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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

APRIL 5, 2022

Transcribed by:
Vivian Saxe

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1 PROCEEDINGS

2 CHAIRWOMAN HENN: Good evening. This is

3 Chairwoman Julie Henn. I now call to order the

4 meeting of the Board of Education of Baltimore County

5 for Tuesday, April 5, 2022. I invite you to recite

6 the Pledge of Allegiance to the Flag to be led by Mr.

7 Christian Thomas. We will then have a moment of

8 silence in recognition of those who have served

9 education in Baltimore County.

10 (Pledge of Allegiance.)

11 (Moment of silence.)

12 CHAIRWOMAN HENN: Tonight's Board of

13 Education meeting is being held in person and

14 virtually and broadcast online through Microsoft Teams

15 and through BCPS TV, Comcast Xfinity Channel 73,

16 Verizon FiOS Channel 34. In order to efficiently

17 conduct this meeting, all voting items this evening

18 will be done by rollcall vote.

19 The first item on the agenda is the

20 consideration of the April 5th agenda.

21 Dr. Williams, are there any additions or

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1 changes to tonight's agenda?

2 DR. WILLIAMS: I'm not aware of any changes

3 or additions to tonight's agenda.

4 CHAIRWOMAN HENN: Thank you. Hearing none,

5 the agenda stands as presented.

6 Earlier this evening the Board met in

7 closed session pursuant to the Open Meetings Act for

8 the following reasons: To one, discuss the

9 appointment, employment, assignment, promotion,

10 discipline, demotion, compensation, removal,

11 resignation, or performance evaluation of appointees,

12 employees or officials over whom it has jurisdiction,

13 or any other personnel matter that affects one or more

14 specific individuals; and to eight, consult with

15 staff, consultants or other individuals about pending

16 or potential litigation. The Minutes of the closed

17 session and information summary can be found on

18 BoardDocs under this Board meeting agenda date.

19 The next item on the agenda is personnel

20 matters. And for that I call on Ms. Anderson. Good

21 evening.

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1 MS. ANDERSON: Good evening. Good evening,

2 Chairwoman Henn, Vice Chairman McMillion,

3 Superintendent Williams and members of the Board.

4 I would like the Board's consent for the

5 following personnel matters, retirements,

6 resignations, leaves, deceased recognition of service

7 and certificated appointments.

8 CHAIRWOMAN HENN: Do I have a motion to

9 approve the personnel matters as presented in Exhibits

10 D-1 and D-5?

11 MR. THOMAS: So moved, Thomas.

12 CHAIRWOMAN HENN: Thank you. Do I have a

13 second?

14 MS. CAUSEY: Second.

15 CHAIRWOMAN HENN: Thank you. Any

16 discussion?

17 May I have a rollcall vote?

18 MS. GOVER: Ms. Rowe?

19 MS. ROWE: Yes.

20 MS. GOVER: Ms. Causey?

21 MS. CAUSEY: Yes.

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1 MS. GOVER: Ms. Mack?

2 MS. MACK: Yes.

3 MS. GOVER: Ms. Jose?

4 MS. JOSE: Yes.

5 MS. GOVER: Mr. McMillion?

6 MR. MCMILLION: Yes.

7 MS. GOVER: Mr. Thomas?

8 MR. THOMAS: Yes.

9 MS. GOVER: Mr. Offerman?

10 MR. OFFERMAN: Yes.

11 MS. GOVER: Ms. Scott?

12 MS. SCOTT: Yes.

13 MS. GOVER: Dr. Hager?

14 DR. HAGER: Yes.

15 MS. GOVER: Mr. Kuehn?

16 MR. KUEHN: Yes.

17 MS. GOVER: Ms. Henn?

18 CHAIRWOMAN HENN: Yes.

19 MS. GOVER: Thank you.

20 CHAIRWOMAN HENN: The motion carries.

21 Thank you.

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1 MS. GOVER: Thank you.

2 CHAIRWOMAN HENN: The next item on the

3 agenda is administrative appointments, and for that I

4 call on Dr. Williams.

5 DR. WILLIAMS: Madam Chair Henn, Vice Chair

6 McMillion and members of the Board, I'm bringing

7 forward the following administrative appointments for

8 your approval.

9 First position is Coordinator, Placement in

10 Department of Special Education; and the second

11 position is school safety manager in the Department of

12 School Safety.

13 CHAIRWOMAN HENN: Do I have a motion to

14 approve the administrative appointments as presented

15 in Exhibit E-1?

16 MS. CAUSEY: So moved, Ms. Causey.

17 MR. THOMAS: Second, Thomas.

18 CHAIRWOMAN HENN: Any discussion? May I

19 have a rollcall vote.

20 MS. GOVER: Ms. Rowe? Ms. Rowe?

21 MS. ROWE: Yes.

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1 MS. GOVER: Ms. Causey?

2 MS. CAUSEY: Yes.

3 MS. GOVER: Ms. Mack?

4 MS. MACK: Yes.

5 MS. GOVER: Ms. Jose?

6 MS. JOSE: Yes.

7 MS. GOVER: Mr. McMillion?

8 MR. MCMILLION: Yes.

9 MS. GOVER: Mr. Thomas?

10 MR. THOMAS: Yes.

11 MS. GOVER: Mr. Offerman?

12 MR. OFFERMAN: Yes.

13 MS. GOVER: Ms. Scott?

14 MS. SCOTT: Yes.

15 MS. GOVER: Dr. Hager?

16 DR. HAGER: Yes.

17 MS. GOVER: Mr. Kuehn?

18 MR. KUEHN: Yes.

19 MS. GOVER: Ms. Henn?

20 CHAIRWOMAN HENN: Yes.

21 MS. GOVER: Thank you.

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1 CHAIRWOMAN HENN: The motion carries. Dr.

2 Williams.

3 DR. WILLIAMS: Sure. Thank you. Our first

4 appointment is Krystal M. Adams from specialists and

5 compliance in the Department of Special Education to

6 Coordinator, Placement, Department of Special

7 Education. She brings to us 16 years of experience in

8 Baltimore. I'm sorry. Previous experience in

9 Baltimore City Public Schools. Ms. Krystal M. Adams.

10 (Applause.)

11 Our next appointment is Neile G.J. Hicks as

12 a School Safety Manager in the Department of School

13 Safety. He is new to BCPS. Currently he is the

14 safety and security manager in Willow Valley

15 Communities. He served as the director of security,

16 security lead supervisor Frederick Community College,

17 as well as police operation sergeant in the Maryland

18 Transit Administration police force for over 20 years.

19 Congratulations to Neile G.J. Hicks. And welcome.

20 (Applause.)

