speaker substitutions will be  
 3 allowed.  
 4 While we encourage public input on  
 5 policy, programs and practices within the purview  
 6 of this Board and this school system, this is not  
 7 the proper forum to address specific student or  
 8 employee matters, or to comment on matters that  
 9 do not relate to public education in Baltimore  
 10 County. We encourage everyone to utilize  
 11 existing dispute resolution processes as  
 12 appropriate. I remind everyone that  
 13 inappropriate personal remarks or other behavior  
 14 that disrupts or interferes with the conduct of  
 15 this meeting are out of order.  
 16 I ask speakers to observe the  
 17 three-minute clock, which will let you know when  
 18 your time is up. Please conclude your remarks  
 19 when you hear the tone or see that time has  
 20 expired. The microphone will be turned off at  
 21 the end of your time, and it could be turned off

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1 if a speaker addresses specific student or  
 2 employee matters, or is commenting on matters not  
 3 related to public education in Baltimore County.  
 4 If not selected the public may submit  
 5 their comments to the board members via email at  
 6 boe@bcps.org. More information is provided on  
 7 the Board's website at bcps.org under Board of  
 8 Education, participation by the public.  
 9 I now call on our advisory and  
 10 stakeholder group leaders to speak. Our first  
 11 speaker is Bash Pharoan, with the Central Area  
 12 Education Advisory Council. Dr. Pharoan?  
 13 DR. PHAROAN: I'm sorry, is this about  
 14 the Central Area or the policy?  
 15 CHAIRWOMAN HENN: Central Area, this is  
 16 stakeholder comment.  
 17 DR. PHAROAN: Good evening to all. Our  
 18 members want the Board of Education and  
 19 administration to give us a followup on the  
 20 school system plans in relation to teaching  
 21 foreign languages, Arabic, Chinese and the G-7,

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1 as I recommended before. This is only a gentle  
 2 friendly reminder, we just really need to know.  
 3 We understand you have fiscal responsibilities  
 4 and difficulties, but if we can have a followup I  
 5 think that would be helpful.  
 6 Our next event is going to be April 6th,  
 7 Wednesday, April 6th, it will be on Zoom,  
 8 seven p.m., and this presentation is going to be  
 9 related to discipline versus punishment in the  
 10 school system. Our members have been organizing  
 11 this, we are still in the process of selecting  
 12 speakers. I see we have three excellent  
 13 candidates, one of them probably will be one of  
 14 our speakers.  
 15 The members want to know in relation to  
 16 this subject what's the definition of discipline,  
 17 what's the definition of self defense for a  
 18 student, how can we address discipline policy in  
 19 relation to elementary school versus middle  
 20 school versus high school? What are the  
 21 etiologies of a negative student behavior? Why

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1 do Policies 5550, 5580, 5561 have many elastic  
 2 and vague terms in them such as orderly conduct  
 3 of work, such as positive behavior, such as  
 4 frightened or endangering behavior? And what's  
 5 the difference between discipline and punishment  
 6 in addition to other questions?  
 7 So we hope really in our next  
 8 presentation, which all of you will be invited,  
 9 and the public outside and parents, that we will  
 10 be able to shed light on these topics. We are  
 11 really eager to do better in this next  
 12 presentation than what we did with the mental  
 13 illnesses and other lessons in early March, and  
 14 thank you again for listening.  
 15 CHAIRWOMAN HENN: Thank you. Our next  
 16 speaker is Billy Burke, with CASE. Good evening.  
 17 MR. BURKE: Good evening, Chairwoman  
 18 Mrs. Henn, Vice Chair Mr. McMillion,  
 19 Superintendent Dr. Williams and members of the  
 20 Board, thank you for the opportunity to speak on  
 21 behalf of the members of CASE.

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1 I'd like to begin tonight by thanking  
 2 Ms. Anderson for her unwavering commitment to  
 3 solving this staffing shortage. BCPS has made  
 4 great gains in hiring and CASE is grateful for  
 5 her work, but there is more work to do. The  
 6 staffing shortage is a nationwide problem and  
 7 looks to be here for a while. I would offer that  
 8 we need to continue to refine and innovate our  
 9 staffing models. This includes ideas like  
 10 blurring school enrollment boundaries so students  
 11 can take class in more than one location. It  
 12 means expanding virtual options for specific  
 13 classes. It means setting scheduling criteria  
 14 for class size. It means prioritizing schools  
 15 that are historically difficult to staff. It  
 16 mean reviewing the extra 15 minutes so that all  
 17 schools have the capacity to implement. And it  
 18 means to stop approving decisions like the extra  
 19 15 minutes without a fully developed  
 20 implementation plan.  
 21 I'd like to talk to you for the

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1 remainder of my time about some of the struggles  
 2 CASE members face. The world has changed. Many  
 3 people feel entitled and empowered to criticize  
 4 and humiliate. I know you see that in your  
 5 emails every day. CASE members deal with this  
 6 from every angle. The role of principals,  
 7 assistant principals and central office  
 8 supervisors is one of change agent. Being the  
 9 change agent makes CASE members the primary  
 10 target for criticism. Decisions that create a  
 11 change in process and the decisions to implement  
 12 new programs and ideas are made from above CASE  
 13 positions, but CASE members are dutifully tasked  
 14 with carrying them out.

15 Sometimes that change is something like  
 16 establishing and following safety procedures,  
 17 like masking or establishing six-foot distancing  
 18 in the time of COVID. But often the role of CASE  
 19 members is to support and monitor instruction to  
 20 improve outcomes for children. CASE members must  
 21 insure that students receive equitable access to

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1 rigorous curriculum and assessments. That often  
 2 means asking staff to change the way they teach  
 3 and the resources they use to teach.

4 No CASE member wakes up each morning  
 5 thinking I'm going to go into school and mess  
 6 with everything just to make staff and family  
 7 upset, but it is their job to review the data and  
 8 make changes. It is their job to insure  
 9 protocols are correctly followed even if they've  
 10 never been followed before, just like it's your  
 11 job to review the data and make changes. Thank  
 12 you again for the opportunity to speak.

13 CHAIRWOMAN HENN: Thank you. Our next  
 14 speaker is Cindy Sexton with TABCO. Good  
 15 evening.

16 MS. SEXTON: Good evening, Chairwoman  
 17 Henn, Vice Chair McMillion, Dr. Williams and  
 18 members of the Board. Over the past few weeks  
 19 I've had the opportunity to meet with leaders of  
 20 local, state and national education unions.  
 21 There are two issues that are rising to the top

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1 for almost all of us, staffing shortages and  
 2 discipline and safety concerns.

3 We all know there's a national labor  
 4 shortage affecting seemingly every field. But  
 5 above all, educators need time, time to plan, to  
 6 connect with students and families, to teach, and  
 7 time for themselves. The current labor shortage  
 8 makes all of this even more difficult. I ask  
 9 this Board what is being done to attract and  
 10 retain educators in BCPS. Every other school  
 11 system is facing these challenges. What are we  
 12 doing differently? We cannot be complacent, we  
 13 must be bold.

14 A recent Forbes article states, students  
 15 aren't performing, so more burdens are placed on  
 16 teachers to help students hit the mark, thus  
 17 decreasing teachers' time and bandwidth to forge  
 18 a human connection with students that is the  
 19 basis for all learning. Teachers' legs are cut  
 20 out from under them, yet they're still expected  
 21 to carry their students across the finish line.

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1 It's a gridlock.

2 This is not new to any educator working  
 3 with students, it is happening to us every single  
 4 day. What to do? Take away tasks that are not  
 5 truly mission critical. Our students must first  
 6 feel connected with their teacher for authentic  
 7 learning to occur. We can't do that with  
 8 overcrowded classes and with coverages in too  
 9 much other stuff that takes away our time with  
 10 students. I have said before, every single task  
 11 simply cannot be essential, let's focus on what  
 12 truly is. We can work together and make this  
 13 happen.

14 Discipline and safety concerns are also  
 15 on the radar seemingly everywhere. I hear from  
 16 educators, parents, community members, the press,  
 17 all wanting to know how these concerns are being  
 18 addressed. We must work together, unions,  
 19 students, parents, administrators, staff to find  
 20 a way to create and develop authentic discipline  
 21 plans.

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1 As stated in Policy 5510, which says  
 2 schools are to develop and implement a  
 3 school-wide positive behavior plan, this is to be  
 4 done in collaboration with educator councils and  
 5 faculty representatives per Section 11.1 of the  
 6 master agreement. Can we please work together to  
 7 be sure this is happening and these plans are in  
 8 place, implemented and assessed for effectiveness  
 9 per the policy? A plan won't fix the undesired  
 10 behaviors but we can't fix them without a plan.

11 As always, TABCO stands at the ready for  
 12 our students and our educators. Thank you.

13 CHAIRWOMAN HENN: Thank you. Our next  
 14 speaker is Courtney Jenkins, with AFSCME. Good  
 15 evening.

16 MR. JENKINS: Good evening. Good  
 17 evening, Madam Chair, Mr. Vice Chair,  
 18 Dr. Superintendent Dr. Williams, and  
 19 distinguished members of the Board. My name is  
 20 Courtney Jenkins and I'm a proud member as well  
 21 as staff representative with the American

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1 Federation of State, County and Municipal  
 2 Employees, Council 67, Local 434, or AFSCME. I'm  
 3 here with permission and on behalf of President  
 4 Brian Epps, where we represent the working people  
 5 who support the critical infrastructure of our  
 6 school system, which includes our food and  
 7 nutrition workers, transportation employees,  
 8 grounds, building and maintenance workers, and  
 9 that's just to name a few.

10 Our members on the front line is the  
 11 first and last contact of a school day for many  
 12 of our students. This has been true for decades  
 13 and even more critical to the mission of BCPS as  
 14 we continue to get through this unprecedented  
 15 public health crisis that is COVID-19. The  
 16 pandemic has impacted nearly all elements of our  
 17 lives and has only exacerbated ongoing staffing  
 18 issues.

19 We're here to bring two calls to action  
 20 to the Board today. The first call is the system  
 21 needs to address the ongoing staffing shortages

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1 by making sure that all schools have a full  
 2 staffing complement that meets the needs of the  
 3 system and students. Number two, protect our  
 4 workers. Outsourcing and privatization is not  
 5 the answer to the issues that are in front of the  
 6 school board. Collaboration with the employee  
 7 unions insures systemic issues are addressed and  
 8 are accounted for.

9 Many of the actions we are calling for  
 10 are contained within the Baltimore County Public  
 11 Schools operations and efficiency review report  
 12 released this past September, and many of those  
 13 actions we're calling for can be utilized, can be  
 14 supported by utilizing pandemic relief funding.

15 I will close with a personal experience.  
 16 Late last year I had the pleasure of joining with  
 17 my wife and her former classmates for an  
 18 impromptu reunion of sorts. All of them were  
 19 alumni of the George Washington Carver Center for  
 20 the Arts and Technology. Our friend had a lead  
 21 role in Dream Girls at Center Stage, and a mutual

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1 friend of the Carver alum, Ms. Brittany Spencer,  
 2 who was recently featured in the country music  
 3 awards, had a performance at a tourist stop in  
 4 Baltimore.

5 The entire group, including myself,  
 6 graduated from a Baltimore County public high  
 7 school and went on to do great things, my wife  
 8 being now a marketing executive, but they all  
 9 participate in the magnet program at Carver. Why  
 10 is this important? Because many of them had to  
 11 take a bus to get there from their area, and it  
 12 was our dedicated drivers and attendants who made  
 13 that happen. When they got to school, there was  
 14 always a meal available to them thanks to our  
 15 food service workers. And as they learned, they  
 16 were always in a safe and clean learning  
 17 environment provided by our DOS and building  
 18 service workers, grounds and maintenance  
 19 employees.

20 This is why a living wage and respect in  
 21 the workplace matters. It wasn't just our

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1 teachers insuring our success, it was all staff  
 2 who looked out for us as if we were their own. A  
 3 successful learning day doesn't stop at the doors  
 4 of the classroom, it extends by way and virtue of  
 5 our dedicated support professionals. AFSCME 434  
 6 will continue to support the mission of the  
 7 Baltimore County Public Schools system and will  
 8 continue to be willing to work together with  
 9 school board leadership to make BCPS a premier  
 10 public school system and employer. Thank you for  
 11 your time.  
 12 (Applause.)  
 13 CHAIRWOMAN HENN: Thank you. Next is  
 14 general public comment and our first speaker is  
 15 Sharon Saroff.  
 16 MS. SAROFF: I hope everyone can hear me  
 17 through this mask, I'm one of those people that's  
 18 immunocompromised.  
 19 So I'm going to talk about a couple of  
 20 things this morning, this evening, excuse me.  
 21 The first thing that I want to talk about is

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1 communications, which I know that Baltimore  
 2 County Public Schools prides itself on, but from  
 3 what I'm seeing recently, it is becoming  
 4 increasingly difficult for parents and people  
 5 like myself in the community to access the vital  
 6 information such as who's the principal of a  
 7 school, what the telephone number of the school  
 8 is, if I have a problem, who the executive  
 9 director is, because there are no more community  
 10 superintendents, who do I contact if special  
 11 transportation is not available, if there's a bus  
 12 even down my street that's not supposed to  
 13 because it's a cul de sac?  
 14 It used to be that if I went on the  
 15 Baltimore County website I could find the first  
 16 page profile of a school that would tell me the  
 17 name of the principal, the vice principal, the  
 18 zone, and who I could contact if there was a  
 19 problem. That's not available to me anymore, now  
 20 I have to go on a fishing trip to find that  
 21 information, including getting a hold of a phone

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1 number to contact the school. Thankfully I have  
 2 an old directory at hand in my computer.  
 3 How do we fix it? Go back to having a  
 4 profile page where a person can easily find that  
 5 contact information, the name of the principal,  
 6 the name of the vice principal, who the executive  
 7 director is, because that's nowhere on the  
 8 website. Parents need to be treated as  
 9 collaborators, not as the enemy.  
 10 I am going to start my concerns about  
 11 special ed now, I know that we're going to be  
 12 talking about it in a little bit. Special  
 13 education is the problem of the entire county,  
 14 not the individual schools. In Baltimore County  
 15 we treat it as through the individual schools  
 16 right now. If I'm an administrator and I feel  
 17 that my special ed students don't deserve, or I  
 18 can't schedule them to be in a music class and I  
 19 can only schedule them to be in an art class,  
 20 that's all they get access to, and I'll finish my  
 21 comments on that.

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1 CHAIRWOMAN HENN: Thank you. Our next  
 2 speaker is Janice Lepore. Good evening.  
 3 MS. LEPORE: Good evening, Chair Henn,  
 4 Vice Chair McMillion, Dr. Williams and members of  
 5 the Board. My name is Janice Lepore, I'm a  
 6 parent of three children, school aged children  
 7 here in Baltimore County. My colleague will  
 8 introduce herself.  
 9 MS. PASTEUR: Good evening, I'm Cheryl  
 10 Pasteur.  
 11 MS. LEPORE: We are here on behalf of  
 12 Strong Schools Maryland as the co-captains for  
 13 Baltimore County. Strong Schools Maryland is an  
 14 advocacy organization that supported the  
 15 Blueprint development process and the passage of  
 16 the Blueprint legislation. The current mission  
 17 of Strong Schools is to support and monitor the  
 18 implementation of the Blueprint components in  
 19 each district to insure that each student has  
 20 equal access to a world class education.  
 21 As education advocates in Baltimore

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1 County we are looking forward to the many  
 2 benefits of this legislation, including access to  
 3 well designed pre-K programs, increased teacher  
 4 salaries, more career and technical education  
 5 programs, more dual enrollment programs,  
 6 community school supports, and additional per  
 7 pupil funding.

8 MS. PASTEUR: Let's talk data.  
 9 Blueprint is critically important because,  
 10 Ms. Mack, 55 percent of Maryland students were  
 11 not reading on grade level by grade four in 2020.  
 12 44 percent of educators leave the profession  
 13 within their first five years, Mr. Offerman. It  
 14 is projected that 65 percent of all jobs require  
 15 educational training beyond high school,  
 16 Mr. McMillion. 55 percent of Maryland's schools  
 17 serve a high concentration of students  
 18 experiencing poverty, Mr. Thomas. Dr. Williams,  
 19 you already show alignment with Blueprint at  
 20 every board meeting; please continue to do that.  
 21 Board members, we are your resources for

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1 your questions. We are your people, we're here  
 2 to answer all of your questions about Blueprint.  
 3 No time limits, just answers. Thank you.  
 4 (Applause.)  
 5 CHAIRWOMAN HENN: Thank you. Our next  
 6 speaker is Andy Saleem Heggins. Good evening.  
 7 MR. HEGGINS: Good evening, Madam Chair,  
 8 Mr. Vice Chair, Superintendent Williams and board  
 9 members.  
 10 The Baltimore County School Board  
 11 nominating commission is still accepting  
 12 applications for the Board's four at large seats  
 13 for the four-year term beginning December of  
 14 2022. I am not a member or representative of  
 15 them but I think it's important to share that  
 16 information. Applications are posted on the  
 17 Baltimore County Public Schools website and will  
 18 be accepted through Friday, March 25th at  
 19 four p.m., so yes, that's this Friday, so you  
 20 still have time.  
 21 And so if you're at least 21 years old,

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1 a Baltimore County resident for at least two  
 2 years, and not employed by Baltimore County  
 3 Public Schools, those are the main criteria. I'm  
 4 sharing this information because I believe it's  
 5 vitally important that the school board reflects  
 6 the diversity of the communities they serve, and  
 7 there's so many decisions, I'm preaching to the  
 8 choir with you obviously, but there's so many  
 9 decisions being made that impact the children on  
 10 a systems level, and so we clearly need a wide  
 11 range of views and experiences to best address  
 12 the needs of all of the children in Baltimore  
 13 County. So again, I implore everyone watching,  
 14 listening, to go to the BCPS website, you have a  
 15 few days and a couple of hours.