21 Thank you.

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1 CHAIRWOMAN HENN: Congratulations and

2 welcome.

3 Our next item is public comment. This is

4 one of the opportunities the Board provides to hear

5 the views and receive the advice of community members.

6 The members of the Board appreciate hearing from

7 interested citizens. As appropriate, we will refer

8 your concerns to the superintendent for follow up by

9 his staff.

10 The Board of Education will conduct the

11 public comment portion of the meeting by allowing

12 those who registered to speak to attend in person.

13 Registration was open to the public one week prior to

14 tonight's Board meeting and was closed at three p.m.

15 yesterday for anyone wishing to speak at this

16 evening's meeting. Board practice limits to ten the

17 number of speakers at a regularly scheduled Board

18 meeting. Speakers are selected randomly using an

19 electronic selection process from all registrations

20 received within the designated timeframe. Each

21 speaker is allowed three minutes to address the Board.

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1 Of course, if fewer than ten registrations are
 2 received, all who registered will be permitted to
 3 speak. However, no speaker substitutions will be
 4 allowed.

5 While we encourage public input on policy,
 6 programs and practices within the purview of this
 7 Board and the school system, this is not the proper
 8 forum to address specific student or employee matters,
 9 or to comment on matters that do not relate to public
 10 education in Baltimore County. We encourage everyone
 11 to utilize existing dispute resolution processes as
 12 appropriate. I remind everyone that inappropriate
 13 personal remarks or other behavior that disrupts or
 14 interferes with the conduct of this meeting are out of
 15 order.

16 I ask speakers to observe the three-minute
 17 clock, which will let you know when your time is up.
 18 Please conclude your remarks when you hear the tone or
 19 see the time has expired. The microphone will be
 20 turned off at the end of your time, and it could be
 21 turned off if a speaker addresses specific student or

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1 employee matters or is commenting on matters not
 2 related to public education in Baltimore County.

3 If not selected, the public may submit
 4 their comments to the Board members via email at
 5 boe@bcps.org. More information is provided on the
 6 Board's website at bcps.org under Board of Education,
 7 participation by the public.

8 I now call on our advisory and stakeholder
 9 group leaders to speak. Our first speaker is Bash
 10 Pharoan, with the Central Area Education Advisory
 11 Council. Dr. Pharoan. No? No Dr. Pharoan with us?
 12 No. Okay.

13 Next is general public comment. And our
 14 first speaker is Amy Adams. Oh, Dr. Pharoan.

15 DR. PHAROAN: Can I take more minutes to
 16 turn my computer on? Otherwise I --

17 CHAIRWOMAN HENN: Sure, if you'd like to
 18 wait on deck at the table here.

19 Ms. Adams, would you like to --

20 DR. PHAROAN: Good evening.

21 CHAIRWOMAN HENN: If you would like to turn

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1 your computer on while Ms. Adams --

2 DR. PHAROAN: Thank you.

3 CHAIRWOMAN HENN: -- speaks. Good evening.

4 MS. ADAMS: Good evening, everybody. I
 5 would like to speak to you tonight on two topics:
 6 Academic and school safety. Last meeting Dr. McComas
 7 and team presented quarter two data on attendance,
 8 suspensions and grades. A principal of a local high
 9 school was here to share how 75 percent of his kids
 10 were earning C's or better. Looking at the Maryland
 11 report card from 2019, 10th graders at that very
 12 school tested at 14 percent proficient in ELA and less
 13 than five percent of students tested proficient in
 14 algebra one. Tonight's graduation presentation was
 15 not available prior to the meeting on BoardDocs.
 16 Something that was available in the attachments for
 17 tonight's BAT presentation was justification for the
 18 need to purchase yet another reading curriculum and
 19 materials because, and I quote, "Currently, only about
 20 one-third of our students are meeting grade level
 21 literacy." Is this a data point we can rely on? I

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1 will ask this question of you all again. If 67
 2 percent of elementary school kids or all students --
 3 it's unclear to me -- are not meeting grade level
 4 literacy. how does BCPS graduate 87 to 89 percent of
 5 students each year? Being able to read is the key to
 6 equity. If a student cannot read, they cannot be
 7 successful in any other subject. The appearance of
 8 success without actual success is not acceptable.

9 Second, our schools are not safe. Every
 10 day multiple, disruptive and violent incidents are
 11 occurring at schools all around the county. Kids and
 12 staff are getting hurt to the point they need medical
 13 treatment or hospitalization. There are videos and
 14 they are extremely disturbing to watch. Parents and
 15 teachers come to our coalition seeking support. We
 16 instruct them to fill out the BHI form and meet with
 17 school admins. We encourage them to file a report
 18 with the Maryland Safe School Hotline or Website. And
 19 when necessary, we encourage them to talk to the SRO
 20 or local precinct to file a report. I've heard that
 21 principals are recommending disciplinary action, but

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1 whoever's involved in the process above them is not
 2 following through as it has been done in the past.
 3 It's a small group of kids most likely have underlying
 4 issues that are creating havoc in the schools. The
 5 instability is not conducive to learning. In fact,
 6 teachers are telling us their classrooms are so
 7 chaotic, no learning is happening. That's a quote.
 8 The community has been speaking to you about the
 9 violence in schools since September, at least. But
 10 this really isn't a new problem, just worsening.
 11 We're now in the fourth quarter, and the situation is
 12 at a high crisis level. And yet we see and hear
 13 little from Dr. Williams to reassure us that you're
 14 all actively working to make it better and make
 15 schools safe. Are alternative schools successful in
 16 helping address this problem? Our teachers are
 17 deflated and some are scared and anxious. They can
 18 see when a child is starting to spiral out of control.
 19 If they're reporting it but no one is intervening
 20 before an incident occurs, why would they choose to
 21 stay? If your child who is a victim of bullying or a

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1 victim of one of these fights, why would you want to
 2 come back to school? How could you sit in a class and
 3 concentrate knowing it could happen again? We talk
 4 about trauma, mental health issues and kids. Simply
 5 attending school should not be traumatic. Thank you.
 6 CHAIRWOMAN HENN: Thank you. Dr. Pharoan.
 7 DR. PHAROAN: I'm sorry, Madam Chair, are
 8 we talking about advisory councils --
 9 CHAIRWOMAN HENN: Yes.
 10 DR. PHAROAN: -- or policies?
 11 CHAIRWOMAN HENN: You are signed up to
 12 speak on behalf of the Central Area Advisory first.
 13 DR. PHAROAN: Perfect. Now I'm
 14 coordinated. I'm really excited today. Tomorrow the
 15 Central Area will be presenting about issues related
 16 to the school system and we have four speakers. The
 17 first speaker is the one and only student board
 18 member, Mr. Christian Thomas. Second speaker is well
 19 known to the Board, Ms. Kim Ferguson, who has been
 20 honored last Board meeting; and also Dr. Kevin
 21 Roberts. And both will be speaking about the issues of

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1 student behavior. Our fourth speaker is a doctor, Dr.
 2 Guyton, delegate Guyton, who will be presenting about
 3 the role of admin legislator. My goal, our goal as a
 4 team is to present the issue of behavior from
 5 different angles, because obviously, behavior issues
 6 are home, school, after school, and also the
 7 legislator is involved with it. It is a Zoom meeting.
 8 All are welcome. And we hope that we'll have -- I'm
 9 sure we have very informative meeting. So thank you
 10 very much. That's really our topic for tomorrow.
 11 CHAIRWOMAN HENN: Thank you. Our next
 12 general public comment speaker is Timothy Goetze. Good
 13 evening.
 14 MR. GOETZE: Good evening. I'm glad I made
 15 it on time because you guys are well ahead of
 16 schedule, so thank you. All right. Hello, my name is
 17 Tim Goetze, and I have three children in Baltimore
 18 County Public Schools. Per the rules, I only have
 19 three minutes to voice my comments to the Board. I
 20 have many comments related to the Board. But the
 21 three minutes requires me to be selective and to the

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1 point. This draws parallels to the amount of time
 2 available for students to learn in school.
 3 The academic data shows that public schools
 4 are failing at their purpose of preparing children
 5 with a basic level of knowledge to be successful
 6 adults after high school graduation. If schools are
 7 failing at this basic concept, then the real question
 8 is why? Why does this problem even exist? What
 9 happened over the years where the American education
 10 system used to be the best and now it is on the verge
 11 of not being competitive? We all know there are only
 12 so many hours in a day. So if schools are failing to
 13 teach basic academics, then what are they teaching?
 14 Why isn't there an effort to reprioritize a curriculum
 15 to focus on basic academics? If the proficiency
 16 levels in reading and math are so incredibly poor,
 17 then why not take five to ten minutes away from non
 18 reading and math subjects and allocate the time to
 19 math and reading? Why not simplify the disciplinary
 20 process to immediately remove uncooperative students
 21 from the classroom so teachers don't get bogged down

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1 in addressing the uncooperative student so they can
 2 continue to teach?
 3 This school system and state already failed
 4 the students when schools were shut down over a
 5 political pandemic, and now is the time to correct
 6 those poor decisions. Over a month ago, the Board
 7 refused to make an obvious favorable decision to
 8 remove masks from children stating that metrics need
 9 to be the basis for removal of masks. Well, I have to
 10 ask, when are metrics going to be used to remove
 11 people that are failing to do their job? When are
 12 people going to be held accountable for the poor
 13 performance of the school system? There's only so
 14 much time in the day to teach children. And it's about
 15 time that the school system starts trying to find ways
 16 to optimize student learning, instead of following the
 17 same old failed script.
 18 On another note, I recommend that the Board
 19 dissolve the Equity Committee. I have listened to
 20 numerous meetings on this topic, and I'm left
 21 disgusted by the committee's focus on race and truly

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1 what positive impact has it had other than a
 2 superficial one. I was appalled by the last meeting
 3 when I listened to -- I listened to when the committee
 4 verbally scoffed at the notion of adding religious
 5 discrimination to their equity poster. In this in
 6 place, I recommend the creation of a safe classroom
 7 committee to focus on policy revisions to address the
 8 current behavioral crisis in our schools. Thank you.
 9 CHAIRWOMAN HENN: Thank you. Next we have
 10 Maureen Burke. Good evening.
 11 MS. BURKE: Good evening. Good evening,
 12 all. My name is Maureen Burke, and I'm a teacher at
 13 Delaney High School. I've been teaching at Delaney
 14 for 24 years. I'm here to talk to you about a
 15 challenging issue we face in Baltimore County Public
 16 Schools, the level of violent behavior and the lack of
 17 consequences for those students committing these acts.
 18 There is violence occurring on a daily basis in our
 19 schools, and it must be addressed. Yesterday we had
 20 three different fights during third period alone. I
 21 emailed the full Board on March 29th and included a

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1 video from a recent fight. In my email, I pointed out
 2 the two teachers who were in the middle of the fight
 3 trying to break it up and as a result were injured
 4 because they were both punched multiple times. They
 5 had to seek medical attention and were out for two
 6 days. Teachers have a gut instinct to get involved in
 7 a fight because we have relationships with our
 8 students and we want to help because we don't want to
 9 see our students hurt each other. We often find the
 10 same students are involved in multiple fights get, yet
 11 the consequence from the Board designee this school
 12 year has only been a two-week suspension. If BCPS
 13 only suspend students for two weeks for violent acts,
 14 the message BCPS is sending to the students is that
 15 it's okay to fight and cause harm in our schools. The
 16 message BCPS is sending to other students who follow
 17 the rules and staff is their safety and security is
 18 not a priority. I, myself, was in the middle of a big
 19 fight in the spring of 2018 and I was injured. Those
 20 students were sent to an alternative school and didn't
 21 return to Delaney for the rest of that school year.

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1 This used to be the consequence for violent acts and
 2 rightfully so.
 3 No amount of behavior plans, class changes,
 4 teacher, parent and counselor meetings are going to
 5 change this behavior in the home school. We are not
 6 equipped to deal with these issues. We already have
 7 other available options such as alternative schools,
 8 extended learning programs, Saturday school, and we
 9 now have a virtual learning model. Maybe we could
 10 create a specific virtual option for students who have
 11 difficulty at their home school. Rosedale is the
 12 alternative school for Delaney. Rosedale has
 13 psychologists, counselors, social workers, emotional-
 14 social learning supports, smaller classes and a
 15 shorter school day so students can work on their
 16 issues in the hopes of returning to their home
 17 schools. Rosedale can hold 75 students and as of last
 18 week, 43 were enrolled. While Delaney is a school of
 19 close to 2000 students. I've had a number of students
 20 who have attended Rosedale, received the extra
 21 services and support they need and then came back to