16 Finally, I just want to acknowledge  
 17 Mr. Tony Bazemore from the Office of Governmental  
 18 Relations and Constituency Services. I  
 19 appreciate your deep commitment to community  
 20 outreach and engagement, you've been a willing  
 21 mentor and I truly appreciate you.

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1 I also want to acknowledge, she's not  
 2 here, hope you get better, Ms. Makeda Scott,  
 3 Board Member Makeda Scott. She's an amazing  
 4 ambassador for BCPS. I bump into her at so many  
 5 different meetings, many of which she attended  
 6 not due to a responsibility as a board member,  
 7 but just due to her commitment to the community  
 8 as a Baltimore County resident. And so I've seen  
 9 her holding the front lines fighting for our  
 10 children with no cameras or photo opportunities,  
 11 and she's there just for the love of the  
 12 community, so I want to acknowledge her.

13 And finally, I want to acknowledge  
 14 Principal Martin of New Town High School. My  
 15 daughter is a senior at New Town High School, and  
 16 he has worked tirelessly with the PTSA, community  
 17 association members, students and various  
 18 community representatives to create the best  
 19 opportunities and experiences for our children,  
 20 and to make sure that we aren't simply  
 21 stakeholders, but that we're a genuine community.

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1 And all of those people that I  
 2 acknowledged tonight, they have that same  
 3 mentality, so I think it's vitally important that  
 4 we all work together. Again, thank you, my name  
 5 is Saleem Heggins and again, I appreciate you  
 6 all.

7 CHAIRWOMAN HENN: Thank you. Our next  
 8 speaker is Amy Adams.

9 MS. ADAMS: Good evening, everybody. I  
 10 just wanted to start off by mentioning school  
 11 safety and discipline as one of the community  
 12 members' top concerns in BCPS families. I see  
 13 it's not on the agenda tonight, but we are  
 14 anxiously waiting for an announcement addressing  
 15 issues that have come up in our schools.

16 I also want to recommend that you all  
 17 take some time and listen to today's Maryland  
 18 State Board of Education meeting and the  
 19 presentation given by Karen Chenoweth. It was  
 20 called Districts that Succeed, Breaking the  
 21 Correlation between Race, Poverty and

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1 Achievement. Ms. Chenoweth was invited by the  
 2 state superintendent and has a 20-year background  
 3 of research in education. She presented  
 4 long-term data that shows how schools improve  
 5 their academic outcomes for all student groups  
 6 and close the gaps between groups that were  
 7 previously on the lower end of academic  
 8 proficiency. I found the information very  
 9 interesting and appreciated her concrete  
 10 suggestions that have been successful in many  
 11 other places.

12 In reference to the academic  
 13 presentations at our board meetings, after  
 14 listening to them and reviewing the attachments,  
 15 I'm often left with many questions and a feeling  
 16 of confusion. We've heard a lot about  
 17 acceleration and how it's the best practice to  
 18 address pandemic learning loss. It's now March,  
 19 the third quarter. Can anyone in the room stand  
 20 up and use the data to show us how it's working,  
 21 tell the community that you were elected and

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1 appointed to serve that this system's plan is  
 2 working. Can you share the data that we are in  
 3 fact closing gaps that were very wide before the  
 4 pandemic and now are a vast cavern?

5 At the meeting two weeks ago we heard  
 6 that the data presented was unreliable for a  
 7 number of reasons, it was one data point, it was  
 8 a bad test, the tests changed, assessing kids is  
 9 very difficult. But I can look at a year's worth  
 10 of data on Maryland's Report Card and on our very  
 11 own website I can look at each school's dashboard  
 12 that shows the proficiency rates from the year  
 13 2018-2019. It's all very concerning and it's not  
 14 improving.

15 A few meetings ago the NAACP president  
 16 spoke about the academic needs of students not  
 17 being met. What assurances can you give the  
 18 Baltimore County residents and parents that  
 19 you're aware of our downward trend in our system,  
 20 and you're addressing it with urgency and  
 21 purpose? If all of the individual data points

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1 are showing the same thing, when are we going to  
 2 get to see any data points that give us  
 3 confidence that we're on a path, that  
 4 acceleration is working, that there is a true  
 5 concern or a plan for the fact that our students  
 6 have been in a proficient downfall for quite some  
 7 time? How are you assuring us that second  
 8 graders who have missed everything will get what  
 9 they need?

10 Tonight we will hear about the second  
 11 quarter data. It wasn't available to the public  
 12 before the meeting, so I'm very curious. If the  
 13 focus is on quarter grades, I have some concerns.  
 14 There is a culture of leniency within BCPS. For  
 15 example, teachers can subjectively change grades.  
 16 Assignment deadlines are not concrete. Homework  
 17 no longer counts as a portion of an overall  
 18 grade. With strong foundations and appropriate  
 19 support, kids can rise to the challenge. Thank  
 20 you.

21 CHAIRWOMAN HENN: Thank you. Our next

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1 speaker is Muhammad Jameel. Good evening.  
 2 DR. JAMEEL: Peace and blessings to all  
 3 that are present and also to those of you on the  
 4 virtual system.  
 5 40 percent of our students are African  
 6 American, 36 percent are white, 12 percent are  
 7 Hispanic, and eight percent are Asian. Of the  
 8 32,000 students in our 30 high schools, 14,000  
 9 are African American, 12,000 are white, 8,800 are  
 10 Hispanic and 2,700 are Asian. American English  
 11 is spoken by 78 percent in our entire population,  
 12 which became the de facto official language. 22  
 13 percent speak other languages and English too.  
 14 BCPS requires a student to complete two credits  
 15 in world languages. The second most spoken  
 16 language after Spanish by our students is Yoruba,  
 17 which is spoken in 12 different countries.  
 18 Spanish is offered in five high schools and 14  
 19 middle schools. French in 12 high schools and  
 20 ten middle schools, Chinese in eight high  
 21 schools, two middle schools. German, which is

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1 only spoken in five countries, is taught in one  
 2 high school. Japanese, spoken in one country, in  
 3 one middle school. Arabic is spoken in 28  
 4 countries and every one of the 1.8 billion  
 5 Muslims is expected to know this language, just  
 6 as Latin, which is spoken only in the Vatican and  
 7 is being taught in two high schools and Western  
 8 Tech.  
 9 Our trade and alliances with nearly 56  
 10 Muslim countries is just as important if not more  
 11 than China, Japan, Germany, France, Spanish  
 12 speaking countries and Vatican. Inclusion of  
 13 Arabic and Yoruba in the world language  
 14 curriculum will assist our country in trade  
 15 relations, major multinational businesses, State  
 16 Department, and armed forces too. The Defense  
 17 Department needed Arabic speakers; its Monterey  
 18 School of Languages was the only legitimate  
 19 source but very limited.  
 20 Students in the region of Catonsville,  
 21 Randallstown, Owings Mills, Reisterstown, should

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1 be given the opportunity, and those are logical  
 2 good locations to -- (microphone turned off).  
 3 CHAIRWOMAN HENN: Thank you.  
 4 Dr. Pharoan, you're next.  
 5 DR. PHAROAN: Please take my comments  
 6 today in a positive way, they are. I went to a  
 7 medical conference Saturday and Sunday out of  
 8 state and I really thought of you, the school  
 9 system. So I was in a hotel which I really love,  
 10 I woke up at three in the morning and I looked  
 11 into my right side and I saw a roach, two feet  
 12 away from me. Now this is a hotel that I really  
 13 love. So anyhow, at seven in the morning I  
 14 signed out, I talked to the manager, described  
 15 the roach, and he was very apologetic and  
 16 promised to take care of it immediately, and he  
 17 refunded the full amount of money, \$237.  
 18 Why am I saying this to you? It's about  
 19 customer service. We the public are your  
 20 customers. I asked the school system for access  
 21 to the curriculum for almost two decades and I

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1 can't really get through despite the best effort.  
 2 I saw that roach, Islamophobia, in the curriculum  
 3 a few months ago and the curriculum department  
 4 took care of it. But you know when you see one  
 5 roach, you know there is a mama roach and a papa  
 6 roach and a cousin roach.  
 7 I have been around for a long time. I  
 8 believe I am a nice guy, you know, I love the  
 9 school system, I am a product of the school  
 10 system, my three sons are products of this school  
 11 system. I mean no harm, but I want to know that  
 12 there is no Islamophobia, period, in the  
 13 curriculum. I'm tired of it, and I want to know  
 14 that before I wind up to be in a nursing home and  
 15 not able to come and speak to you.  
 16 So I love the Hilton, they have  
 17 excellent service, they do. I think the school  
 18 system can learn a whole lot from the services of  
 19 commercial companies, we really can, we should,  
 20 we are your customers. I paid half a million  
 21 dollars of county taxes over my 48 years in



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1 Baltimore County. It's not cheap, and of course  
 2 I'm not that rich, you know, there are people who  
 3 are -- (microphone turned off).  
 4 CHAIRWOMAN HENN: Thank you. Next is  
 5 Ruben Amaya. Welcome.  
 6 MR. AMAYA: Good evening, Madam Chair,  
 7 Mr. Vice Chair, members of the Board, it's great  
 8 to be back here and address you all. You know,  
 9 as we face daunting challenges within our  
 10 education system from staffing shortages to  
 11 giving our students a normal learning  
 12 environment, I think what is so great about our  
 13 education system is that it's a reflection of the  
 14 diversity of our county, diversity in religion,  
 15 race, background, creed and ideas, ideas that  
 16 help us reflect upon and consider how we can  
 17 improve our society.  
 18 But across the country we are seeing  
 19 outright attacks on the dignity of education.  
 20 Many elements of our history, diversity and  
 21 society are being and have been unwelcome in the

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1 classrooms, but education at its core requires  
 2 the consideration of multiple narratives and  
 3 varying perspectives in order to teach students  
 4 how to think critically. A proper education  
 5 includes the parts of our history that can be  
 6 uncomfortable to some but which define the  
 7 reality of all of us. Our students deserve to  
 8 learn in a classroom that fosters inclusion,  
 9 representation and open mindedness.  
 10 As a Latino who went through my entire  
 11 K-12 education here in BCPS, it's really hard for  
 12 me to remember a time in which I learned about my  
 13 own cultural heritage other than when Latino  
 14 history month came around, and that history  
 15 wasn't interfering with our curriculum. And I  
 16 know many other students of different racial and  
 17 ethnic backgrounds have felt the same way. And  
 18 to say that students are learning enough about  
 19 different cultures, identities or ethnicity is  
 20 not reflective of what we're seeing in our  
 21 society today.

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1 But this also means we have to defend  
 2 our administrators, our educators, our  
 3 para-educators and our support staff. Never in a  
 4 million years would I have imagined that one of  
 5 the most important professions in our society is  
 6 constantly being attacked, and we are seeing that  
 7 today in the news and throughout the country.  
 8 But this is the world we live in in the era of  
 9 disinformation, and we have to make sure that we  
 10 are combating this everywhere we see it.  
 11 We have a historic opportunity to be a  
 12 role model for what education can and should look  
 13 like. As we look around the country and see many  
 14 boards of education threatening progress and  
 15 inclusion in the classroom, we should stay wary  
 16 of the dangers in restricting education. I hope  
 17 that this body sees our time in history as an  
 18 opportunity to implement and promote policies in  
 19 our education that are inclusive, tolerant and  
 20 thought provoking for students, so that they may  
 21 one day take these perspectives and knowledge

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1 into the world and create the change that we so  
 2 desperately need.  
 3 So thank you so much for your time, and  
 4 I hope that you all can bring this change so that  
 5 our students can be those activists and create a  
 6 21st Century society that is just and equitable  
 7 for all. Thank you.  
 8 CHAIRWOMAN HENN: Thank you. Next we  
 9 have Melea Anderson. Good evening.  
 10 MS. ANDERSON: Good evening. Good  
 11 evening, board members and Dr. Williams. I'm  
 12 coming to you this evening as a member of the  
 13 transportation department, I'm a bus attendant at  
 14 the Providence bus lot.  
 15 And I just wanted to share with the  
 16 Board that most of us if not all of us in  
 17 transportation, we love what we do. Me in  
 18 particular, I have a run at Ridge Ruxton  
 19 Elementary School that I request every year  
 20 because I love those children. We feel that it's  
 21 our way of giving back to the students. Many of

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1 our staff have served Baltimore County for 20,  
 2 30, 40, some even 50 years, that's a lot of  
 3 driving, but this is our dedication to safely  
 4 transporting precious cargo.

5 I would like to personally thank  
 6 Dr. Williams and the Board for the thousand  
 7 dollar retention bonus, the two-dollar shift  
 8 differential, and the \$50 attendance incentive.

9 On a positive note, we've had a few new drivers  
 10 and attendants coming to BCPS, which is always  
 11 good news for us because it takes the load off of  
 12 us. Although these are positive steps that we  
 13 greatly appreciate, AFSCME knows that there's  
 14 work to be done, and we look forward to working  
 15 with you. Thank you.

16 CHAIRWOMAN HENN: Thank you. Next is  
 17 the public comment on Board Policy 6400, magnet  
 18 programs, and our first speaker is Sharon Saroff.

19 MS. SAROFF: I'm back again. I am proud  
 20 to say that I have two children who graduated  
 21 from Baltimore County Public Schools magnet

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1 program. Both of them attended Lansdowne High  
 2 School. One received her degree from there with  
 3 a concentration in the theater and performing  
 4 arts, and the other one in science and  
 5 engineering.

6 We talk about equity. There are two  
 7 different kinds of equity. Equity in my case,  
 8 what I'm talking about is the quality of the  
 9 program, not just the students who attend. And  
 10 I'll give you an example by looking at three  
 11 theater programs in our county. There are three  
 12 theater performing arts programs, one at  
 13 Patapsco, one at Lansdowne and one at Carver. If  
 14 you are lucky enough to get into Carver, you have  
 15 a wide variety of classes you can learn from, you  
 16 have state of the art buildings, you have more  
 17 than one stage to perform on. If you go to  
 18 Lansdowne, you take four classes, one each year.  
 19 You have one stage that leaks every time it  
 20 rains, no kidding. And you do not have access to  
 21 the amount of classes that the other school has.

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1 And that's the same for Patapsco, that's what I'm  
 2 talking about.

3 We need to take a look at this policy  
 4 and make sure that the policy provides equal  
 5 programs in different parts of the county, so  
 6 that students who live in the eastern part of the  
 7 county are getting the same access to a high  
 8 class program as students in the central part of  
 9 the county, and the same thing for the eastern  
 10 part of the county. Thank you.

11 CHAIRWOMAN HENN: Thank you. Next we  
 12 have Bash Pharoan. This is 6400, magnet  
 13 programs.

14 DR. PHAROAN: The discussion of the  
 15 Board of Education in relation to 6400 shows how  
 16 important that policy is, and I really appreciate  
 17 the points. I myself have really found the  
 18 policy is good, so my comment today is basically  
 19 95 percent praise to the PRC, and I have one  
 20 minor recommendation.

21 So under Item I, or number one Roman, A,

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1 the Board of Education of Baltimore County is  
 2 committed to providing educational choices for  
 3 parents and students, providing educational  
 4 choices. It doesn't really specify what kind of  
 5 educational choices. So in the next part there  
 6 is plenty of reference about appropriate this,  
 7 appropriate that, which I really like. So my  
 8 recommendation is that this policy would be more  
 9 defined to insert the word appropriate after  
 10 providing, so it would say committed to providing  
 11 appropriate educational choices for parents.

12 Here's my thought behind it. When you  
 13 put the word appropriate, the professionals,  
 14 which is the curriculum department, et cetera,  
 15 they would look at the appropriate professionally  
 16 based on their knowledge and experience.  
 17 However, us the customers, the public, when we  
 18 look at the word appropriate and if the school  
 19 system is providing educational services that may  
 20 be in conflict with what the public feels or  
 21 thinks or believes, then it would be a point of

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1 discussion instead of complaining on Facebook,  
 2 which I really hate, and the like. It makes the  
 3 public into the policy, it makes them part of it.  
 4 You know, again as I stated in my  
 5 earlier roach story, we are your customers, the  
 6 public is your customer, so the language needs to  
 7 portray and include the public whenever it can.  
 8 And I thought this would be a very simple  
 9 addition that hopefully would not create any  
 10 other conflict. Thank you again.  
 11 CHAIRWOMAN HENN: Thank you.  
 12 Dr. Pharoan, if you'd like to stay there, because  
 13 we have Ms. Saroff and then you're up again for  
 14 6402.  
 15 DR. PHAROAN: Thank you.  
 16 CHAIRWOMAN HENN: So Ms. Saroff, you're  
 17 up first, 6402, special education services.  
 18 MS. SAROFF: My favorite topic.  
 19 DR. PHAROAN: So we are teaming up?  
 20 MS. SAROFF: I don't think the Board  
 21 would appreciate that.