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1 Delaney and were successful.
 2 Teachers want to teach and the vast
 3 majority of students really want to learn. Teachers
 4 and students do amazing work in schools every day.
 5 And in order for that to happen effectively, safety
 6 and security needs to be priorities in Baltimore
 7 County Public Schools. We already have some resources
 8 to address these issues and we need to use them. Our
 9 schools need your help. Thank you for your time.
 10 CHAIRWOMAN HENN: Thank you. Next we have
 11 Sharon Saroff. Is she here? I don't see her. Okay.
 12 Darren Badillo. I don't see either. Sherie Williams.
 13 Good evening.
 14 MS. WILLIAMS: Good evening, and thank you
 15 for this opportunity. I am here as a representative
 16 of the Parent Teacher Association at Deer Park Middle
 17 Magnet School. I am proud to say I have the pleasure
 18 of forming relationships with parents, students, and
 19 other community members for the past 18 years as a
 20 special educator at Deer Park Middle Magnet and as a
 21 community member for the past 30 years. At the

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1 beginning of the school year, with a population of
 2 1600 students and a one floor building, social
 3 distancing was not possible, no social distance
 4 distancing inside classrooms, common areas and or the
 5 cafeteria. Kudos to the administration that I work
 6 under. They've tried many strategies but to no avail.
 7 If anyone can tell me how to socially distance 1,600
 8 middle school students in a one floor building, I will
 9 gladly take it back to my -- the information back to
 10 my administration and we will try it. I guarantee it.
 11 Please understand, we appreciate the
 12 trailers. We started at three trailers shortly after
 13 the beginning of the school year. We are now
 14 currently up to seven trailers at present. However,
 15 what we need more than trailers, which are a temporary
 16 fix, is a boundary study to be completed sooner than
 17 later. Current families and students, our students do
 18 care, as well as incoming families within the Owings
 19 Mills and Newtown Corridor deserve to know what to
 20 expect as soon as possible. It has been 24 years
 21 since an extension was added to Deer Park Middle

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1 Magnet school. We need more at this point. Trailers
 2 are a temporary fix. We need a boundary study to take
 3 a deep dive into what will truly and positively impact
 4 the students and staff of Deer Park Middle Magnet
 5 School as well as the surrounding communities. We need
 6 another middle school in the New Town Owings Mills
 7 Corridor to alleviate the overcrowding at Deer Park
 8 Middle Magnet School.
 9 I thank you for your time. Rise above.
 10 CHAIRWOMAN HENN: Thank you. Next is Mary
 11 Taylor. Good evening.
 12 MS. TAYLOR: Good evening, Chair Scott -- I
 13 mean -- Chair Scott. Sorry, Chair Scott. Apology.
 14 Chair Henn, Vice Chair McMillion, Dr. Williams and the
 15 Board of Education members. With an already
 16 uncomfortable classroom climate where teachers and
 17 students don't feel safe, legislators are introducing
 18 more end zero tolerance legislation. What's really
 19 disheartening is that Maryland State Education
 20 Association, who represents the Maryland teachers and
 21 the Maryland Association of Education, who represents

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1 Maryland Board of Education members, including our
 2 Baltimore County Public Schools, BOE, supported this
 3 legislation with a favorable testimony. Maryland
 4 Senate Bill SB 119 and House Bill 0084 is a horrific
 5 bill sponsored and supported by Democratic
 6 legislators. This bill is designed to foster a
 7 hostile school environment and to make our schools
 8 unsafe in the name of social justice. This gives
 9 exclusive rights to the lawless and promotes criminal
 10 activity. What about the social justice and rights of
 11 the students that are there to learn and teachers
 12 there to teach? This bill reads, Specifying that
 13 provisions of law prohibiting and penalizing
 14 disruptive and threatening behavior on the grounds of,
 15 in the classes of, or in the home of an employee of an
 16 institution of elementary, secondary or higher
 17 education do not apply to students who commit offences
 18 at the institution they attend, students on
 19 exclusionary discipline who commit all offenses at the
 20 institution they attend, or students who commit all
 21 offenses at other institutions while attending a

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1 sporting event or extra curriculum programs.
 2 Basically, it's a bill that prohibits, yes, it
 3 prohibits kids from being removed from classrooms,
 4 etc., if they are being violent. This rationale is
 5 that this will protect kids who get in fights in
 6 classrooms from having a criminal record. And we
 7 wonder why our kids are in mental distress and good
 8 teachers are leaving our schools. Parents need to be
 9 reminded that the schools will not and cannot
 10 guarantee the safety of their children while they are
 11 held on school property all day, period. The schools
 12 may not want to admit it. But that doesn't mean it's
 13 not a fact. That said, the school also cannot and
 14 will not guarantee the safety of their own staff while
 15 they are on their job.
 16 Our children, our schools are being
 17 destroyed and no one is acting. The safety of our
 18 children is critical for them to be able to learn.
 19 Discipline, respect and accountability are the three
 20 things it takes to grow a decent, productive citizen.
 21 Please end zero consequences and save our

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1 schools. Make them safe again. Thank you for your
 2 time.
 3 CHAIRWOMAN HENN: Thank you. Next is
 4 Ramona Basilio. Good evening.
 5 MS. BASILIO: Good evening, Chairperson
 6 Henn, representatives of the Board, guests from the
 7 community. My name is Ramona Basilio. I work with a
 8 network of parents, students and community members in
 9 the greater Deer Park Middle Magnet area. You've
 10 heard from one of our colleagues in the PTA about our
 11 overcrowding situation. I had a whole speech lined
 12 up, but I think I'm going to separate from that for a
 13 moment.
 14 I want to use this time, this very public
 15 opportunity, to thank members of the Board,
 16 Superintendent Williams, members from the staff, I see
 17 Mr. Thomas over there, who was at the county executive
 18 meeting advocating for students, for your work since
 19 and before the pandemic. I remember sitting and
 20 getting an email from my PTA president at 2:00 a.m. on
 21 that March 23rd, canceling events, saying give

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1 students refunds for their spring dance, saying that
 2 the senior dance would not happen. I recall Dr.
 3 Williams being on the job maybe all of eight, nine
 4 months. And I thought, My God, I wouldn't do that for
 5 anything in the world in the middle of a pandemic, the
 6 beginning of it.
 7 So I just want to use this very public time
 8 to thank you all for the work that you do, and not
 9 letting all the time politics get in the way of your
 10 passion for our students and keeping students at the
 11 center. I sit before you representing three students
 12 who I met in the last week. Two young Hispanic boys,
 13 who through their tears and through their interpreter,
 14 asked for safety, talked about baseball bats in
 15 school, asking the school Board, do something. I sit
 16 before you in the memory of a recent Deer Park staff
 17 person who said to me two months before she passed --
 18 and she passed doing what she loved, working at Deer
 19 Park, "Make a difference, rise above, address the
 20 overcrowding." Nancy, rest in power. To the Board,
 21 your job is magnificent. You couldn't pay me,

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1 wouldn't pay me, wouldn't accept doing it at all, but
 2 know that we hear you. We see you. Politics not
 3 withstanding. I've been following the Board for the
 4 last five superintendents in the interim. It's not an
 5 easy job. And there are resources that have to be
 6 spread around. We want to thank you for being the
 7 Salomon, solving the problem and not splitting the
 8 baby.
 9 Thank you for your time.
 10 CHAIRWOMAN HENN: Thank you. Next is
 11 Cynthia Koenig. Good evening.
 12 MS. KOENIG: Good evening. I'm Cynthia
 13 Koenig. I'm here to address the school violence. My
 14 question to you is: Why is it that the violence has
 15 increased, and the punishments have decreased? When
 16 did we become more concerned with being too harsh with
 17 the discipline of the bullies and the attackers than
 18 we are with the safety of the other children? Why
 19 does it seem as if the administration is far more
 20 concerned with the image of the school than the actual
 21 happenings going on within the school? On March 10th,

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1 my child was violently attacked on a BCPS bus by a
 2 classmate, all while other children stood by and
 3 recorded, then shared to social media as if it were
 4 just a means of entertainment. There was video
 5 footage from multiple angles showing the vicious
 6 attack. When the Perry Hall Middle School principal
 7 reported to the scene, she addressed students, other
 8 parents, the bus driver, and the head of the local bus
 9 lot. She never addressed me or the responding BCPD
 10 officer. She never sent any kind of communication to
 11 the parents of the children on the bus to inform them
 12 of what had taken place. And I left multiple messages
 13 for her to call back regarding the incident. She
 14 never responded to not one of them. My child's
 15 attacker was only given a two-day suspension, a two-
 16 day suspension for violently stomping my child's head
 17 into the bus floor which resulted in a large bloody
 18 head laceration and a concussion. Not only did he
 19 physically harm my child, but he mentally traumatized
 20 him. He has had nightmares and is constantly on edge.
 21 That punishment doesn't really seem to fit the crime.

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1 The day after he returned from his measly two-day
 2 suspension, he physically assaulted my child again in
 3 the hallway. My son wrote a statement regarding this
 4 follow-up incident, and nothing was done. They
 5 insisted on forcing multiple mediation sessions after
 6 the attack --
 7 CHAIRWOMAN HENN: Pardon me, Ms. Koenig.
 8 Specific matters we are not allowed to hear as s a
 9 Board. I do -- if you would like to speak in general
 10 towards violence in schools. Unfortunately, because
 11 of our role, we cannot hear specific student or
 12 employee matters. If you would like to speak in
 13 general.
 14 MS. KOENIG: Sure. I guess my concern is,
 15 I don't understand why the bullies and the attackers,
 16 just like literally everyone who's come before me has
 17 said, "Why are they the ones that are protected?" Why
 18 aren't they -- why aren't they sent to alternative
 19 schools? Why? Why are the consequences not enough to
 20 deter these children from acting like this, from
 21 physically assaulting other children? Why is my child

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1 not safe? Why, as of last Friday, did I have to
 2 remove my child from his school to ensure his safety?
 3 I shouldn't have to do that. What if it was your
 4 child? And the fact that the administration has not
 5 only done nothing but been completely unresponsive, is
 6 unbelievably frustrating to me. And all I will say is
 7 something needs to change. At some point we need to
 8 be addressing the fact that our children are not safe
 9 walking the halls of our schools or riding our school
 10 buses. What if it was your child? Thank you.
 11 CHAIRWOMAN HENN: Thank you. Next is Lloyd
 12 Allen. Yes.
 13 MR. ALLEN: Good evening. Ramadan Mubarak.
 14 Thank you, Chair Henn, Vice Chair McMillion,
 15 Superintendent Williams and members of the Board for
 16 the opportunity to speak tonight. My name is Lloyd
 17 Allen. I have not been given a sign name and so I
 18 don't actually have standing for my remarks tonight.
 19 But I'm a special educator in mathematics, and I
 20 noticed that a course sequence is implied in our grad
 21 requirement options but does not exist in our catalog.

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1 Completer programs are part of the graduation
 2 requirements. Some students do a career Completer
 3 like carpentry or cosmetology. Some students use a
 4 language like German or Japanese to meet the college
 5 Completer. Graduation requirements are listed in
 6 COMAR. And they were updated in about 2007 to include
 7 ASL as a recognized language. In 2002, I took ASL
 8 through BCPS as a teacher in an in-service course. I
 9 was a general educator at a school that had a DHH,
 10 Deaf and Hard of Hearing cluster, and it was
 11 reasonable to assume that I would be the math teacher
 12 for a deaf student. So learning at least enough ASL
 13 to perform mathematics seemed like a good idea. And
 14 man, if I had had ASL in high school earlier, would
 15 that have helped my own comprehension. I learned that
 16 ASL has a different grammar than the Latin, Spanish,
 17 French and English that I had learned in school.
 18 Learning ASL helps me to think in a different way when
 19 it speaks to processing mathematics. Rather than
 20 subject, verb, object, ASL uses time, topic, comment.
 21 Now I'm talking to you about ASL. So in the future, a

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1 class about ASL, can we have one? In that class, one
 2 of the first words that I learned was seek. You make
 3 a C hand and move it in front of your face like so.
 4 So in the catalog, that class, ASL, I looked for it
 5 but it's not there. Were 15 years behind. So there
 6 are five things. Maryland's Governor's Office of DHH,
 7 which just celebrated its 20th birthday, gave a
 8 conservative estimate of 760,000 DHH Marylanders in
 9 2016. ASL is intrinsic to Deaf culture. CODA just
 10 won the Academy Award for Best Picture, Best Writing
 11 and the SAG Award for Outstanding Performance by a
 12 Cast in a Motion Picture. And now the acronym for
 13 Child of Deaf Adults is in our vernacular. The White
 14 House just hired its first full-time ASL interpreters.
 15 Our own job listings include DHH teacher as well as
 16 adults assisted with basic ASL skills. Why aren't we
 17 setting ourselves up for success by putting students
 18 on the path to fill our own vacancies? We're not self
 19 sustaining. With no written component, ASL removes a
 20 barrier to learning for students with reading
 21 disabilities. ASL is still plenty difficult, don't