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1 I'm going to read verbatim from this  
 2 policy. The Board of Education of Baltimore  
 3 County is committed to the principles articulated  
 4 in federal and state law regarding the provision  
 5 of a free and appropriate public education, FAPE,  
 6 the protection of the rights of eligible students  
 7 with disabilities, and the principle that every  
 8 child can learn and succeed.  
 9 I'm wondering what the definition of  
 10 success in Baltimore County is for children with  
 11 special needs. I hope that it's not what I'm  
 12 seeing, and I'll give you a for instance. A D in  
 13 a significantly modified class is a satisfactory  
 14 grade for a child with a disability, even if that  
 15 child is functioning five grade levels below  
 16 where they're supposed to be. I've got clients  
 17 on my caseload right now who fit that bill.  
 18 The Board of Education is committed to  
 19 providing equity and excellence in education by  
 20 providing each student with an instructional  
 21 environment that nurtures potential and enhances

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1 academic success. Please tell me how a child  
 2 gains success when they are not even allowed  
 3 access to sustained classes that their  
 4 non-disabled peer has access to.  
 5 There are schools in this county that  
 6 only provide one choice of a special,  
 7 quote-unquote, special. If we can't schedule our  
 8 special needs kids to take music, phys ed, but we  
 9 can schedule them to take art, guess what? Art  
 10 is all they get for three years or four years of  
 11 school. That's not equity.  
 12 The Board recognizes that students with  
 13 disabilities should be provided with appropriate  
 14 services, supports, accommodations and  
 15 modifications to address individual needs and  
 16 promote student growth. How does one get that if  
 17 transportation is making the decisions as to  
 18 where children attend programs? And that is  
 19 something that is happening. If the Office of  
 20 Transportation is not willing to extend a route  
 21 so a child can go to an appropriate program, they

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1 get stuck in a program that may not be so  
 2 appropriate.  
 3 We need to align our policies to state  
 4 and federal government policies, not make them up  
 5 as we go along.  
 6 CHAIRWOMAN HENN: Thank you.  
 7 Dr. Pharoan?  
 8 DR. PHAROAN: Good evening again.  
 9 Policy 6402 is good. However, I have these  
 10 comments.  
 11 Under Item A, regarding the provision of  
 12 a free and appropriate public education, I know I  
 13 believe this is a law, FAPE I believe, right?  
 14 MS. SAROFF: Uh-huh.  
 15 DR. PHAROAN: However, as public myself,  
 16 I really wish that there is like an asterisk  
 17 where you would, in the bottom of the policy you  
 18 would define the word appropriate, because  
 19 appropriate, as my Central Council has already  
 20 made the comment to you, is an elastic word, it  
 21 can be interpreted in different ways.

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1 The other part that I really object to,  
 2 and I know neither you nor I has a handle on,  
 3 free. There is nothing really free, we pay  
 4 taxes, okay? So I know you have to put it in  
 5 there, but it's not really free. And concerns  
 6 about the additions that central to this  
 7 commitment is a review of budgetary requests and  
 8 board advocacy for funding, it sounds to me, I'm  
 9 not sure, this is complex for me as a physician,  
 10 it sounds to me that if the money is available  
 11 then you will do it, or something of that sort.  
 12 I just don't think it's clear enough, at least  
 13 for me as a non-educator person.  
 14 In the next paragraph, Item B, line  
 15 number 16, the board provides, and then there is  
 16 a bracket and it's open to the right side, and  
 17 then three words after that, there is another  
 18 bracket and it's open to the right side. It  
 19 sounds like a typo, but nonetheless, I want to  
 20 bring that to your attention.  
 21 And that is my comment, thank you.

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1 CHAIRWOMAN HENN: Thank you. The next  
 2 item on the agenda is action taken in closed  
 3 session and for that I call on Mr. Brousaides.  
 4 MR. BROUSAIDES: Good evening.  
 5 CHAIRWOMAN HENN: Good evening.  
 6 MR. BROUSAIDES: Recently the Board met  
 7 in its quasi-judicial capacity to hear oral  
 8 article argument, deliberate and render decisions  
 9 in two appeals, those were cases H.E. 22-10 and  
 10 H.E. 22-12. Now would be an appropriate time to  
 11 affirm the votes taken on those appeals.  
 12 CHAIRWOMAN HENN: Thank you. May I have  
 13 a motion to approve the action taken in closed  
 14 session on Hearing Examiner's Cases H.E. 22-10  
 15 and 22-12, and authorize Ms. Gover to sign for  
 16 those board members not physically present?  
 17 MS. MACK: So moved, Mack.  
 18 MS. ROWE: Second, Rowe.  
 19 CHAIRWOMAN HENN: Thank you. Any  
 20 discussion? Hearing none, may I have a rollcall  
 21 vote?

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1 MS. GOVER: Ms. Rowe?  
 2 MS. ROWE: Yes.  
 3 MS. GOVER: Ms. Mack?  
 4 MS. MACK: Yes.  
 5 MS. GOVER: Ms. Jose? Ms. Jose?  
 6 Mr. McMillion?  
 7 MR. MCMILLION: Yes.  
 8 MS. GOVER: Mr. Thomas?  
 9 MR. THOMAS: Yes.  
 10 MS. GOVER: Mr. Offerman?  
 11 MR. OFFERMAN: Abstain.  
 12 MS. GOVER: Ms. Scott?  
 13 MS. SCOTT: Yes.  
 14 MS. GOVER: Dr. Hager?  
 15 DR. HAGER: Abstain.  
 16 MS. GOVER: Mr. Kuehn? Ms. Henn?  
 17 CHAIRWOMAN HENN: Yes.  
 18 MS. GOVER: Ms. Jose? Ms. Jose? In  
 19 favor is six.  
 20 CHAIRWOMAN HENN: So Mr. Brousaides, so  
 21 the motion fails? Is Ms. Causey here?

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1 MR. BROUSAIDES: Have we heard from all  
 2 the board members?  
 3 CHAIRWOMAN HENN: We have not heard from  
 4 all the board members that are technically  
 5 present.  
 6 MR. BROUSAIDES: Maybe we should  
 7 entertain a motion to table this until the others  
 8 are here.  
 9 MS. ROWE: So moved.  
 10 MR. OFFERMAN: Second.  
 11 CHAIRWOMAN HENN: May I have a rollcall  
 12 vote please, on the motion to table? Ms. Rowe  
 13 made the motion and Mr. Offerman seconded.  
 14 MS. GOVER: Ms. Rowe?  
 15 MS. ROWE: Yes.  
 16 MS. GOVER: Ms. Causey? Ms. Mack?  
 17 MS. MACK: Yes.  
 18 MS. GOVER: Ms. Jose?  
 19 MS. JOSE: Yes.  
 20 MS. GOVER: Mr. McMillion?  
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Mr. Thomas?  
 2 MR. THOMAS: Yes.  
 3 MS. GOVER: Mr. Offerman?  
 4 MR. OFFERMAN: Yes.  
 5 MS. GOVER: Ms. Scott?  
 6 MS. SCOTT: Yes.  
 7 MS. GOVER: Dr. Hager?  
 8 DR. HAGER: Yes.  
 9 MS. GOVER: Ms. Henn?  
 10 CHAIRWOMAN HENN: Yes. The motion  
 11 carries.  
 12 MR. BROUSAIDES: And now I see that we  
 13 have one board member returning, and another  
 14 virtually who appears to be on the phone. Maybe  
 15 we can take the vote again to approve the Board's  
 16 prior vote on these two appeals.  
 17 CHAIRWOMAN HENN: Let's try that again.  
 18 May I have a motion to approve the action taken  
 19 in closed session on Hearing Examiner's Cases  
 20 H.E. 22-10 and 22-12, and authorize Ms. Gover to  
 21 sign for those board members not physically

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1 present?  
 2 MS. MACK: So moved, Mack.  
 3 MS. ROWE: Second, Rowe.  
 4 CHAIRWOMAN HENN: Thank you. Any  
 5 discussion? May I have a rollcall vote please?  
 6 MS. GOVER: Ms. Rowe?  
 7 MS. ROWE: Yes.  
 8 MS. GOVER: Ms. Causey?  
 9 MS. CAUSEY: Yes.  
 10 MS. GOVER: Ms. Mack?  
 11 MS. MACK: Yes.  
 12 MS. GOVER: Ms. Jose?  
 13 MS. JOSE: Yes.  
 14 MS. GOVER: Mr. McMillion?  
 15 MR. MCMILLION: Yes.  
 16 MS. GOVER: Mr. Thomas?  
 17 MR. THOMAS: Yes.  
 18 MS. GOVER: Mr. Offerman?  
 19 MR. OFFERMAN: Abstain.  
 20 MS. GOVER: Ms. Scott? Ms. Scott?  
 21 MS. SCOTT: Sorry, yes.

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1 MS. GOVER: Thank you. Dr. Hager?  
 2 DR. HAGER: Abstain.  
 3 MS. GOVER: Ms. Henn?  
 4 CHAIRWOMAN HENN: Yes.  
 5 MS. GOVER: In favor is eight.  
 6 CHAIRWOMAN HENN: Thank you, the motion  
 7 carries. Thank you, Mr. Brousaides.  
 8 The next item on the agenda is the  
 9 update on the efficiency and effectiveness review  
 10 and for that I call on Dr. Williams.  
 11 DR. WILLIAMS: Yes, I'm going to ask  
 12 Ms. Charley-Green and Dr. Yarbrough to please  
 13 come forward.  
 14 So good evening, Board Chair Henn, Vice  
 15 Chair McMillion and members of the Board.  
 16 Tonight I present update number six in A Clear  
 17 Path Forward, our system plan to address needs  
 18 outlined in the Public Works operational  
 19 efficiency review. Our plan is aligned with the  
 20 Blueprint for Maryland's Future with the goal of  
 21 positioning Baltimore County Public Schools as a

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1 premier school system. My goal is to provide an  
 2 update on our progress with respect to assessing,  
 3 adopting and implementing recommendations  
 4 outlined in the 759-page report. We will  
 5 continue to update the Board, our community and  
 6 Team BCPS during this time of change. Our  
 7 partnership is critical to insuring high quality  
 8 services to the students, staff and families of  
 9 Baltimore County. Next slide.  
 10 We know that our efforts to heal,  
 11 rebuild and recover must be ongoing. Each and  
 12 every day we are seeing signs of the next normal  
 13 and all point towards continued healing. Next  
 14 slide please.  
 15 So as you know, a 759-page review of our  
 16 school system requires a balanced and studied  
 17 approach for successful implementation. This  
 18 slide shows the three types of groups that have  
 19 been involved in reviewing and assessing the  
 20 recommendations in each chapter. The first  
 21 group, division workgroups, the second one a

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1 Blueprint review team, and the third is  
 2 stakeholder workgroup. On March 8th, our deputy  
 3 superintendent provided an overview of the status  
 4 of the efficiency review. Tonight I invite  
 5 Dr. Yarbrough to provide an additional update  
 6 that details our current status, FY-2023 budget  
 7 items, and implementation and forecast future  
 8 actions.

9 DR. YARBROUGH: Thank you, Dr. Williams.  
 10 Good evening, Board Chair Henn, Vice Chair  
 11 McMillion, and members of the Board. On  
 12 September 14th, Dr. Williams committed to the  
 13 following outcomes related to the efficiency  
 14 review report. Next slide please. Thank you.

15 Significant cost savings focused on  
 16 operational efficiency, a reorganization of  
 17 central office staff to ensure the effective and  
 18 efficient provision of services to schools, and a  
 19 comprehensive collaborative plan to improve staff  
 20 morale, communications and stakeholder  
 21 satisfaction. To date, items one and two have

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1 been completed and item number three is in  
 2 progress. The comprehensive climate and  
 3 communications plan will be shared at the next  
 4 board meeting.

5 Responsible cost reductions in the  
 6 amount of \$7.7 million have already been  
 7 completed. These savings include a reduction of  
 8 9.0 FTEs totaling \$1.7 million through the  
 9 reorganization of cabinet, and \$6 million through  
 10 device cost reductions. Next slide please.

11 This slide categorizes the type of  
 12 recommendations in each chapter. The 197  
 13 recommendations include work directly related to  
 14 divisions across BCPS, personnel reorganization  
 15 items, policy changes, Board of Education items  
 16 and the category other, which includes items  
 17 related to the survey results, climate, metrics  
 18 and communications. Next slide please.

19 The overall rate of implementation for  
 20 efficiency review recommendations that the Public  
 21 Works LLC project director has led averages 80

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1 percent across school districts, as highlighted  
 2 on page 19 of the report. As of March 19th, 175  
 3 recommendations have a final determination. BCPS  
 4 has moved forward 88 percent or 153 items with a  
 5 yes. This number exceeds the implementation  
 6 average by eight percent. Ten percent have moved  
 7 forward with a no, and two percent or four items  
 8 with a determination to hold for further review  
 9 and consideration in FY-24. 22 items are pending  
 10 division workgroups and Board of Education  
 11 review, 16 and six respectively. Next slide  
 12 please.

13 In addition to the \$7.7 million savings  
 14 that have already been actualized, 24  
 15 recommendations were targeted in the report for  
 16 the FY-23 budget. Six items or 26 percent were  
 17 efficiencies, meaning they included enhanced  
 18 processes or renaming of departments. 13 items  
 19 or 56 percent of the recommendations were  
 20 efficiencies with associated costs. These items  
 21 included additional positions and stipends. Two

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1 items identified additional savings through the  
 2 elimination of additional positions. And the  
 3 last two items were classified as other, they  
 4 were specific to different aspects of the morale  
 5 plan. Next slide please.

6 Of the 24 recommendations identified for  
 7 FY-23, 18 items have been moved forward with a  
 8 yes or yes with modifications. Modifications  
 9 include but are not limited to updating the type  
 10 of positions in alignment with the current needs,  
 11 and timelines to match Blueprint funding. Two  
 12 items have moved forward with a no, one item is  
 13 pending division workgroup review, and three  
 14 items have been held for further review and  
 15 consideration in FY-24 based on new structures  
 16 and programs being implemented now, including our  
 17 new evaluation system, Perform, and our new data  
 18 warehouse, Performance Matters. The current  
 19 status of the 19 remaining items is four of the  
 20 items have been completed, 14 are in progress,  
 21 and one is pending. Next slide please.

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1 As of March 19th, 149 recommendations  
 2 have a designated implementation status. This  
 3 slide provides a summary. 39 items have been  
 4 completed in totality, 97 items are in progress.  
 5 What does it mean to be in progress? For the  
 6 majority of these items, it means that divisions  
 7 are revising standard operating procedures, they  
 8 are creating enhanced processes and/or  
 9 collaborating with external partners as  
 10 recommended by the report. 13 items have a start  
 11 date between April and July, eight and five  
 12 respectively. The final report will include a  
 13 detailed description of each recommendation and  
 14 the associated timeline. Next slide please.  
 15 As a reminder, members of the public can  
 16 view the efficiency report implementation web  
 17 page to access artifacts related to system review  
 18 and implementation. It is dynamic and will  
 19 continue to change as materials and artifacts  
 20 become available. The final report will be  
 21 posted on this page later this spring in the

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1 upcoming weeks. Next slide please.  
 2 In the next efficiency update we will  
 3 provide a comprehensive overview of our climate  
 4 and morale plan, as well as our systemwide  
 5 communications enhancements informed by the  
 6 recent communications survey of BCPS students,  
 7 staff and communities. The BCPS climate and  
 8 morale plan has been collaboratively developed in  
 9 partnership with all union presidents, focus  
 10 groups including non-represented staff, and  
 11 external partners in alignment with the  
 12 efficiency report. Major components of the plan  
 13 include organizational climate, engagement,  
 14 recognition and wellness.  
 15 Thank you for your time and attention.  
 16 I turn it back over to Dr. Williams to share  
 17 information about the BCPS response to insuring  
 18 safe and supportive environments. Next slide  
 19 please.  
 20 DR. WILLIAMS: So yes, continuing that  
 21 theme of climate and morale, last fall we began

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1 our community town halls in response to the needs  
 2 of our school communities, so in total we have  
 3 held four town halls where we've heard from  
 4 parents, surveyed our principals about safety  
 5 needs, worked with student leaders to launch a  
 6 peer-to-peer campaign, equipped our PTSA with  
 7 tools to support their local schools, and  
 8 conducted several school safety walks.  
 9 In April we will host a multidistrict  
 10 roundtable meeting with five neighboring school  
 11 systems, to share ideas related to school safety.  
 12 Based on these opportunities to listen and learn,  
 13 we have developed a course of action to insure  
 14 ongoing support for our school communities. At  
 15 our next board meeting I will share detailed  
 16 information about this plan; the key elements  
 17 include grant funded student safety assistants at  
 18 the secondary level, it has community partnership  
 19 opportunities, revamped processes and procedures  
 20 to effectively communicate outcomes related to  
 21 bullying and harassment investigations, and a

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1 widespread information campaign to promote the  
 2 use of the Maryland Center For School Safety  
 3 reporting tip line.  
 4 So I would like to thank all members of  
 5 Team BCPS for your partnership and collaboration  
 6 on this very important topic. I think that  
 7 concludes our presentation.  
 8 CHAIRWOMAN HENN: Thank you. Board  
 9 members, questions? Mr. Thomas?  
 10 MR. THOMAS: Thank you. I know that,  
 11 and I think it was in our last efficiency report  
 12 update, there was a lot of conversation about  
 13 Passport, and I've been hearing a lot of  
 14 information from the community that they want to  
 15 maintain it, so I'm wondering, can you provide  
 16 more specific details about the Passport program,  
 17 what the efficiency review recommendations were  
 18 and what's currently underway? You may have  
 19 discussed this last time, but I just wanted to  
 20 make sure I understand.  
 21 DR. WILLIAMS: So our Passport is our

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1 world languages in elementary. The  
 2 recommendation from Public Works was to eliminate  
 3 the program. We felt that we should not do that  
 4 because we have students who may be in fourth or  
 5 fifth grade, first or second year, and I put on  
 6 the document during our budget workshop  
 7 consideration, that was a significant savings.  
 8 As you recall, that was a part of Chapter 8 of  
 9 the Public Works and that was an expansion, I  
 10 just want to remind the Board, the original  
 11 Public Works plan was looking at operations and  
 12 then they expanded to Chapter 8, which involved  
 13 our academic program.  
 14 So that was a recommendation, and there  
 15 was also a recommendation to look at the  
 16 immersion program, a little bit of history, and  
 17 Dr. Boswell-McComas will correct me, we've had  
 18 that immersion program and converted to our PYP  
 19 program, all aligned with IB.  
 20 So that's why some of these  
 21 recommendations, many of these recommendations if

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1 not all, we had to make them our own and look at  
 2 what existed in the system to make an informed  
 3 decision, and so I put that as a consideration.  
 4 We could phase it out over time but we're having  
 5 those -- you heard speakers today about  
 6 increasing more world languages, so that was a  
 7 consideration that I offered, but at this time we  
 8 have taken no action on that.  
 9 MR. THOMAS: Okay, thank you, and that's  
 10 really good to hear. Just in conversations, I  
 11 was at a basic elementary school, Lyons Mill,  
 12 Padonia International just the other day, I know  
 13 the importance of Passport, so I just wanted to  
 14 make sure that we are still continuing with that,  
 15 so thank you for sharing that.  
 16 CHAIRWOMAN HENN: Ms. Mack?  
 17 MS. MACK: Yes, I have a very quick  
 18 question. I'm trying to look at the numbers on  
 19 slide nine and then slide six. Slide six has a  
 20 total number of efficiency review recommendations  
 21 of 197 and then slide nine is a breakout of 149

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1 of those. What is the difference? Like -- if I  
 2 had more time I could have figured it out, but  
 3 I'm sure you know.  
 4 DR. YARBROUGH: Yes. So the  
 5 recommendations that are missing, you have the  
 6 recommendations that were a no, those are  
 7 omitted, as well as the recommendations that are  
 8 back to the division workgroup for review. You  
 9 have the recommendations for the Board of  
 10 Education, and I believe we should have maybe  
 11 four left and those four might be the four for  
 12 FY-24, but I would have to go back and double  
 13 check.  
 14 MS. MACK: You don't have to, I knew  
 15 there was an answer but I just couldn't figure it  
 16 out quickly enough. Thank you.  
 17 CHAIRWOMAN HENN: Other questions, board  
 18 members? Okay. Ms. Causey?  
 19 MS. CAUSEY: Thank you, Madam Chair,  
 20 thank you for the presentation, and thank you,  
 21 Dr. Williams, for the presentation. There was a

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1 document that was discussed in the operating  
 2 budget work sessions related to recommendations  
 3 that are being postponed until fiscal year 24  
 4 that had dollar values associated with them, and  
 5 that document was supposed to be attached to  
 6 BoardDocs and I was looking for it but I could  
 7 not find it, so I'm requesting if staff could  
 8 figure that out, and since it was discussed in an  
 9 open meeting it should be available on BoardDocs.  
 10 DR. WILLIAMS: If I may respond, I think  
 11 you're talking about the addendum that was a part  
 12 of the work session that we had that was very  
 13 specific regarding the efficiency, and it's my  
 14 understanding that was attached, but we'll go  
 15 back to the notes and I'll work with Ms. Gover  
 16 just to confirm that.  
 17 MS. CAUSEY: Sure, and if you could just  
 18 update us, that would be great, because we had a  
 19 number of work sessions.  
 20 So my one question is, what additional  
 21 resources are being provided to the board office



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1 to assist with implementation of the Board's  
 2 recommendations? Because as we know, the board  
 3 office is only staffed with one individual and  
 4 there was a lot of work to be done.

5 DR. WILLIAMS: So thank you for that  
 6 question. That was a part of your amendment to  
 7 the FY-23 budget, and so at this point that has  
 8 been shared and we're just waiting for our county  
 9 executive to present his budget, and then we will  
 10 wait for the May meeting in which the county  
 11 council will approve, and then we would amend  
 12 based on what we hear from the outcome of that  
 13 meeting.

14 MS. CAUSEY: Okay. Does that mean  
 15 there's not any staffing resources that are  
 16 available in terms of assisting the Board before  
 17 then? I mean --

18 DR. WILLIAMS: Let me suggest that the  
 19 Board, maybe the full Board may want to have a  
 20 conversation around Chapter 1, there are several  
 21 recommendations that pertain to the Board, and I

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1 would offer that that may be a followup. If I  
 2 recall, the last update that was made regarding  
 3 Chapter 1 specific to the Board was in October or  
 4 November of 2021, so that might be some next  
 5 steps.

6 CHAIRWOMAN HENN: And I can also speak  
 7 to that, Dr. Williams. So some of those  
 8 recommendations are also being addressed in  
 9 committee as appropriate for each committee,  
 10 budget is addressing them, PRC is addressing  
 11 them, so we are also facilitating the work  
 12 through committee as appropriate and trying to  
 13 address those along with the regular work of the  
 14 committee. So those chairs have been doing an  
 15 excellent job at working that in with the regular  
 16 work of the Board as well. So until those  
 17 resources are made available, we are moving  
 18 forward with the recommendations that we can.

19 MS. CAUSEY: Okay, thank you, and I know  
 20 the policy review committee has been working on  
 21 that and the liaison staff has been very helpful,

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1 and we've seen evidence on the website in  
 2 BoardDocs.

3 The other question I have is, Public  
 4 Works has an implementation plan and I'm just  
 5 curious if this document could be updated with  
 6 the status of this information, which is helpful,  
 7 and I went on the efficiency review page, but  
 8 there's like 37 different minutes that speak to  
 9 each recommendation, so just as an overall guide  
 10 that we could understand and the public could  
 11 understand.

12 DR. WILLIAMS: Sure. I will also say, I  
 13 want to commend the team for making a website and  
 14 making everything transparent, that you can  
 15 always go back and review. And as was reported,  
 16 we will present the overall final report that  
 17 would be aligned with the recommendations put  
 18 forth by Public Works. So we appreciate your  
 19 feedback, Ms. Causey, and we're wrapping this  
 20 report up. Thank you.

21 CHAIRWOMAN HENN: Thank you. So I'll go

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1 to Ms. Rowe and then I'll go around the dais and  
 2 to our remote board members and make sure if  
 3 anyone has a question they have the opportunity.  
 4 Ms. Rowe?

5 MS. ROWE: I just want to go back to the  
 6 Passport program for a second. What was Public  
 7 Works' reasoning behind why they wanted us to get  
 8 rid of it? Do they want us to get rid of --  
 9 surely they didn't mean get rid of all the  
 10 foreign languages.

11 DR. WILLIAMS: No. It was specific  
 12 around the Passport program at the elementary  
 13 school level.

14 MS. ROWE: Okay. And so --

15 DR. WILLIAMS: So just to remind the  
 16 Board, these are recommendations and as you see,  
 17 there's several of them that I chose not to move  
 18 forward. Now Dr. Boswell-McComas is an advocate  
 19 for her programs and all of our programs, so  
 20 we've had those conversations. So just because  
 21 they made the recommendation, in a part of the

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1 process I get to comment and provide feedback.  
 2 We can go back to the 759 pages and look at their  
 3 rationale, because every recommendation they  
 4 provided their rationale or suggestion, it's not  
 5 that we have to agree with it. So Ms. Rowe, I  
 6 don't have the document in front of me to go back  
 7 and look at the rationale.  
 8 MS. ROWE: Okay. So, I just want to  
 9 make it clear that it doesn't make sense to me  
 10 the way we've always taught languages, because  
 11 the elementary school age learn the languages  
 12 fastest, because that's when their brains can  
 13 intuitively grasp language, that we wait until  
 14 middle school and high school to start teaching  
 15 foreign languages. And I just would like to see  
 16 us actually do more in elementary school with  
 17 foreign languages, not less, and I just want to  
 18 make sure we're not moving in that direction of  
 19 doing less.  
 20 DR. WILLIAMS: Well, that's kind of  
 21 advocating for keeping the Passport program and

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1 the rationale to start it in elementary school,  
 2 so thank you, Ms. Rowe.  
 3 CHAIRWOMAN HENN: Thank you. Ms. Scott?  
 4 MS. SCOTT: Yes, thank you, Ms. Henn. I  
 5 wanted to know, because it was mentioned several  
 6 times about the Board, and in this presentation  
 7 Dr. Williams, you and your staff did a great  
 8 presentation showing us the rollout of how you're  
 9 going to go forward, so that leads to my question  
 10 as far as Ms. Henn and the Board.  
 11 I heard you, Ms. Henn, say that there  
 12 are things that the Board is working on in  
 13 committee to take the recommendations from the  
 14 operational efficiency review report. I would  
 15 like to know, when are we going to have a  
 16 presentation or something showing how, which  
 17 suggestions we're taking and how they're being  
 18 implemented. There were quite a few starting on  
 19 page 59, but ways that we can work as a more  
 20 productive board, findings as far as training,  
 21 parliamentary procedure, Robert's Rules, learning

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1 how the Board could orientate itself to its  
 2 rules, and less micromanagement. Just if you  
 3 could answer that for me, when are we going to  
 4 have a presentation or report on the  
 5 recommendations that the Board is applying?  
 6 CHAIRWOMAN HENN: That will be added to  
 7 an upcoming agenda item, Ms. Scott. I don't have  
 8 the date in front of me.  
 9 MS. SCOTT: So there has not been the  
 10 date set?  
 11 CHAIRWOMAN HENN: Correct. As  
 12 Ms. Causey mentioned, we are awaiting a resource  
 13 to assist the Board with that endeavor, and I  
 14 indicated that those committees are working on  
 15 those items and are in progress.  
 16 MS. SCOTT: Thank you for that, because  
 17 there are several things that would not require a  
 18 committee. One of them was parliamentary  
 19 procedure, it was -- another one was a social  
 20 media guideline for board members, and we  
 21 currently have something that we could address

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1 that, but the one with parliamentary procedure  
 2 was the board chair should complete a  
 3 parliamentary procedure course. There are things  
 4 in here that we as a board could be addressing  
 5 and speaking about that wouldn't require a  
 6 committee and wouldn't necessarily have to be  
 7 done in specific committees, so I was just  
 8 curious about that. Thank you.  
 9 CHAIRWOMAN HENN: Mr. McMillion and I  
 10 will work with Dr. Williams and provide an update  
 11 at the next meeting. Thank you. Ms. Jose, do  
 12 you have any questions or comments? Ms. Jose?  
 13 Dr. Hager?  
 14 DR. HAGER: I was just looking at the  
 15 website, thank you for putting that all together,  
 16 it's really nice, and I appreciate it.  
 17 CHAIRWOMAN HENN: Thank you.  
 18 Mr. Offerman?  
 19 MR. OFFERMAN: None at this time.  
 20 CHAIRWOMAN HENN: Thank you.  
 21 Mr. Thomas, any other questions or comments?

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1 MR. THOMAS: No, I just wanted to say  
 2 thank you to the staff for this presentation, for  
 3 all the presentations on the efficiency review,  
 4 and I think this presentation has been incredible  
 5 so far.  
 6 CHAIRWOMAN HENN: Thank you.  
 7 Mr. McMillion?  
 8 MR. MCMILLION: No thank you.  
 9 CHAIRWOMAN HENN: And I will add, I  
 10 appreciate the efforts on the website, there's a  
 11 lot of information out there. I will add to  
 12 Mrs. Causey's comment, it would be helpful to see  
 13 the status of the recommendations in one place,  
 14 I'm going to use the term dashboard, but I don't  
 15 mean anything that fancy, but one table of the  
 16 recommendations with the status of each would be  
 17 helpful to see, but I certainly appreciate all of  
 18 the work that's gone into it and all of the work  
 19 of the various committees, so thank you very  
 20 much. Mrs. Causey?  
 21 MS. CAUSEY: I just had one quick

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1 question. When I was reviewing the web page and  
 2 all of the different meeting minutes, the  
 3 workgroups, many of them were established I  
 4 believe in October, and since then we've had some  
 5 significant employee changes, including the  
 6 addition of new chiefs per the recommendations.  
 7 So I wondered if any of the workgroups are going  
 8 to be updated with new staff for whom reviewing  
 9 these types of recommendations might be helpful.  
 10 DR. YARBROUGH: Thank you for that  
 11 question. Many of the workgroups have completed  
 12 their group, except those 16 that have to go back  
 13 because the stakeholders sent them back for  
 14 further consideration. Purposefully to keep the  
 15 work closest to the people that are doing the  
 16 work, we didn't have any chiefs on the  
 17 workgroups, and so with the central office  
 18 reorganization, the new position doesn't impact  
 19 the composition of the group. But certainly if  
 20 there were any people who were promoted or moved  
 21 to another department, we definitely, you know,

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1 made sure that we sought that feedback to replace  
 2 them to have someone give that critical input.  
 3 MS. CAUSEY: Okay, thank you.  
 4 DR. YARBROUGH: Absolutely.  
 5 CHAIRWOMAN HENN: Thank you. Ms. Mack,  
 6 did you have anything else?  
 7 MS. MACK: I have nothing further, thank  
 8 you.  
 9 CHAIRWOMAN HENN: Thank you. Ms. Rowe,  
 10 anything you wanted to add? Okay, thank you.  
 11 Ms. Scott, I believe had one more question, I'm  
 12 sorry. Ms. Scott, did you have another?  
 13 MS. SCOTT: Yes, thank you. Just an  
 14 additional question or comment. When you said  
 15 like a status update for the updates as they come  
 16 and what place, I would like to see one of those  
 17 as well for the board recommendations, because  
 18 there were some pretty serious recommendations in  
 19 there that go to our governance or lack thereof,  
 20 and I would like to see the update simultaneously  
 21 shown next to the ones that the system is doing

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1 that show what we've addressed, how we've  
 2 addressed it, and how it's being addressed.  
 3 Thank you.  
 4 CHAIRWOMAN HENN: Thank you all.  
 5 DR. WILLIAMS: If I may comment, the  
 6 report, the 197 recommendations, eight chapters,  
 7 they not only talk about the operations side but  
 8 they also mention some aspect of the Board, so it  
 9 may be prudent that we have the complete picture  
 10 in totality than piecemealing it. Again, we're  
 11 prepared to finish this report since September,  
 12 and I'm sure the workgroups are ready to wrap it  
 13 up as well, so I would just say to the Board,  
 14 we're planning to provide another update, but I  
 15 will work with board leadership. The next update  
 16 should include the totality of everything, and so  
 17 I appreciate what you said, working with  
 18 Mr. McMillion and board leadership, versus us  
 19 placing our piece up there and there's incomplete  
 20 information, that's all I'm saying, to have the  
 21 totality rather than piecemeal, but that's

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1 something we can discuss. Thank you.

2 CHAIRWOMAN HENN: Thank you,

3 Dr. Williams. Thank you.

4 The next item on the agenda is the

5 report on second quarter results, and for that I

6 call on Dr. McComas, Mr. Connelly and

7 Dr. Elmendorf.

8 DR. WILLIAMS: So good evening, Board, I

9 know Dr. Boswell-McComas will start us off, but I

10 just want to remind us that a part of your goals,

11 a part of our strategic plan and a part of our

12 presentations, we've been providing updates about

13 how our students are doing. We thank you for

14 your patience, because sometimes these

15 presentations and the Q and A can go on, but I

16 love the fact that what we are modeling is what

17 happens in the school building for school leaders

18 in terms of data analysis. It paints just one

19 picture of how our students are doing, and keep

20 in mind, our students are transitioning to this

21 next normal, especially what happened last year

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1 and the year before. And so yes, I want all of

2 our students to have grades of C or higher, yes,

3 I want them to have a four or five on a national

4 assessment, but we also know these types of

5 presentations, and I said it last before, I

6 guarantee, were never presented prior to my

7 arrival.

8 It's not because of me as the

9 superintendent, it's because of the team. These

10 folks work daily to try to make better outcomes

11 for students, and that's why we always have the

12 perspective of central office and school based,

13 to let you have a glimpse of what happens in the

14 day-to-day operations. It doesn't tell the whole

15 picture because if Mr. Martin here, and thank

16 you, Mr. Martin, for being here, if he were to

17 tell the whole picture, we would be here all

18 night.

19 So I just want to thank this team and

20 others for presenting, and I want to thank this

21 Board, because every time we talk about academic

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1 achievement, it's fun to watch you all transition

2 to what I used to see as a principal, and what I

3 do on the cabinet level. We have these debates,

4 we ask these questions. We may not have the

5 answer, we're going to find the answer.