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1 worry, it's rigorous. And Towson University has a
 2 Deaf Studies program. College Park may be joining
 3 them in that soon. And down the street, there is
 4 another university, Gallaudet.
 5 At the least, don't we owe our own deaf
 6 students the chance to rigorously learn the language
 7 that is their birthright, and shouldn't we facilitate
 8 communication with all of our peers? I'm looking in
 9 this year's course catalog and I don't see ASL, but
 10 maybe for the '23-'24 catalog, can we catch up to the
 11 events of '22? Thank you.
 12 CHAIRWOMAN HENN: Thank you. Mr. Darren
 13 Badillo. Good evening.
 14 MR. BADILLO: Good evening. Good evening.
 15 I just want us all to just take a step back and just
 16 put ourselves in our children's shoes who attend
 17 Baltimore County Schools if we can do that for a
 18 moment. You see fights every day in school and on
 19 social media. You, yourself, might even be a victim
 20 of bullying, harassment, intimidation. And that also
 21 might be posted on social media that you get to see

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1 every day. No one's doing nothing about it. And then
 2 the child who's consistently disrupting class
 3 continues to get away with it. And the teacher does
 4 nothing to hold them accountable because they're
 5 afraid. How do you think that this can affect our
 6 children? And I would say it's negatively. You know,
 7 let's talk about last Tuesday. Student hits another
 8 student with a bat at Woodlawn High School, a teacher
 9 gets assaulted by a student at Kenwood High School,
 10 and then police had to come back to Kenwood because of
 11 a fight. Then there was two fights at Stricker Middle
 12 School as well. How do you think the children felt
 13 when they saw another kid get hit with a baseball bat?
 14 How do you think the children in the classroom felt
 15 when they see another student hit a teacher, or when a
 16 big fight happens, or the two fights at Stricker?
 17 Well, I'll give you a little example. I got a text
 18 from a parent -- I'm not going to share any names --
 19 but shared with their student, their child sent them.
 20 "Mom, there was a fight right in front of me. Where,
 21 in class? No, in the hallway when we're switching

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1 periods. My friend got beat up so bad he got knocked
 2 out. Mom, I'm shaking. I'm scared. Are you at lunch
 3 now? About to be. Mom, there's another one. What do
 4 you mean, fight? Yes. One in the bathroom with two
 5 girls, then the other one I just witnessed."
 6 We have a major issue with discipline,
 7 fighting, intimidation and bullying in our school. We
 8 can't push it under the rug no more. It is bad.
 9 However bad you think it is, it's ten times worse.
 10 You know, I think that, you know, and if you're that
 11 child and you see all that going on and you really
 12 feel like nobody cares. And I know we care.
 13 So if I can make a couple of suggestions. One,
 14 we just need to hold children accountable. And we
 15 need to have a no-hands policy in our schools. We
 16 need to place those children who don't know how to --
 17 who don't understand boundaries and don't know how to
 18 act in a class setting. We need to put them in
 19 alternative schools. We need to bring their parents
 20 into the conversation and have their parents sit in
 21 class with them for a day or that child cannot come

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1 back.

2 We have a major issue with the violence

3 going on in our schools and it's boiling over. It's

4 been happening since the beginning. And now we're

5 seeing people bringing weapons to school. This button

6 right here, this is a pin of Michael, a young child in

7 Baltimore County School, that took his life. If you

8 don't step up and do something about this violence,

9 you're going to see a lot more of that. Thank you.

10 CHAIRWOMAN HENN: Sharon Saroff. Good

11 evening.

12 MS. SAROFF: Good evening. Throughout the

13 school year, I've tried to bring to your attention

14 concerns in the area of special education and

15 communication. I've even giving you some helpful

16 suggestions on how to improve these areas. I wonder

17 if anyone's listening because I'm not seeing any

18 improvement. I've raised issues of timelines. I use

19 an important tool that helps me to keep track of

20 timelines for my own clients. If, let's say, January

21 1st, I have a client who is getting assessments, I

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1 know that 60 days from that point, we have to come

2 back and talk about those assessments. That is a hard

3 and fast rule by federal law, not something that we

4 can change off the cuff. And that is what is

5 happening in the school system. We seem to be making

6 up the rules as we go along. What does that say to

7 students? It says, we don't care. And as we just

8 heard, we are having more significant violence in the

9 schools and more significant negative behaviors in the

10 schools. And parents are bringing issues to your

11 attention, and you're not listening. That needs to

12 change. We have a motto in the school system. We're

13 supposed to be raising the bar, closing the gap and

14 providing for the future. How are we doing that right

15 now? I don't think we're doing a very good job. When

16 the gap between special ed kids and general ed kids is

17 getting bigger because we're not paying attention to

18 parent concerns. I'm a parent, pay attention.

19 Because I'm a required member of that IEP team. Pay

20 attention to the fact that if you're not closing that

21 gap, you are not preparing for the future. You are

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1 not raising the bar. Thank you.

2 CHAIRWOMAN HENN: Thank you. Next is

3 public comment on Board policies. First we have Board

4 Policy 3200, purchases from minority and small

5 business enterprises. And for that, we have Dr. Bash

6 Pharoan.

7 DR. PHAROAN: Good evening to all. Madam

8 Chair, Board members, Dr. Williams, audience. I'd

9 like to change the tone a little bit. Policy 3200,

10 3209 and 3210 look really good to me. I read all five

11 policies. I don't have any critique to the three

12 policies I mentioned to you. I just want to praise

13 the PRC for the choice of words for the updates. And

14 I know how much hard work both the PRC and the law

15 office puts in these policies. Words means a whole

16 lot. And I just really want to make sure that, at

17 least for me, as a resident of this county and as a

18 frequent critic in the past, is not to just criticize,

19 not just criticize, but also to praise the school

20 system when they do really well. So, I thank you for

21 all three of them. I have comments on the other two

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1 whenever you say.

2 CHAIRWOMAN HENN: Thank you. And 3209, to

3 clarify, is on purchasing principles and 3210 is

4 purchasing guidelines. So thank you, Dr. Pharoan for

5 those.

6 And the next policy is 5100, compulsory

7 attendance, if you'd like to speak to that.

8 DR. PHAROAN: Okay. So I'd like you to

9 think of this policy 5100, line item number seven, The

10 Board believes that attending school regularly is

11 linked to academic achievement and is paramount in

12 ensuring that all students will graduate from high

13 school to be college or career ready and prepared to

14 be globally competitive citizens. And I really like

15 that very, very much. What I like to praise the PRC

16 is for putting in asterisks or something like that on

17 the word regularly and defining it. If you remember,

18 in my last critique of other policies, I basically

19 criticized the PRC for not really explaining words

20 that are elastic, that are rubbery in nature. And I

21 really appreciate that it has been done and this

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1 policy. It makes it much clearer and less chance for
 2 misinterpretation, abuse and so forth. So, I thank
 3 you really for that very much.