6 But today we're going to talk about our

7 second quarter, building upon what we did before,

8 and before I go on, I'm going to turn it over to

9 Dr. Boswell-McComas to start. Thank you.

10 DR. MCCOMAS: Thank you so much,

11 Dr. Williams. Good evening, Ms. Henn, Vice Chair

12 McMillion and members of the Board. I'm Dr. Mary

13 McComas, chief academic officer and I'm joined

14 this evening, I'm going to quickly introduce my

15 colleagues here. Immediately to my right we have

16 Dr. Elmendorf; we have Mr. Martin, proud

17 principal of New Town High School; Ms. Joseph,

18 our executive director of New Town High School;

19 and on the end, Mr. Connelly from our Department

20 of Research and Accountability. So thank you fir

21 giving that moment, and thank you so much,

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1 Dr. Williams, because we are excited to be here

2 this evening.

3 DR. WILLIAMS: Giving you time to

4 transition and find your seats.

5 DR. MCCOMAS: Yes, sir. So with no

6 further ado, we'll go ahead and get started. You

7 know, every day in our K-12 schools, our leaders

8 create spaces for our students to learn in a safe

9 and supportive environment and to achieve

10 academically and to prepare for their future. As

11 educators we must find, evaluate and use data to

12 determine if our daily efforts result in the

13 intended outcomes for our students.

14 Our first quarter period report was

15 presented to you in December, and moving forward,

16 quarterly metrics reports will be produced at the

17 conclusion of each marking period and will focus

18 on three notable indicators of student success,

19 attendance, suspensions and grades, and this

20 evening we will present the second quarter. Next

21 slide please.

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1 As we know, all of our work -- I'm  
 2 sorry, could you go back one? Thank you. All of  
 3 our work is anchored, of course, in our strategic  
 4 plan, The Compass, Our Pathway to Excellence, and  
 5 it does provide for us a systemwide focus on  
 6 raising our bar, closing our gaps and preparing  
 7 students for their future. Our dedication to  
 8 insuring that our students do graduate college  
 9 and career ready is our thoughtful and  
 10 research-based approach to understanding the key  
 11 metrics of student progress. And as mentioned,  
 12 attendance, suspensions and course performance  
 13 data inform our decisions as we advocate for  
 14 equity and student access to opportunities, and  
 15 this is just one example how our strategic plan,  
 16 The Compass intentionally raises the bar, closes  
 17 gaps and prepares our students for their future.  
 18 As a followup to the first marking  
 19 period, this report was developed to provide  
 20 updated quarterly results and progress over time.  
 21 The report does provide insight into our student

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1 progress and climate conditions at the system  
 2 level by student group and for our students also  
 3 participating in the VLP. The purpose is to use  
 4 data as a flashlight to ask our questions in  
 5 order to make informed collaborative decisions to  
 6 support our students and our staff. Next slide  
 7 please.  
 8 Academic achievement is the current  
 9 level of student progress as indicated by  
 10 multiple measures, including classroom, district  
 11 and external assessments that evaluate student  
 12 learning. Key elements of improving achievement  
 13 include these three interdependent components in  
 14 the instructional core, specifically teacher  
 15 knowledge and skill, our student engagement and  
 16 content. You the Board and our school system  
 17 work together to insure that we create these  
 18 conditions for student success, and to do that we  
 19 must engage in the examination of the written,  
 20 taught and assessed curriculum.  
 21 Throughout the year instructional

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1 leadership teams examine school performance based  
 2 on their targeted work, and in professional  
 3 learning communities our teachers and our school  
 4 leaders use actionable data to make instructional  
 5 decisions to raise achievement and prepare every  
 6 student for success. Each of these components  
 7 shown for academic achievement promote the  
 8 effectiveness of the written, taught and assessed  
 9 curriculum through a standards-based high quality  
 10 course of instruction combined with best  
 11 practices in teaching and learning pedagogy,  
 12 focused professional learning and targeted  
 13 resource allocation, feedback and support to our  
 14 schools, and ultimately data-informed continuous  
 15 improvement and initiatives.  
 16 Next I'll have Mr. Connelly share with  
 17 you exactly where our data is for the second  
 18 quarter.  
 19 MR. CONNELLY: Thank you, Dr. McComas,  
 20 next slide please.  
 21 As previously shared with the Board of

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1 Education in our first semester attendance  
 2 report, the trend in decreasing attendance rates  
 3 from marking period one to marking period two are  
 4 consistent with historical attendance data  
 5 trends. Typically, seasonal illnesses result in  
 6 decreased attendance during the second marking  
 7 period, and it's important to know that the  
 8 omicron surge took place during marking period  
 9 two and attendance rates were adversely impacted  
 10 as transition rates increased.  
 11 Promoting high attendance rates for all  
 12 students is an important part of the growth and  
 13 achievement over time and a critical factor in  
 14 having access to The Compass pathways to success  
 15 for college, career and service. Our Board of  
 16 Education has identified specific attendance  
 17 goals as a part of the focus on safe and  
 18 supportive learning environments. The National  
 19 Center for Educational Statistics notes students  
 20 who attend school regularly have been shown to  
 21 achieve at higher levels than students who do not

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1 have regular attendance. The home-school  
 2 partnership is critical to support student  
 3 attendance.

4 The chart shown displays the elementary  
 5 school attendance rate by zone for the first and  
 6 second marking period. Historical data trends  
 7 for marking period one to marking period two are  
 8 evident in the slight drop of attendance across  
 9 zones. Next slide please.

10 The chart shown displays the middle  
 11 school attendance rate by zone for the first and  
 12 second marking period. Overall, middle schools  
 13 had decreased attendance from the first to the  
 14 second marking period. Periodic surges of the  
 15 COVID-19 variants may have resulted in  
 16 fluctuations in attendance, as well as the  
 17 historical trends of decreased attendance rates  
 18 from marking period one to marking period two.  
 19 Next slide please.

20 And this chart displays the high school  
 21 attendance rate by zone for the first and second

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1 marking period. For all three zones, high school  
 2 attendance decreased from marking period one to  
 3 marking period two. As previously shared during  
 4 our first semester attendance presentation,  
 5 pre-pandemic attendance rates from 2017 to 2020  
 6 showed an approximate three percent decrease from  
 7 marking period one to marking period two. The  
 8 impact of the COVID-19 global pandemic has  
 9 resulted in a more significant decrease in high  
 10 school student attendance rates. Next slide  
 11 please.

12 System wide, the suspension rate for all  
 13 students was less than 2.18 percent during  
 14 marking periods one and two. Student suspension  
 15 rates by grade level for marking periods one and  
 16 two are displayed in the charts shown. The  
 17 overall suspension rates are comparable to the  
 18 pre-pandemic COVID-19 19-20 suspension rate data  
 19 by school level for marking periods one and two.  
 20 The suspension rates for elementary and high  
 21 school students decreased in the current school

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1 year compared to the 19-20 school year, while in  
 2 contrast, middle school had an increased  
 3 suspension rate during the same period.

4 School teams and central office support  
 5 staff implement a variety of preventative,  
 6 responsive and restorative practices to support  
 7 positive student behavior and safe and supportive  
 8 learning environments. Prevention involves  
 9 proactive school-wide strategies such as the BCPS  
 10 code of conduct, character education, conscious  
 11 discipline and positive behavior interventions  
 12 and supports. Responsive strategies are an  
 13 additional layer of support to students  
 14 incorporated across the school environment and  
 15 flexible in use. School supports may include  
 16 peer mentors, staff mentors, therapeutic  
 17 services, student support teams and pupil  
 18 personnel services. Logical consequences are  
 19 followed when student behavior warrants  
 20 disciplinary action, and restorative practices  
 21 work to improve and repair relationships while

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1 reestablishing expectations to maintain a safe  
 2 and supportive learning environment for students  
 3 and staff. Next slide please.

4 The elementary school course grade  
 5 distribution chart is displayed as two marking  
 6 periods of data. At the elementary level, letter  
 7 grades begin in fourth grade. The top half  
 8 displays the percent of students in grades four  
 9 and five earning a course grade of A through E  
 10 for social studies, science, math and ELA for  
 11 marking period two, while the bottom half  
 12 displays the same data for marking period one.  
 13 As shown, a greater percentage of students earned  
 14 As and Bs in marking period two across all core  
 15 subjects compared to marking period one. For  
 16 both marking periods, the percentage of students  
 17 earning a C or better in elementary school was  
 18 over 89 percent across all core subject areas.  
 19 Next slide please.

20 The middle school course grade  
 21 distribution chart is displayed, again, as two

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1 marking periods of grades A through E for social  
 2 studies, science, math and ELA. As shown, a  
 3 greater percentage of students earned As and Bs  
 4 in the first marking period for social studies,  
 5 science and ELA. For math a slightly greater  
 6 percentage of students earned As and Bs in the  
 7 second marking period. For both marking periods  
 8 in middle school, the percentage of students  
 9 earning a C or better was at or above 75 percent  
 10 for all core subject areas. Next slide please.

11 The high school course grade  
 12 distribution chart is displayed as two marking  
 13 periods of grades just as we've shown for  
 14 elementary and middle school. As shown, a  
 15 greater percentage of students earned As or Bs in  
 16 the first marking period across the core subject  
 17 areas. For both marking periods, the percentage  
 18 of students earning a C or better was greater  
 19 than 66 percent of all high school students.

20 Next, Dr. McComas will share with us how  
 21 the central offices provide support to schools.

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1 Next slide please.

2 DR. MCCOMAS: Thank you. Attendance is  
 3 essential as we all know for our students'  
 4 academic success, and in our February 26th board  
 5 meeting we shared levels of support or  
 6 intervention relating to attendance. We  
 7 implement a comprehensive and multitiered system  
 8 of support to improve our student attendance.  
 9 Displayed on the screen are the attendance  
 10 systems of support from BCPS, which is utilized  
 11 by our school committees to help guide their work  
 12 relating to attendance. And as previously  
 13 shared, our school teams and central office  
 14 support implement a variety of preventative,  
 15 responsive and restorative practices to support  
 16 positive student behavior and safe and supportive  
 17 learning environments. Our system improvement  
 18 team workgroups focus on suspensions, analyze our  
 19 school system's suspension data to determine  
 20 which schools are in need of individualized  
 21 support in the areas of climate and culture.

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1 Next slide please.

2 In addition to the supports provided to  
 3 increase student attendance, engagement and  
 4 positive behavior, our central office team also  
 5 works in collaboration with schools to identify  
 6 strategies and resources to support instructional  
 7 growth. Specifically, our content offices have  
 8 developed curricular resources to support  
 9 learning acceleration at point of use in the  
 10 curriculum. These resources help our teachers to  
 11 prioritize the content standards and to provide  
 12 rich instructional experiences for our students  
 13 to address any unfinished learning and to reteach  
 14 concepts based on current instructional data. We  
 15 also provide professional learning for our  
 16 school-based administrators and instructional  
 17 leaders on best practices for responding to data  
 18 in real time.

19 For example, our math team has worked  
 20 collaboratively with our schools to identify  
 21 students who have not yet met with success in

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1 Algebra I, and they have developed a variety of  
 2 strategies for schools to provide what we call in  
 3 time recovery using a push, pull or pace model as  
 4 illustrated on the screen in front of you.

5 From the school perspective we  
 6 previously shared, excuse me, from marking period  
 7 one how this work is operationalized at our  
 8 elementary level. For this evening's  
 9 presentation, we're very excited to have  
 10 Ms. Kyria Joseph, our secondary executive  
 11 director, and Mr. James Martin, proud principal  
 12 of New Town High School, here to share strategies  
 13 for how high schools continue to work to prepare  
 14 our students as they, as we prepare them for  
 15 college, career and military service. So at this  
 16 time I'll hand the presentation over to Ms.  
 17 Joseph.

18 MS. JOSEPH: Thank you, Mary. In the  
 19 Department of Schools we work with principals and  
 20 leadership teams to use Performance Matters for  
 21 data analysis of standards. We collaborate with

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1 the Division of Curriculum and Instruction to  
 2 maximize a school's access to appropriate  
 3 interventions and accelerated learning to promote  
 4 student achievement. We identify and insure  
 5 implementation of the differentiated supports to  
 6 each school.

7 Tonight I have the honor of introducing  
 8 Principal James Martin of New Town High School,  
 9 for the academic supports his admin team,  
 10 teachers and staff are implementing to help  
 11 students achieve. New Town High School was one  
 12 of our high schools that outperformed BCPS for  
 13 grades of a C or higher for the second marking  
 14 period. We are clear that 70 percent is not our  
 15 goal, our goal is a hundred percent, and we have  
 16 work to do. Principal Martin will highlight key  
 17 instructional supports to insure his students  
 18 continue to demonstrate growth in all academic  
 19 areas. Next slide please.

20 DR. WILLIAMS: Excuse me, Ms. Joseph.  
 21 This is the slide that Ms. Joseph was speaking

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1 to. If we go to the next slide, that would be  
 2 for New Town. Thank you.

3 MR. MARTIN: Thank you, and greetings.  
 4 As the proud principal of New Town High School,  
 5 it is an honor to highlight the success of our  
 6 wonderful students, teachers and administrators  
 7 at our school. The beginning of our school year  
 8 began with the same focus, attend, achieve and  
 9 accelerate. Our instructional leadership team  
 10 has partnered with our BCPS DRAA to receive  
 11 continuous professional development on how to  
 12 analyze student data in order to provide  
 13 strategies to our staff to increase student  
 14 content knowledge. New Town High School uses  
 15 various forms of data to drive instruction, from  
 16 previous MCAP trend data, to BCPS Schoology, to  
 17 the new Performance Matters program.

18 Performance Matters helps our leadership  
 19 team and teachers analyze student successes as  
 20 well as current content deficits, which enables  
 21 teachers to develop strategies to accelerate

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1 learning. When walking through New Town High  
 2 School you may visit a classroom and you may see  
 3 an activity such as that being implemented to  
 4 teach content standards. This gives the ability  
 5 to provide responsive instruction to a class or  
 6 an individual student to address current deficit  
 7 skills. Next slide please.

8 An additional way that New Town High  
 9 School supports student acceleration is our Titan  
 10 tutoring program. Students involved in the Titan  
 11 tutoring program are members of an organization  
 12 that serves student academic success while  
 13 addressing their SELs, social-emotional learning  
 14 needs. Through the designed small group  
 15 instruction that takes place on campus,  
 16 instructors utilize time to review student data,  
 17 set goals, support below average performing  
 18 students, teach or reteach, and remediate  
 19 instruction. The team also uses data points to  
 20 target supports based on students and their  
 21 various needs.

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1 The tutor program collectively  
 2 integrates academics, personal development and  
 3 SEL practices, with the goal of general self  
 4 management. Instructors will develop and set  
 5 both curricular and instructional objectives to  
 6 maintain accountability to students' retention  
 7 and growth. Our program allows students to redo  
 8 assignments to give them the opportunity to  
 9 improve mastery on content standards. We not  
 10 only allow success to our hardworking students  
 11 but also recognize the hard work of our  
 12 counselors, para-educators, additional  
 13 assistants, teachers, assistant principals and  
 14 office support, which we call our super six.

15 In closing, we are excited about our 70  
 16 percent achieving a C or better, but we continue  
 17 and won't forget about the 30 percent who did not  
 18 make it. New Town High School is striving for  
 19 100 percent. Thank you.

20 DR. ELMENDORF: Next slide please.  
 21 Thank you, Principal Martin. Attendance rates in



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1 the VLP have decreased slightly but continue to  
 2 hover around 90 percent, which is aligned with  
 3 systemwide attendance rates. Understanding that  
 4 attendance in a virtual setting looks different  
 5 than that of our brick and mortar school  
 6 environment, VLP staff regularly communicated  
 7 with families about the importance of attendance  
 8 from the beginning of the school year. Next  
 9 slide please.

10 The course performance findings for the  
 11 VLP continue to reflect a transition to a brand  
 12 new learning environment in which staff and  
 13 students are working hard to adapt to the unique  
 14 character and expectations of a comprehensive  
 15 online learning program. The percentage of  
 16 students earning a C or better in high school  
 17 mathematics has increased from 52.6 percent to  
 18 55.3 percent. The percentage of students earning  
 19 a C or better decreased in high school English,  
 20 and decreased in math and English for the other  
 21 two levels.

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1 The VLP faculty and staff continue to  
 2 refine their abilities to positively impact  
 3 student attendance and course performance,  
 4 including targeted professional growth activities  
 5 for VLP teachers. Tutoring programs have  
 6 recently been implemented at all three levels to  
 7 focus on identified skills and content.

8 The VLP has been successful in meeting  
 9 its primary goal of providing a comprehensive  
 10 full-time virtual environment for students who  
 11 desired and/or needed this option in response to  
 12 the COVID-19 pandemic. However, while many  
 13 students have met with success in the VLP, we  
 14 know that a full-time virtual option is not the  
 15 best learning environment for all types of  
 16 learners. As health metrics continue to improve,  
 17 VLP staff is working with families of students  
 18 who continue to struggle in the virtual  
 19 environment to determine if returning to  
 20 in-person learning might be the best path forward  
 21 for some of our learners. Next slide please.

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1 As we navigate the second semester of  
 2 the first year of the virtual learning program,  
 3 we want to share how two VLP high school students  
 4 have demonstrated growth since the beginning of  
 5 the school year.

6 One tenth grader earned Es in most of  
 7 her courses in the first semester. After working  
 8 with a school counseling team and content  
 9 teachers, she was able to identify that time  
 10 management in a virtual environment was something  
 11 with which she was having significant difficulty.  
 12 The team worked with her to identify and  
 13 implement strategies to address this concern.  
 14 She has currently submitted all assignments for  
 15 the semester and is earning an A or a B in the  
 16 vast majority of her courses.

17 Another high school student was also  
 18 earning mostly Es in the first semester until a  
 19 particular meeting with his case manager and  
 20 teachers, in which he was able to identify the  
 21 fact that he was uncomfortable asking questions

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1 in a virtual environment, and was also struggling  
 2 with COVID related concerns outside of the school  
 3 at his home. After a separate Google Meet was  
 4 designed to create a more personalized  
 5 environment for asking questions and addressing  
 6 social-emotional needs, the student has submitted  
 7 all assignments and is earning a high C.

8 The VLP staff continues to refine their  
 9 ability to identify and implement the  
 10 individualized supports students need to be  
 11 successful.

12 Next Dr. McComas will share information  
 13 about our academic achievement reports. Next  
 14 slide please.

15 DR. MCCOMAS: That's great. On the  
 16 slide before you are our scheduled academic  
 17 reports, this slide and the next slide walk us  
 18 all the way through the end of the summer. So  
 19 thank you, this concludes our presentation.

20 CHAIRWOMAN HENN: Thank you very much  
 21 for the presentation. Board members, any

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1 questions? Dr. Hager and then Mr. Offerman.  
 2 DR. HAGER: Thank you all so much, I  
 3 have specific questions. One, I've asked before  
 4 and I don't recall the answer exactly. Is a D  
 5 grade passing in our school system? You can pass  
 6 with a D; is that correct?  
 7 DR. MCCOMAS: Yes, that is correct.  
 8 DR. HAGER: I just wanted to clarify  
 9 that. So with respect to the suspension data, so  
 10 I saw that we compared quarter one to quarter  
 11 two, and I know there's been a lot of discussion  
 12 about discipline and issues in schools right now.  
 13 Do these data compare similarly to our  
 14 pre-pandemic data as far as the rates of  
 15 suspension from quarter one to quarter two  
 16 historically?  
 17 DR. MCCOMAS: So I believe Mr. Connelly  
 18 had that in his talking points, so I'll turn it  
 19 over to him.  
 20 MR. CONNELLY: Thank you, Dr. McComas,  
 21 and thank you for the question. I did pull out

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1 some additional data to share because I  
 2 anticipated this question, and you know, on a  
 3 comparable level, from 19-20, the first two  
 4 marking periods were pre-COVID, you know, COVID  
 5 didn't happen until the third quarter, so we were  
 6 looking at --  
 7 DR. WILLIAMS: Just a correction,  
 8 2019-2020, not 1920.  
 9 MR. CONNELLY: Oh, I'm sorry, yes, with  
 10 the flappers? Yes. Thank you, Dr. Williams, I  
 11 appreciate that.  
 12 The K-5 quarter one quarter two was  
 13 actually less in 21-22 than in 19-20,  
 14 respectively in school year 19-20, .47 and .54  
 15 were the K-5 suspension rates, and in 2021 and  
 16 2022, the quarter one and quarter two suspension  
 17 rates were .33 and .45. For high schools, we  
 18 also saw a decrease. In the 2019-2020 school  
 19 year we had for quarter one and quarter two 2.59  
 20 percent and 3.27 percent respectively, and for  
 21 the 2021-2022 school year we had 2.44 and 2.85

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1 percent respectively. In middle school we did  
 2 mention how we went up, you know, from marking  
 3 period one to marking period two, but also from  
 4 the 2019-2020 school year it was 2.92 percent and  
 5 4.07 percent, and in 2021-2022 we had 4.41  
 6 percent and 4.56 percent.  
 7 DR. HAGER: And I get all of that, so it  
 8 sounds like it typically does go up between  
 9 quarter one and two?  
 10 MR. CONNELLY: Yes, and that's also  
 11 accurate for, you know, pre-COVID historical  
 12 data.  
 13 DR. HAGER: Great, thank you. Shifting  
 14 gears, slides 11 to 13 talk about the supports  
 15 that are in place. Are these all new supports  
 16 post pandemic, or are these things we've been  
 17 doing for a number of years?  
 18 MS. JOSEPH: So I can go. For the  
 19 information for the Department of Schools we have  
 20 typically done that but what is new is how we're  
 21 using Performance Matters, doing the professional

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1 development with our leadership teams, and really  
 2 now we can pinpoint down to deficit skill by  
 3 student, that information and which teachers can  
 4 then use to really target and reteach that skill.  
 5 So that is something, that access that we have  
 6 there for the performance metrics.  
 7 DR. HAGER: And our people are using it?  
 8 MS. JOSEPH: Yes, we are actively using  
 9 it, our principals, but now we're down, our  
 10 teachers, our department chairmen are using that  
 11 information so that every decision that we're  
 12 making is a data-informed decision, and we're  
 13 able to highlight some of the things that we were  
 14 able to highlight tonight, to really pinpoint  
 15 what is it that we're doing that is actually  
 16 working.  
 17 DR. HAGER: Fantastic, thank you. And  
 18 lastly, Dr. Williams, I really appreciate having  
 19 this school level perspective in these meetings,  
 20 I just want to thank you for including that. And  
 21 so to you, Principal Martin, what is the best

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1 thing that you've done this year that's new that  
 2 you hope to continue doing?  
 3 MR. MARTIN: I believe the best thing  
 4 that I offered, or that we do in New Town, is  
 5 being able to really hone in on standards and  
 6 give a student the opportunity to really master  
 7 those standards. When we talk about our tutoring  
 8 program, we have a great number of students that  
 9 enjoy actually building a relationship, but also  
 10 really master standards that they might not have  
 11 received the first time around.  
 12 DR. HAGER: Thank you.  
 13 CHAIRWOMAN HENN: Thank you.  
 14 Mr. Offerman?  
 15 MR. OFFERMAN: Yes. This question may  
 16 be slightly off this report, but I'm very  
 17 interested in what happens when a student gets  
 18 suspended in terms of what measures are taken to  
 19 make sure he doesn't fall further behind in terms  
 20 of academics.  
 21 MR. MARTIN: So when a student is

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1 suspended, we always communicate with teachers,  
 2 we provide the work that they may have missed  
 3 while they're out. Ultimately we try to  
 4 introduce them to of course our tutoring program  
 5 and other sources just to, you know, be able to  
 6 discover or find those deficits that they may  
 7 have missed while they're out.  
 8 MR. OFFERMAN: How about systemwide, is  
 9 that stuff going on in a lot of places?  
 10 DR. MCCOMAS: Yes, and that's one of the  
 11 benefits of the ESER grants that we have, and the  
 12 tutoring grants specifically, that our schools  
 13 each have the capacity to help design tutoring  
 14 and support programs whether for the students who  
 15 may be out for disciplinary purposes or frankly,  
 16 just needs additional supports.  
 17 DR. WILLIAMS: So I'm going to ask  
 18 Ms. Joseph to respond, not because she was a  
 19 former principal in middle and high, but because  
 20 of her role as one of our secondary executive  
 21 directors, that she can talk about what happens

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1 across the system.  
 2 MS. JOSEPH: Sure. So yes, those are  
 3 the things that happen, and like Dr. McComas  
 4 said, what we're able to do, especially  
 5 virtually, we're able to have tutors connect with  
 6 students virtually sometimes when they are on a  
 7 short-term suspension, and then when they come  
 8 back there's an opportunity to use some of those  
 9 programs, so that happens throughout. Each  
 10 school does use their own touch in terms of how  
 11 they do that, but that is the expectation during  
 12 that time.  
 13 MR. OFFERMAN: Thank you.  
 14 CHAIRWOMAN HENN: Thank you. Ms. Rowe?  
 15 MS. ROWE: I have a few questions. So  
 16 on pages eight, nine and ten of the Power Point,  
 17 there's a number of percentage of students that  
 18 receive an E. What happens at the end of the  
 19 year if they still have an E?  
 20 MS. JOSEPH: So one of the things that  
 21 we're doing, and this is how Performance Matters

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1 helps, you try to make sure that before the end  
 2 of the marking period we're identifying those  
 3 students. But like for the students that have an  
 4 E still, schools have already identified who  
 5 those students are, they're encouraging them to  
 6 do a coach class, they're encouraging them to  
 7 actually partake in the tutoring. Some are doing  
 8 SST which is our support team that you're  
 9 actually beginning to see. So right now is a  
 10 critical time, especially when you've looked at  
 11 their first marking period and their second  
 12 marking period.  
 13 On the high school level we're about  
 14 credits, so sometimes when we're looking at our  
 15 EDLP programs, maybe they need enrichment that  
 16 way, so that they have the credit recovery as  
 17 well.  
 18 MS. ROWE: So in high school I know if  
 19 they don't complete the grade satisfactorily,  
 20 they just won't get the credit for that course  
 21 and they'll have to take it over. But what

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1 happens for elementary and middle school if the  
 2 child persistently gets to the end of the year  
 3 and has an E?  
 4 MS. JOSEPH: So we also have our summer  
 5 program for enrichment activities, and to  
 6 actually begin those activities. And that's the  
 7 same thing, we're trying to do a recurring model  
 8 where every couple of weeks we're looking at that  
 9 so that they don't actually get into that  
 10 component where they're failing as well, and so  
 11 that happens at the elementary and middle school  
 12 level.  
 13 MS. ROWE: So do we have data on  
 14 students who get to the end of the year and don't  
 15 complete things the way they're supposed to?  
 16 MS. JOSEPH: We have data. Those are  
 17 the students we invite to come, and so we start  
 18 to invite them around April to come to our summer  
 19 enrichment program to try to make up for those  
 20 deficit standards. And what Performance Matters  
 21 does now is now we have down to the standard on

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1 what they did not master, that we can go over and  
 2 infuse in those programs.  
 3 MS. ROWE: So like Sylvan or somebody  
 4 would do?  
 5 MS. JOSEPH: Correct.  
 6 MS. ROWE: So there's a chart on, it's  
 7 14, and I see that the columns on those charts  
 8 are the grades, but if you look at the MCAP,  
 9 pre-pandemic MCAP in ELA, it would be 14.3  
 10 percent for ELA and math five percent, and  
 11 science for 14.4 percent. Can you explain the  
 12 disparity between the percentage of students  
 13 found proficient on the MCAP and the percentage  
 14 of students getting a grade C or better?  
 15 MS. JOSEPH: So the data from the MCAP  
 16 is almost three years ago so these are not the  
 17 same students, so that's one part that's there.  
 18 And what this data is telling us and our  
 19 Performance Matters data is telling us is that  
 20 we're on the right track to definitely meet those  
 21 goals for improvement for our MCAP.

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1 So one of the things that we're trying  
 2 to do is look at leading data, not our lagging  
 3 data, so this is realtime data that we're able to  
 4 do and we can differentiate, this is one  
 5 component for our grades, our Performance Matters  
 6 is another component, doing informal observations  
 7 with our teachers is another part, our data  
 8 dialog with our instructional leadership team is  
 9 another component. And so this data here that  
 10 we're using is telling us that we're on the right  
 11 track to make sure that we demonstrate that  
 12 growth in the MCAP. Everything from the MCAP is  
 13 almost two to three years ago and those students  
 14 are no longer in the building.  
 15 MS. ROWE: Okay. So you think that two  
 16 or three years ago, the grades would have matched  
 17 the proficiency scores?  
 18 DR. WILLIAMS: So that's a good  
 19 question, Ms. Rowe.  
 20 MS. ROWE: Because that would mean most  
 21 of the kids were failing.

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1 DR. WILLIAMS: Well --  
 2 MS. ROWE: I mean, if our grades --  
 3 DR. WILLIAMS: Here's the reality.  
 4 MS. ROWE: Okay.  
 5 DR. WILLIAMS: The grades represent a  
 6 body of work that the professional, the teachers  
 7 provide in the marking period. The MCAP is an  
 8 assessment close to the end of the year that's  
 9 given, and so pre-pandemic that question was  
 10 raised by yours truly, can we do a crosswalk of  
 11 grades and the performance of MCAP, and it was  
 12 all over the place. So in other words, what  
 13 you're saying is if a student earns an A or B or  
 14 a C, can we correlate that to some kind of  
 15 performance on the state assessment? And so  
 16 we're still unpacking that. It is hard to do  
 17 that for what I just said, the grades represent a  
 18 body of work, a body of opportunity. I want to  
 19 make sure the full Board understands. When you  
 20 look at a grade book of what kids get for a  
 21 marking period, it's a body of work versus one

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1 assessment.

2 But you raise an interesting question

3 that I think most school systems have been

4 grappling with, can we do this correlation? And

5 I think Ms. Mack may have asked that my first

6 year, can we do that correlation? The answer for

7 us is not yet, and this fall assessment is a

8 precursor to the spring assessment. So until we

9 know what that looks like, I think that's some

10 more work that Mr. Connelly would love to dive

11 in, but I think you're asking a good question at

12 this time. When we did a preliminary, it wasn't

13 a one-to-one correlation.

14 MS. ROWE: So our grades do not

15 accurately predict how a child is going to do on

16 the MCAP. So for instance, if a child, you know,

17 one kid could be getting straight As and not get

18 proficient on the MCAP. Is there the kid that's

19 getting like Ds and Es that is proficient on the

20 MCAP? Does that happen?

21 DR. WILLIAMS: We have some outliers.

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1 We have some that we can see if they're doing

2 well, but at this point the research folks would

3 not allow me to make a definitive answer saying

4 grades associate with this performance on the

5 state assessment.

6 MS. ROWE: So there's no correlation

7 between --

8 CHAIRWOMAN HENN: Time, Ms. Rowe.

9 MS. ROWE: There is no correlation

10 between grades and assessments.

11 DR. WILLIAMS: That's a good research

12 project, Ms. Rowe, and I think if we can unpack

13 that, that would be helping all of our systems.

14 So I can't answer that at this time.

15 CHAIRWOMAN HENN: Thank you. Ms. Mack?

16 MS. MACK: Yes, thank you. Is it Dr. or

17 Ms. Joseph.

18 MS. JOSEPH: Ms. Joseph.

19 MS. MACK: I just wanted to make sure.

20 Ms. Joseph, I appreciate your comment about

21 leading versus lagging, and I think I'm

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1 piggybacking on what Ms. Rowe said, but how do

2 the grades shown in this presentation on pages

3 eight, nine and ten compare to proficiency levels

4 on the MSDE early fall assessment that we just

5 talked about in the last board meeting in ELA,

6 math and ESA?

7 MS. JOSEPH: So for our grades there,

8 are you saying are they comparable to --

9 MS. MACK: Well, you made a comment that

10 we can't use old data but we do have new data,

11 even though it's an abbreviated and different

12 test.

13 MS. JOSEPH: So for the early fall

14 assessment, we really are waiting until we see

15 the spring assessment, because it has to

16 demonstrate the growth, this was one snapshot in

17 time to another snapshot in time, and then our

18 spring assessments will really tell us the full

19 measure of growth. So if I'm invited, I'll come

20 back after that to really begin to show that part

21 there.

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1 MS. MACK: Thank you.

2 DR. WILLIAMS: Let me just make a

3 comment. I would go back and look at the

4 presentation, because I remember Mr. Connelly

5 referenced the scoring of the fall assessment,

6 and how that differs and it's a wider span. And

7 I appreciate that question, Ms. Mack, that's why

8 we talk about multiple data points. So not only

9 are we going to look at grades, we look at these

10 external assessments to see how our individual

11 students are doing. And to just reiterate, our

12 Performance Matters platform provides that by

13 standard.

14 So, it feels like the board members want

15 to associate grades with the state assessments.

16 I would always offer that we have to look at

17 multiple data points because what a student may

18 have done in the fall is different than what they

19 may have done at the end of the second marking

20 period and again, back in spring. So we look at

21 the totality, we presented the MAP-N and MAP-R

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1 results as well, to see growth. So that's why I  
 2 keep going back, I appreciate the questions, but  
 3 again, we still have to look at the multiple data  
 4 points just to see what's happening with the  
 5 individual students.

6 MS. MACK: My next question, I don't  
 7 know who it's for, I want to draw your attention  
 8 to slide 11. During the February 22nd board  
 9 meeting the Board was informed that referral to a  
 10 pupil personnel worker does not happen until a  
 11 student has missed 36 days of school, which I  
 12 believe equates to a full quarter of school. So  
 13 my question is, is there any evidence that shows  
 14 that earlier and consistent involvement of a PPW  
 15 improves outcomes, and how can we allow a student  
 16 to miss a full quarter of school?

17 MS. JOSEPH: I can speak to that. For  
 18 the PPWs we absolutely do referrals before that  
 19 time. Our PPWs are part of our different teams  
 20 where if we first see that there's an issue with  
 21 students, they are part of all of our safety

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1 meetings, I just was emailing a PPW today on an  
 2 emergency that we were made aware of. And so  
 3 they're an integral team member and they are not  
 4 just there just for the attendance. If we're  
 5 starting to have extreme issues and we don't get  
 6 in touch with a parent, they're able to help  
 7 connect us to the home. A lot of times we have  
 8 students who are in foster care, they begin to be  
 9 a liaison as well for that. So we do our  
 10 referrals way before that time period in most of  
 11 the schools, in all of our schools.