4 That's the only comment I have on 5100.

5 CHAIRWOMAN HENN: And we have one other
 6 speaker on 5100. So if you'd like to stay there. And
 7 I'm going to call on Sharon Saroff to speak on Policy
 8 5100.

9 MS. SAROFF: I like where you're going with
 10 this. However, I think we have to take into
 11 consideration why students aren't attending school and
 12 what we need to do fix that, that needs to go, I
 13 think, in the policy as well. And a for instance, is
 14 the violence that's going on, and that parents need to
 15 have a voice and need to have their voice heard about
 16 supplying a safe environment. It's not just that
 17 attendance equals a good outcome. The other thing is
 18 attendance doesn't always equal a good outcome. I can
 19 sit in the classroom and twiddle my thumbs and not
 20 gain any benefit from that class. You have to make
 21 sure that you're addressing the needs of the child and

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1 not just addressing that attendance. And if you have
 2 to link it to another policy, I think you need to do
 3 so.

4 So I like where you're going. But it needs
 5 improvement. Thank you.

6 CHAIRWOMAN HENN: And you're both signed up
 7 for the next policy as well. However, our first
 8 speaker on the next policy is our incoming student
 9 board member Ms. Roah Hassan. And this is on Board
 10 Policy 5120, attendance and excuses. Welcome.

11 No, you're welcome to stay and Dr. Pharoan,
 12 you're welcome to stay as well. You're signed up for
 13 this policy as well.

14 MS. HASSAN: Good evening, Chairwoman Henn,
 15 Vice Chair McMillion, student member of the board
 16 Christian Thomas and members of the BCPS Board of
 17 Education. My name is Roah Hassan. I'm a junior at
 18 Perry Hall High School and the 42nd BCPS student
 19 member of the Board Elect.

20 (Applause.)

21 Thank you. These past few months, I've had

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1 the opportunity to speak to students across the county
 2 and this past year I've had the opportunity to hear
 3 the unwavering student voice and the needs they've
 4 expressed. Today, and as we continue, I look forward
 5 to sharing not only my voice, passion and expertise,
 6 but the power of all 111,000 students. Today and
 7 every day we unconditionally fight for our needs and
 8 for the power of the students.

9 As you address Policy 5120 regarding
 10 student attendance and excuses, I ask you to consider
 11 the weight of our mental health needs, to consider the
 12 fact that a disproportionate amount of school absences
 13 are closely related to mental health needs and
 14 struggles. I ask you to remember and humanize the
 15 loss we've collectively experienced, to consider the
 16 suicides, the depression and anxiety rates, to
 17 consider the undeniable trauma students have
 18 experienced within the past two years of a global
 19 pandemic. We are experiencing an epidemic of mental
 20 illness in young people, and we must begin to continue
 21 to hold empathy for the thousands of students who

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1 experience the adverse effect of mental illness. We
 2 must consider that the manner in which our system
 3 currently functions is an immense stressor for so many
 4 students and is often a significant and root cause of
 5 our mental health struggles and its continuation. As
 6 a student who has experienced mental health struggles
 7 and their impacts first and second hand, I cannot
 8 exaggerate the benefit and necessity of excused mental
 9 health absences. Mental health absences have become
 10 essential to ensuring not only that we're able to
 11 function, but able to succeed as students and as
 12 individuals in a system that does not guarantee our
 13 mental wellness from the beginning. Our students
 14 deserve the opportunity to recover in an environment
 15 that they need without being punished for it, being
 16 punished for attending to their needs.

17 I ask that you guarantee the needs of
 18 students are seen and applied as you consider Board
 19 Policy 5120. This Board Policy must include an
 20 explicit statement of mental health absences as an
 21 excused absence for student attendance and guarantee

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1 that mental health be used as a metric for those
 2 absences. This guarantee is one that holds
 3 consideration for social emotional needs of students
 4 across the county in correspondence to the rigor of
 5 the academic calendar, as well as our needs. I ask
 6 you to begin addressing our needs, to begin addressing
 7 the epidemic that is student mental -- that is a
 8 student mental health crisis, and to truly begin to
 9 hear and value the needs of the students in every
 10 single decision you make as a Board member and as a
 11 collective body. We deserve a system that prioritizes
 12 student wellness over numbers and data. We deserve a
 13 system that considers the tragedies -- Thank you.

14 CHAIRWOMAN HENN: Thank you. And Ms.
 15 Sharon Saroff.

16 MS. SAROFF: First, I want to say that
 17 we're very lucky to have this incoming student board
 18 member because she is really articulately saying what
 19 needs to be said. And I want to kind of piggyback on
 20 that by saying that, yes, students need to have their
 21 mental health needs addressed appropriately. That

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1 includes not punishing parents and students if they
 2 can't access resources in the community. Our
 3 resources in the community are so stretched that there
 4 are waiting lists two years long and more. We need to
 5 address some of those needs within the school
 6 environment and recognize that those needs do impact
 7 adversely the way our students learn and the
 8 attendance in general. So we really do need to take
 9 that mental health piece into consideration and
 10 recognize that it's important, especially now, after
 11 this pandemic, with all the trauma that these students
 12 have been experiencing over the past now going on
 13 three years.

14 CHAIRWOMAN HENN: Thank you. Dr. Pharoan.
 15 DR. PHAROAN: Which policy, Madam Chair?
 16 CHAIRWOMAN HENN: Yes. 5120, attendance
 17 and excuses.

18 DR. PHAROAN: 5120 looks wonderful to me.
 19 CHAIRWOMAN HENN: Thank you. Next is
 20 public comment on Board Policy 5480, pregnant and
 21 parenting students. And Ms. Saroff, you're signed up

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1 first.

2 MS. SAROFF: I have had -- as a teacher, I
 3 have had to address that kind of a concern in my
 4 classroom. Before I came to Maryland, I had
 5 experienced several times students in my classroom who
 6 were dealing with pregnancies. And again, they could
 7 not access dealing with those pregnancies or getting
 8 to school. And we have to recognize that these
 9 students still need services, these students may still
 10 want to learn and provide them with alternative ways
 11 to access their learning when they're pregnant.