12 MS. MACK: And how about, how can we  
 13 allow students to miss a full quarter of school?

14 MS. JOSEPH: So there are, we do our  
 15 tier one, tier two and tier three, so like if you  
 16 first get to three days, we definitely have the  
 17 notices that come out through Schoology and those  
 18 messages, schools are calling, they are mailing  
 19 letters home. And again, if we don't hear from  
 20 our parents, that's where we actually, the PPWs  
 21 do home visits. Sometimes numbers are

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1 disconnected or parents aren't connected to  
 2 Schoology, we're able to do that, we invite the  
 3 parents up for attendance meetings. We do them  
 4 virtually but now we're in person, we can do them  
 5 in person.

6 So there are a number of strategies that  
 7 we put in place with the last thing even taking  
 8 parents to court, that's our last resort, but we  
 9 have had to do that.

10 MS. MACK: So I would just like to end  
 11 with, I was a court appointed special advocate  
 12 for kids in foster care for eight years and I am  
 13 currently a licensed foster parent. And that is  
 14 the population of students, more than any other  
 15 population of students, who need to be well  
 16 educated, because when they age out of the  
 17 system, many of them have nobody to fall back on.  
 18 So I would encourage you, for obviously all of  
 19 our students, but for that population, they will  
 20 only have themselves and the education with which  
 21 they're provided to go forward in life, so thank

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1 you.

2 CHAIRWOMAN HENN: Thank you. Ms. Scott?

3 MS. SCOTT: Excuse me, yes. Thank you.

4 My question was -- well, first of all, I want to  
 5 thank Mr. Martin and Ms. Kyria Joseph for coming  
 6 here today for a wonderful presentation and  
 7 sharing with everyone what the schools are doing  
 8 and in particular what New Town is doing. And I  
 9 wanted to find out from Mr. Martin, what are some  
 10 of the successes or some of the, I guess sort of  
 11 the achievements that you can speak to that have  
 12 come out of New Town this year?

13 MR. MARTIN: I can speak on a couple of  
 14 things but I'm going to highlight our seniors  
 15 right now. We're a National AVID Demonstration  
 16 School and as of right now we're pushing \$6  
 17 million of scholarship money from our AVID  
 18 National Demonstration School right now, just  
 19 from that class. We have a plethora of seniors  
 20 who have been accepted into four-year colleges,  
 21 so we are celebrating that. I encourage everyone

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1 to definitely check out our social media on  
 2 Twitter @newtownhighschool, just to see the many  
 3 different colleges, from Clark, I have a student  
 4 that, a first student of mine that was accepted  
 5 into Morehouse, we have Howard University, we  
 6 have Morgan University, but all over the country  
 7 being accepted, so those are just a few.  
 8 What I do want to say also is we have  
 9 about, I want to say about a third of our  
 10 students that we just celebrated last week making  
 11 the honor roll, which was a big success. So we  
 12 have many things to be proud of, and then we're  
 13 waiting for our IB program, our students are  
 14 going through assessments and I definitely  
 15 commend our future group of IB students as they  
 16 go through internal and external assessments in  
 17 the next couple of months to receive their CP or  
 18 DP diplomas, so we're excited about that news  
 19 coming as well.  
 20 MS. SCOTT: Thank you for that, under  
 21 your leadership, that sounds wonderful, so thank

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1 you very much for coming and thank you for  
 2 sharing your successes.  
 3 CHAIRWOMAN HENN: Thank you.  
 4 Mr. Thomas?  
 5 MR. THOMAS: Oh, thank you. Good  
 6 evening, everyone, and it's so good to see Mr.  
 7 Martin and Ms. Joseph again, I was just at New  
 8 Town High School a few weeks ago.  
 9 So one of my questions is about the  
 10 suspension rates. I don't understand what the  
 11 percentages mean. Is that the amount of  
 12 altercations that result in a suspension or the  
 13 amount of students that have been suspended in  
 14 general?  
 15 MS. JOSEPH: So that is the amount of  
 16 the students that have been suspended.  
 17 MR. THOMAS: Okay, thank you, that  
 18 makes, it's very different when I look at it that  
 19 way, so thank you so much.  
 20 I think during the presentation it was  
 21 mentioned that, someone mentioned restorative

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1 practices and kind of results to the suspensions  
 2 and then actually coming back. So could you  
 3 expand on restorative practices and maybe  
 4 Mr. Martin, if you employ them in your school,  
 5 could you talk about how it's done at New Town?  
 6 MR. MARTIN: Yes. So if we have a  
 7 suspension, we have a reinstatement date. During  
 8 that time we definitely do restorative practices  
 9 but before we would suspend a student, we try to  
 10 do restorative practices as well. So this would  
 11 include whatever the incident involved, the  
 12 administrator, the counselor and the teacher,  
 13 just to try to see what resources we can offer so  
 14 the offenses don't happen again.  
 15 Through restorative practices we also  
 16 find out more about the student, what they need.  
 17 We always review grades just to support the  
 18 student overall in attendance. And of course the  
 19 parent is included in this and we always try to  
 20 encourage the parent to make sure they're updated  
 21 with their student's successes through the

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1 different outlets like Schoology or Focus, just  
 2 so they can be updated.  
 3 MS. JOSEPH: And then we also have some  
 4 outside partners where we have had to use  
 5 community conferences when there are two  
 6 different tiers, especially sometimes when  
 7 families are involved, and that has been a  
 8 powerful partnership for schools as well.  
 9 MR. THOMAS: That's incredible. I was  
 10 also just at Windsor Mill Middle School and I, we  
 11 walked into the classroom and one of the  
 12 classrooms was a little more hectic, and they  
 13 went into a circle when I walked into the  
 14 classroom, the restorative practices circle, and  
 15 it was like such an incredible experience to be  
 16 able to see that open dialog and open  
 17 communication between students. So I want to  
 18 learn more about restorative practices and how  
 19 they're being implemented in BCPS, because I  
 20 think they really are the way forward. Thank you  
 21 so much.

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1 DR. WILLIAMS: Let me just add to that,  
 2 you will also see that in our alternative schools  
 3 as well. But I just want to reiterate a  
 4 statement that Mr. Connelly wrote, or said,  
 5 logical consequences are followed when student  
 6 behavior warrants disciplinary action. There's  
 7 this belief that restorative practice replaces  
 8 action, especially if it's a consequence that  
 9 must have disciplinary action, and I'm going to  
 10 call on Principal Martin or Ms. Joseph to please  
 11 reiterate what we have said as we return to  
 12 in-person learning about student behaviors, and  
 13 compare phrases if you need to.

14 MS. JOSEPH: There are times where we  
 15 have to do a short-term suspension and at times a  
 16 long-term suspension, you will notice that in the  
 17 data. As you see, it has increased because of  
 18 some of the behaviors that we have seen. In our  
 19 alternative schools we work with these students  
 20 on their decision making there and we have  
 21 multiple areas that we're working on. So there

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1 was, I guess a message that schools were not  
 2 suspending. That is not true, we have been and  
 3 the behaviors have warranted it. But when we  
 4 suspend, we definitely are still working with the  
 5 student and we have learned that we have to  
 6 employ supports to families as well, so we are  
 7 continuing to do that.

8 So there are times, again, where we do  
 9 have to do a local suspension and there is a  
 10 long-term suspension where a board hearing is in  
 11 place, and so we are following that as the  
 12 behaviors warrant. We are looking, you know, for  
 13 solutions as all districts are, but we are  
 14 suspending. A lot of times people don't want  
 15 that I guess to be said, but I'm just going to  
 16 say it, it has to happen for many of the  
 17 behaviors that we are seeing and experiencing  
 18 from our students.

19 MR. THOMAS: Thank you.

20 CHAIRWOMAN HENN: Thank you. Ms. Jose?

21 MR. THOMAS: Oh, I did have one more

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1 question.

2 CHAIRWOMAN HENN: Go ahead.

3 MR. THOMAS: Thank you. I'm wondering  
 4 from your stance, Ms. Joseph, looking at it as an  
 5 executive director, or Mr. Martin, your own  
 6 school community, are you seeing a trend in  
 7 student suspensions, are students that are  
 8 suspended once suspended again, or is it, in your  
 9 professional experience, or is it more a one-time  
 10 suspension?

11 MS. JOSEPH: It used to be it was the  
 12 same students but now we're getting the sporadic  
 13 behavior, watching social media and then trying  
 14 to do those images there. It is sporadic. It's  
 15 from students that you wouldn't typically see  
 16 from all schools that I've been serving, so this  
 17 year it is sporadic where you can't necessarily  
 18 see the triggers or see it, it is very sporadic.  
 19 But some of it is the social media, some of it is  
 20 the attention.

21 We have seen and we have done a great

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1 job with increasing our activities in school,  
 2 because the thought was maybe they weren't doing  
 3 enough. So not just athletics, but all  
 4 activities, schools have really done a great job,  
 5 and thank you for the teachers who serve as EDA  
 6 sponsors for doing those activities.

7 Multiple schools have Saturday programs.  
 8 Again, it's about enrichment. I encourage any  
 9 business partners that our listening, please hire  
 10 our students, so that they have something to do.  
 11 So it's about engagement, and we're really trying  
 12 to use a multitiered approach for that, but right  
 13 now it is spontaneous, and we're trying to make  
 14 sure that we're engaging our students in the best  
 15 way that we can for their interests, whatever  
 16 that interest is, so that energy is put forth in  
 17 a positive way.

18 CHAIRWOMAN HENN: Thank you, Mr. Thomas.  
 19 Ms. Jose?

20 MS. JOSE: Thank you, and thank you for  
 21 this presentation. I had a very specific



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1 question. Do you have your suspension rate for  
 2 New Town High School, a ballpark figure, since  
 3 it's system wide, did you have something  
 4 specifically for your school?  
 5 MR. MARTIN: So as of right now the only  
 6 data we have is system wide while it is currently  
 7 being updated specifically for individual  
 8 schools.  
 9 MS. JOSEPH: So Ms. Jose, his suspension  
 10 rate is pretty comparable to my other high  
 11 schools, most of my high schools. And this data  
 12 from when it was pulled, so just to be  
 13 transparent, we had some suspensions this week.  
 14 But the data is around the same percentage, so  
 15 it's not above, it's showing around the same  
 16 percentage where our ninth grade data here is  
 17 about four percent, it's hovering around a three  
 18 percent. So it's not an outlier for the New Town  
 19 High School, it's about the same average for my  
 20 high schools. Most of my high schools had an  
 21 increase from first marking period to second

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1 marking period in suspension data.  
 2 MS. JOSE: Thank you, Ms. Joseph.  
 3 CHAIRWOMAN HENN: Thank you, and thank  
 4 you all very much for the presentation, it's  
 5 really appreciated. Mrs. Causey, go ahead.  
 6 MS. CAUSEY: Thank you. So there has  
 7 been conversation over years around the grading  
 8 policy implementation and there's been a review  
 9 that's been ongoing, I understand for over a  
 10 year, and it's set for the Board to have an  
 11 update but at the very end of the year, which I  
 12 think is too late. But I wanted to understand,  
 13 is there analysis of -- I mean, the Board has  
 14 requested this information, which schools are  
 15 using the zero to 100 scale, which schools are  
 16 using the 50 to 100 scale, and is that grading  
 17 focus group currently meeting, the one that  
 18 includes TABCO, CASE, other key staff and  
 19 stakeholders, and have there been any surveys  
 20 done to the instructional team leaders, parents,  
 21 teachers, as to any improvements that they might

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1 recommend to what the current grading  
 2 implementation is, which is the procedures?  
 3 DR. MCCOMAS: So I can address that,  
 4 thank you, Ms. Causey. Our grading and reporting  
 5 workgroup does meet, they meet once a month to  
 6 continue that work. We have surveyed the schools  
 7 to identify which schools have chosen which  
 8 scales to use, and we are working through that  
 9 process and we're on track to come to the Board  
 10 as scheduled.  
 11 MS. CAUSEY: Okay, thank you, and has  
 12 there been analysis for implementing semester  
 13 schedules as the Board approved in 2019 within  
 14 the ADDA schedule? Because Hereford High School,  
 15 Catonsville High School, and there were two other  
 16 high schools using that, a student could take  
 17 math, English, science, whatever the first  
 18 semester; if they did not master it, maybe they  
 19 didn't fail, maybe they got a C but they still  
 20 really didn't master the content, they could  
 21 repeat that within the same year with a group of

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1 students, you know, in a similar circumstance.  
 2 And so that would really help our students'  
 3 situation.  
 4 We understand that 18 out of 24 schools  
 5 used semester schedules during the 2020 -- excuse  
 6 me, which year are we in now, right, the 20-21  
 7 year, because there is definite benefits to that.  
 8 MS. JOSEPH: So all of our principals  
 9 were allowed the opportunity to review our  
 10 process for analyzing their schedules, and there  
 11 are principals who are moving forward with that  
 12 process, getting input from their community,  
 13 students and their parents as they're looking at  
 14 the best model for their schools.  
 15 MS. CAUSEY: So the actual motion  
 16 supported the recommendation of the BCPS school  
 17 day task force recommendations, which was led by  
 18 the chief of organizational effectiveness at the  
 19 time. It's really about which courses could be  
 20 included in semester schedules, because it  
 21 doesn't change the master schedule or the bell

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1 schedule.

2 CHAIRWOMAN HENN: That's time,

3 Mrs. Causey. Thank you.

4 MS. CAUSEY: I had other questions but

5 I'll email them.

6 DR. WILLIAMS: If I may just respond,

7 Madam Chair, briefly.

8 CHAIRWOMAN HENN: That's fine.

9 DR. WILLIAMS: Because I know there's

10 several questions. The 2019, I won't do what --

11 2019 to 2020, that was an option we put forth

12 because of the pandemic and because of what we

13 were hearing from our principals and the requests

14 they had to look at their schedule, and then to

15 circle back to the grading and reporting, thank

16 you, Dr. Boswell-McComas. The work is a yearlong

17 work and at some point as we are getting closer

18 to the end of the year we're going to look at all

19 that feedback, we're going to see if there are

20 some changes that we would then communicate,

21 would have the summer to communicate to start of

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1 the fall.

2 So Ms. Causey, that grading and

3 reporting report, I appreciate you bringing it up

4 every time, that we are going to present just

5 that feedback, and if there's any change, that

6 will give us the summer to communicate with

7 schools and families and students, so when the

8 new school year started there's some changes,

9 we're able to implement them.

10 CHAIRWOMAN HENN: Thank you.

11 Mr. McMillion?

12 MR. MCMILLION: I thank everyone, and I

13 have some specific questions for Mr. Martin, only

14 because you're a guy in the classroom and the

15 building. Just a couple of them easy, and then I

16 want your opinion.

17 How -- now let me think how to phrase

18 it. How many kids in your building?

19 MR. MARTIN: About 1,350.

20 MR. MCMILLION: How many are in the IB

21 program?

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1 MR. MARTIN: So when we say how many are

2 in the IB program, we are a school of

3 international studies, every student that comes

4 in the building is an IB student, they come in

5 ninth and tenth graders to our middle years

6 program and then we want them to choose a path,

7 whether it's the career path or diploma path,

8 once they get to 11th and 12th grade.

9 MR. MCMILLION: Okay. Next two

10 questions, and please don't give me the answer

11 you think I want to hear. I believe that young

12 people need consequences for bad behavior, if

13 there's no consequences, the behaviors will

14 continue. How do you feel about that?

15 MR. MARTIN: I believe that consequences

16 are needed for certain behaviors, or disciplinary

17 action for certain behaviors in school as well.

18 MR. MCMILLION: And I think that smart

19 tough kids will tell you what you want to hear.

20 What do you say about that?

21 MR. MARTIN: All kids will tell you what

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1 you want to hear.

2 MR. MCMILLION: Thank you very much.

3 MR. MARTIN: No problem.

4 DR. WILLIAMS: Just to add to that, keep

5 in mind while I appreciate hearing from the

6 school's perspective and those who support

7 schools, that it's the totality. So there's the

8 student, there's the school, there's the parent

9 and guardian, and that's why we went forth with

10 our town hall meetings to educate or just to

11 inform our community. So when we talk about

12 behavior and we talk about consequences, we could

13 argue about what does a consequence mean, you

14 know, a consequence in the Williams family may be

15 just a look and that will give the message.

16 But I just want to emphasize why we did

17 our town hall meetings, because the school cannot

18 do it alone. We have students for seven,

19 six-and-a-half, six-forty-five minutes, seven

20 hours a day, but there's the totality which

21 things happen before and after school, even

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1 during the school, so we do have that partnership  
 2 with our parents and guardians to try to respond  
 3 to our students in the most appropriate way, and  
 4 so that's why we did our town hall meetings, we  
 5 reached out to PTSA, we're about to do this  
 6 multidistrict communication, because this is  
 7 what's happening in our society.  
 8       And I think in many cases, students want  
 9 attention, so I appreciate you giving the answer.  
 10 Either way, Mr. Martin, you want to give your  
 11 honest answer, not just politically correct, but  
 12 I think many of our kids in some cases just need  
 13 that relationship, you and I talked about that,  
 14 the relationship that they know somebody in there  
 15 cares and somebody's watching and will respond,  
 16 and so I just want to thank you for answering  
 17 those questions.  
 18       CHAIRWOMAN HENN: Any board members who  
 19 have not had a chance to ask questions? Okay.  
 20 Mr. Thomas?  
 21       MR. THOMAS: Thank you. So one of the

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1 terms as I'm looking at the suspension as well is  
 2 that ninth grade, this is significantly higher  
 3 than tenth, 11th and 12th grades. I'm wondering,  
 4 is that a typical trend for a high school prior  
 5 to the pandemic too?  
 6       MS. JOSEPH: Yes. The transition year,  
 7 yes, it is typically high.  
 8       MR. THOMAS: And what do you think it is  
 9 about that transition year that makes it so high,  
 10 I'm just curious?  
 11       MS. JOSEPH: I think some of it is just  
 12 emotionally, like they're just dealing with some  
 13 different things. There are more peers, there  
 14 are more people that are there, and they're  
 15 really trying to find their way. Remember, we  
 16 talked about connection and whether they belong,  
 17 and so sometimes they follow a way that is not  
 18 the path that they should until they can't, and  
 19 so we really work hard with our transition  
 20 programs.  
 21       Remember when we used to, we still have

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1 the sixth grade and we do things with them in the  
 2 summer, and we do the same thing with ninth  
 3 grade, so remember that. So we are continuing  
 4 those things and we're hopeful that this summer  
 5 we can get back to in person, we did do those  
 6 things virtually, but it's going to be that  
 7 in-person direct connection with the students to  
 8 really get them connected, and it's back to those  
 9 clubs, engagement, what are their interests, and  
 10 we connect to them quickly.  
 11       MR. THOMAS: That's awesome.  
 12       MR. CONNELLY: If I may add to  
 13 Ms. Joseph's comments, thank you so much. Our  
 14 system improvement team, and I know you've heard  
 15 a lot about the different workgroups and the work  
 16 that's being done. They are actually expanding  
 17 that, transition activities and opportunities in  
 18 orientation to be a yearlong process for  
 19 kindergarten, third grade, sixth grade and ninth  
 20 grade, and so that's what they're working on  
 21 currently.

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1       MR. THOMAS: Thank you so much. And I  
 2 remember visiting different high schools and  
 3 hearing about all the different clubs and  
 4 activities there, I just remember that.  
 5       My last question is about the IB  
 6 program, and it is, how do you think having IB at  
 7 New Town High School has changed the community,  
 8 what do you think it has done to better the  
 9 community of New Town, or what are the effects of  
 10 the IB program so far?  
 11       MR. MARTIN: One of the things that I've  
 12 seen is how our school can benefit from the IB  
 13 program. And I think when you think about  
 14 focusing on the whole child, that has really  
 15 built our community and built our students. So  
 16 it is about academics, but it's about character  
 17 as well, and it's about opening it up outside of  
 18 your community to better the whole world, so when  
 19 our students leave, I know that they will have a,  
 20 or we will have a better productive citizen in  
 21 the community.

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1 MR. THOMAS: Okay. Thank you so much.

2 CHAIRWOMAN HENN: Anything else,

3 Mr. Thomas?

4 MR. THOMAS: No, that's everything,

5 Ms. Henn.

6 CHAIRWOMAN HENN: Thank you very much.

7 DR. WILLIAMS: Thank you all.

8 CHAIRWOMAN HENN: The next item on the

9 agenda are information items, including the

10 financial report for January, 2022; Southeast

11 Area Education Advisory Council meeting minutes

12 of January 24th; an update on key school

13 legislation.

14 The next item on the agenda is board

15 committee updates and agenda setting. First the

16 committee updates and we'll start with the audit

17 committee. Mr. McMillion?

18 MR. MCMILLION: Our last meeting was

19 Tuesday, March 15th. We have a meeting coming up

20 on Tuesday, April 19th at 4:30. And I'm happy to

21 say that our meetings are real quick so if

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1 anybody, if you want to listen in on our

2 meetings, you won't spend a lot of time

3 hopefully, so thank you.

4 CHAIRWOMAN HENN: Thank you. Budget

5 committee, Mr. Kuehn is not here, I'll speak for

6 that. We had a great meeting. I would like to

7 thank staff for providing a lot of helpful

8 information for that, hopefully he can provide

9 the update at our next meeting, but I would

10 encourage all board members to listen to the

11 recording of that and check out the information

12 that was shared, very helpful, so thank you to

13 all the staff that did support us on the budget

14 committee.

15 Building and contracts, Ms. Jose?

16 MS. JOSE: Thank you, Ms. Henn. The

17 next building and contracts committee is on

18 April 5th at 3:30, the day of the board meetings.

19 That's a slight change from when we usually have

20 our meetings. I would encourage all board

21 members to look at the contracts, we have a large

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1 number of contracts and if you could review those

2 prior to the building and contracts, that would

3 be appreciated.

4 Ms. Henn, are we also discussing agenda

5 items?

6 CHAIRWOMAN HENN: I'm going to go around

7 and yes, we'll come back for agenda items. Thank

8 you, Ms. Jose.

9 MS. JOSE: Thank you.

10 CHAIRWOMAN HENN: Curriculum committee,

11 Ms. Mack?

12 MS. MACK: Yes, thank you, Ms. Henn.

13 The curriculum committee met on March 17th.

14 Ms. Shay, Dr. McComas and Mr. Billingsley

15 provided information on our social studies

16 electives. I learned that BCPS currently offers

17 40 social study elective courses. We did have

18 some informal discussion about perhaps utilizing

19 some of the lessons we've learned from VLP to

20 increase the number of social study classes that

21 are offered using virtual technology. The

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1 courses that we discussed can be found in the

2 Power Point attached to the curriculum committee

3 meeting in BoardDocs.

4 Our next meeting is April 21st at two

5 p.m.

6 CHAIRWOMAN HENN: Thank you. Equity

7 committee, Ms. Scott? Ms. Scott?

8 MS. SCOTT: Yes, sorry, I was on mute,

9 thank you.

10 The Board had its equity committee

11 meeting March 17th, 2022. We discussed the

12 virtual learning program, there was an update on

13 where we are, how we're doing with the student

14 family, it was based on the student-family survey

15 results and it was presented by Dr. Doug

16 Elmendorf and Ms. Julie Forbes, and in the survey

17 they shared reasons why families chose the

18 virtual learning program, and it was

19 disaggregated by the student groups and also by

20 parents. So that's a very good survey, it was

21 very informative, and it asked the reasons why

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1 students chose to enroll in the VLP program. It  
 2 was from the perspective of the parents and from  
 3 the perspective of the students.  
 4 And our next meeting will be, let's see,  
 5 I have that date here, the next equity committee  
 6 meeting will be the equity advisory council and  
 7 it will be held on Thursday, March 24th at 5:30  
 8 p.m., and the next equity committee meeting will  
 9 be held Thursday, April 21st, 2022 at four p.m.  
 10 Thank you.  
 11 CHAIRWOMAN HENN: Thank you. Next we  
 12 have the legislative and governmental relations  
 13 committee. Ms. Causey?  
 14 MS. CAUSEY: Thank you, Madam Chair.  
 15 The legislative and governmental relations  
 16 committee has met on March 3rd. The minutes are  
 17 available on BoardDocs under the committee  
 18 meeting. There's a lot that is going on that was  
 19 discussed.  
 20 Also, the MABE legislative committee  
 21 took place on March 14th. Those reports have

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1 been sent to the full Board, and our next meeting  
 2 is tomorrow, March 23rd, and that agenda is  
 3 available.  
 4 Also as Ms. Henn pointed out as a point  
 5 of information, there is a 40-page document with  
 6 an update on the legislation related to education  
 7 that's taken place thus far this session.  
 8 Mr. Thomas, is there anything that you  
 9 wanted to add as the vice chair?  
 10 MR. THOMAS: Certainly, given the  
 11 opportunity, Ms. Causey. Just that I think the  
 12 legislative committee is doing some great work,  
 13 and I really appreciate working with Ms. Causey  
 14 to lead the committee. I can't wait for our  
 15 additional meeting tomorrow.  
 16 CHAIRWOMAN HENN: Thank you both. Last  
 17 but not least, policy review committee, Ms. Rowe?  
 18 MS. ROWE: Thank you. The policy review  
 19 committee met on March 14th, 2022. We were able  
 20 to move several policies forward. However, there  
 21 remains a significant amount of work to do as we

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1 have a number of items that have moved from one  
 2 PRC agenda to another over the last two meetings.  
 3 This is the result of having to give priority to  
 4 policies which we have legal deadlines to  
 5 complete and the robust discussion the members of  
 6 the PRC wish to have on each policy.  
 7 We've had additional meetings to account  
 8 for the needed time and are beginning meetings a  
 9 bit earlier. I'm open to having even more  
 10 meetings; however, we are limited by the  
 11 availability of committee members and staff. The  
 12 committee will continue to work with staff to  
 13 move as much work as we can. At this time I'm  
 14 requesting the board members refrain from  
 15 requesting new policy review projects be added to  
 16 the agenda until such time as the committee can  
 17 get caught up with the policy work created by the  
 18 OIGE report, changes to state laws and the  
 19 mandatory rotation that policies be reviewed on a  
 20 specific time cycle.  
 21 The next policy review committee meeting

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1 is March 30th, 2022, from 4:30 p.m. to six p.m.  
 2 CHAIRWOMAN HENN: Thank you, Ms. Rowe.  
 3 Next is board member comments and agenda items  
 4 for future board meetings, and we'll start with  
 5 Ms. Rowe.  
 6 MS. ROWE: I just want to say it was  
 7 nice to hear a lot about the IB programs in our  
 8 school system. My daughter's in an IB program  
 9 and she absolutely loves it, and I'm really glad  
 10 that we're expanding IB programs to other parts  
 11 of the county and I hope that we will really  
 12 continue to do that. And I do not have any  
 13 additional agenda items. Thank you.  
 14 CHAIRWOMAN HENN: Thank you.  
 15 Mrs. Causey?  
 16 MS. CAUSEY: Thank you, Madam Chair.  
 17 For agenda items I would, I think it would be  
 18 helpful, we heard some really interesting and  
 19 positive information about the Performance  
 20 Matters program helping to identify needed  
 21 supports, and I think it would be helpful for the

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1 full Board and the public to receive an update on  
 2 that. I don't know if that could be in an email  
 3 or a board meeting, or even if they share those  
 4 amazing possible in a press release, so I think  
 5 that would be important.

6 And in terms of the grading policy  
 7 implementation review that's happening, if it  
 8 could be brought forward sooner, I think that  
 9 would be important in order to evaluate any and  
 10 every improvement that we might make for our  
 11 students. Thank you.

12 CHAIRWOMAN HENN: Thank you. Ms. Mack?  
 13 MS. MACK: I had an agenda item and  
 14 comments but I left it home, so I'll pass, thank  
 15 you.

16 CHAIRWOMAN HENN: Thank you. Ms. Jose?  
 17 MS. JOSE: Thank you. So in December of  
 18 2021 the Office of Inspector General of Education  
 19 had stated that the Board of Education had  
 20 violated procurement laws. In response the Board  
 21 of Education on January 25th responded with a

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1 letter and corrective action plan. I would like  
 2 for the Board on an agenda item to have a  
 3 progress on how we're doing with those eight  
 4 corrective action plans, policies and other items  
 5 we promised we would be addressing, kind of a  
 6 schedule and timeline, if that could be an agenda  
 7 item. Thank you.

8 CHAIRWOMAN HENN: Okay, thank you.  
 9 Mr. McMillion?  
 10 MR. MCMILLION: I would just like the  
 11 Board to know, and the public, that we haven't  
 12 forgotten about moving the board meetings around  
 13 the county. Central staff is looking at the  
 14 logistics involved and hopefully will bring it  
 15 back to the Board and we'll discuss it and decide  
 16 what we want to do, whether we want to pursue  
 17 that or not. Thank you.

18 CHAIRWOMAN HENN: Thank you.  
 19 Mr. Thomas?  
 20 MR. THOMAS: Thank you, Ms. Henn. First  
 21 I want to congratulate our 42nd student member of

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1 the board elect, Ms. Roah Hassan. Many of you  
 2 may already know her from her public comments  
 3 that she's given at board meetings. But both her  
 4 and the other candidate, Masah Farh, did an  
 5 incredible job campaigning with students across  
 6 the county to increase student turnout for this  
 7 election, and I'm excited to continue to work  
 8 with Baltimore County Student Council these next  
 9 few months to continue to increase turnout.

10 Roah will be an amazing SMOB next year  
 11 and she is both ambitious, excited and ready to  
 12 get to work, she is so incredible.

13 Since the start of March I have visited  
 14 21 schools in BCPS, and I'll list some of them  
 15 quickly: Kenwood High School, New Town High  
 16 School, Hereford High School, Dulaney High  
 17 School, (unintelligible) Middle School, Windsor  
 18 Mill Middle School, (unintelligible) Middle  
 19 Magnet School, (unintelligible)  
 20 Pine Grove, Loch Raven Technical, Cockeysville,  
 21 Ridgeley, Middlesex Elementary School,

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1 (unintelligible) Johnnycake, Logan, Seventh  
 2 District, Chadwick, (unintelligible) and Padonia  
 3 International. They were awesome, incredible  
 4 visits, witnessing everything from restorative  
 5 practices and conscious discipline in play,  
 6 academic excellence, incredible magnet programs,  
 7 petting baby chicks with the students at Hereford  
 8 High School, touring the outside of the new  
 9 northeast elementary school, Rossville Elementary  
 10 School so staff could learn more about it, and  
 11 just walking in the hallways and going in the  
 12 cafeterias and really connecting with out  
 13 students to understand the diverse needs of our  
 14 system.

15 Lastly, I just want to say that the  
 16 curriculum committee is doing some great work, I  
 17 really loved their presentation last Thursday  
 18 about the social studies electives, and I  
 19 encourage all board members to go back and review  
 20 that presentation. Thank you and have a great  
 21 night, everyone.

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1 CHAIRWOMAN HENN: Thank you.  
 2 Mr. Offerman.  
 3 MR. OFFERMAN: Yes. I would like a  
 4 further look at the two various types of high  
 5 school scheduling times. I have heard, you know,  
 6 Ms. Causey talk about the benefits and I agree  
 7 with a lot of what she has said. My concern is  
 8 what happens in sort of sequential things. If  
 9 you take the course in the first semester, let's  
 10 say Algebra II, in the second semester you're in  
 11 Algebra II but, you know, it could be an  
 12 eight-month gap, and I'm concerned about that,  
 13 and foreign languages, and maybe several other  
 14 courses in terms of how that might impact success  
 15 for students. That's all, thank you.  
 16 CHAIRWOMAN HENN: Thank you. Ms. Scott?  
 17 MS. SCOTT: Yes, thank you. I would  
 18 just like to see, as I've said before, an update  
 19 on where we are with the board recommendations  
 20 from the efficiency review by Public Works. I  
 21 think it does us a disservice to act like there

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1 were no recommendations specific to the Board and  
 2 to not discuss them. They were serious and they  
 3 speak directly to the role of this Board and to  
 4 the success of the school system, so I would like  
 5 to see that addressed on an agenda item coming up  
 6 specifically. Thank you.  
 7 CHAIRWOMAN HENN: Thank you. Dr. Hager?  
 8 DR. HAGER: I just want to think back to  
 9 the beginning of the meeting when we honored our  
 10 state counselors of the rear, and it would be  
 11 great in future agenda items to dig deeper into  
 12 how we can support our counselors across the  
 13 county. We heard about the ideal ratios and the  
 14 ideal use of their time during the school day and  
 15 how close we are to meeting that, and things like  
 16 that, I think would be great to cover.  
 17 CHAIRWOMAN HENN: Thank you. Mr. Kuehn  
 18 is not here.  
 19 I will second as far as an agenda item,  
 20 I would love to see a demo of Performance Matters  
 21 and to learn more about that system, including

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1 how it fits in with our educators' days. We  
 2 continue to add more to the school day, so I  
 3 would like to see what we're taking off their  
 4 plates in order for them to use this, what it's  
 5 replacing, and how they fit it in with their days  
 6 and how we can support them in using it.  
 7 Also, I look forward to learning about  
 8 the multidistrict safety roundtable that  
 9 Dr. Williams shared with us in April and any  
 10 outcomes of that, as well as learning about the  
 11 comprehensive school safety plan. I'm excited to  
 12 hear more, particularly about the school safety  
 13 assistants and other initiatives to improve  
 14 school climate because that's, we continue to  
 15 hear across the system about how important that  
 16 is in addressing the social-emotional needs of  
 17 our students, but also in addressing the  
 18 behaviors that have resulted as a result, so I  
 19 look forward to that, so thank you everyone, for  
 20 sharing those.  
 21 That brings us to the last item on the

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1 agenda, which is announcements. The Board's next  
 2 meeting will be held on Tuesday, April 4th, 2022  
 3 at 6:30 p.m. Thank you for joining us tonight,  
 4 the meeting is now adjourned.  
 5 (Meeting adjourned.)

1 STATE OF MARYLAND  
2 BALTIMORE COUNTY: SS

3  
4 I, Paul A. Gasparotti, a Notary Public in and  
5 for the State of Maryland, Baltimore County, do  
6 hereby certify that the foregoing is a true and  
7 accurate transcription of the recording to the  
8 best of my ability.

9 I further certify that I am not of counsel to  
10 any of the parties nor in any way interested in  
11 the outcome of these proceedings.

12 As witness, my hand and notarial seal this  
13 28th day of March, 2022.

14  
15 \_\_\_\_\_  
16 Paul A. Gasparotti



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