12 CHAIRWOMAN HENN: Thank you. Dr. Pharoan.
 13 DR. PHAROAN: 5480?
 14 CHAIRWOMAN HENN: Yes.
 15 DR. PHAROAN: All right. I am not really
 16 an articulate person, but I will do my best with this
 17 one. Line item 13 on Policy 5480 says, Basis of sex
 18 in education program or activity, receiving federal
 19 financial assistance, especially address legal issues
 20 regarding pregnancy, etc. So my thought to you for
 21 consideration is the use of the word sex. I recommend

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1 the use of the word gender. So Webster says the
 2 definition of sex is sexually motivated phenomena or
 3 behavior. And gender, to me, would be more
 4 appropriate use for it. Actually, in the MSDE model
 5 policy that is associated with this policy, when you
 6 click ctrl f, you know, searching for words, MSDE in
 7 relation to such an issue, mentioned the word gender
 8 one time and mentioned the word sex one time. And
 9 when you look at the phraseology, they are basically
 10 using them interchangeably. So my thought is to use
 11 gender instead of sex.

12 There is one other area in this policy or
 13 maybe another policy in case that I missed it, that
 14 the policy refers to the student as a child in the
 15 text. In other areas, the student is referred to as a
 16 student. So my fault if a student in elementary
 17 school, I mean, it's not going to happen, but if
 18 elementary school student reads the policy and sees
 19 the description of a child, not a big deal. If it is
 20 a middle school student it depends on, you know, the
 21 hormone levels and this and that. If a high school

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1 student sees that, I think it would be not really
 2 positive way. And I suggest instead of using the word
 3 child, using the word student or pupil, and that would
 4 be broad enough, generic enough, that would be
 5 respectful, respectful and appreciative of students
 6 whether they are high school, middle school, or
 7 whether they are elementary school. Not a big deal.
 8 But words means a lot, and I thought I'd mention that
 9 to you.
 10 Thank you again. And my apology. I have
 11 to leave a little bit early. It's the month of
 12 Ramadan, so I don't feel strong enough to stay.
 13 CHAIRWOMAN HENN: Thank you. The next item
 14 on the agenda is the report on board policies. This
 15 is the first reader for these policies, and for that I
 16 call on Ms. Lily Rowe, Chair of the policy review
 17 committee. Ms. Rowe.
 18 MS. ROWE: Thank you, Madam Chair. Members
 19 of the Board, the policy review committee ask that the
 20 Board accept this report of the committee's
 21 recommendations to amend the following board policies:

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1 Board Policy 3200, purchasing purchases from minority
 2 and small business enterprises; Board Policy 3209,
 3 purchasing, purchasing principles; Board Policy 3210,
 4 purchasing, purchasing guidelines; Board Policy 5100,
 5 enrollment and attendance, compulsory attendance;
 6 Board Policy 5120, enrollment and attendance,
 7 attendance and excuses. And the policy review
 8 committee asks the Board accept the committee's
 9 recommendation on new Board Policy 5480, services to
 10 students, pregnant and parenting students. These
 11 policies are presented to you on tonight's agenda as
 12 Exhibit G.
 13 CHAIRWOMAN HENN: Thank you. May I have a
 14 motion to accept the recommendation of the board's
 15 policy review committee for Policies 3200, 3209, 3210,
 16 5100, 5120 and 5480? Thank you, Mr. Thomas. Oh, was
 17 that your motion?
 18 MR. THOMAS: No. Thank you. I was going to
 19 ask if we could separate out 5120.
 20 CHAIRWOMAN HENN: Sure. Then the motion
 21 would be to accept the committee's recommendation for

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1 3200, 3209, 3210, 5100. You wanted to separate --
 2 MR. THOMAS: Sorry. 5120 is a separate --
 3 is wanted to separate.
 4 CHAIRWOMAN HENN: Okay. 5100 and 5480.
 5 Is there a motion, board members?
 6 MS. MACK: So moved, Mack.
 7 CHAIRWOMAN HENN: Thank you, Ms. Mack. No
 8 second is needed since the recommendation comes from
 9 the committee. Is there any discussion? Ms. Causey.
 10 MS. CAUSEY: Thank you, Madam Chair. I
 11 would just like a clarification from Ms. Rowe, the
 12 chair of the policy review committee, that the vote
 13 that the Board is taking is to move these
 14 recommendations to second reader, that it is not yet
 15 approving them. Because the distinction is that we
 16 just heard from our community about input that they
 17 have, suggestions, comments, also commendations, and
 18 we certainly appreciate those. And so at the next
 19 meeting or at this meeting, there's still the
 20 opportunity to revise these points.
 21 CHAIRWOMAN HENN: Yes, this is first

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

<p style="text-align: right;">Page 58</p> <p>1 MS. GOVER: Yes.</p> <p>2 MS. GOVER: Mr. Kuehn?</p> <p>3 MR. KUEHN: Yes.</p> <p>4 MS. GOVER: Ms. Henn?</p> <p>5 CHAIRWOMAN HENN: Yes.</p> <p>6 MS. GOVER: Thank you.</p> <p>7 CHAIRWOMAN HENN: Thank you. The motion</p> <p>8 carries.</p> <p>9 May I have a motion to accept the</p> <p>10 recommendation of the board's policy review committee</p> <p>11 for policy 5120?</p> <p>12 MS. MACK: So moved, Mack.</p> <p>13 CHAIRWOMAN HENN: Thank you. No second is</p> <p>14 needed. Is there any discussion? Mr. Thomas.</p> <p>15 MR. THOMAS: Thank you. Yes. I move to</p> <p>16 insert, and both physical and mental student health</p> <p>17 needs to line 15 after students on page two.</p> <p>18 CHAIRWOMAN HENN: Okay, so there's a motion</p> <p>19 on the floor to be processed. Mr. Brousaides, what --</p> <p>20 MR. BROUSAIDES: This would be an amendment</p> <p>21 to the motion.</p>	<p style="text-align: right;">Page 60</p> <p>1 specified in state regulation, including lawful</p> <p>2 absences for pregnant and parenting students -- And</p> <p>3 this would add, and both physical and mental health</p> <p>4 student needs -- then, or as authorized by the</p> <p>5 superintendent or his/her designee. And this is</p> <p>6 because when I was looking at the Maryland law that</p> <p>7 refers to student health, and I want to thank</p> <p>8 community input for also emailing me, it doesn't</p> <p>9 really specify the difference between lawful absences</p> <p>10 of student illness, whether these illnesses are mental</p> <p>11 or physical. And I think we need to explicitly state</p> <p>12 in our policy that we are going to be excusing</p> <p>13 students for absences that relate to illness, not just</p> <p>14 saying we're going to excuse them based on the law,</p> <p>15 but actually explicitly stating what the law is</p> <p>16 stating in these two important parts. And I think</p> <p>17 we've heard from our community that it is important</p> <p>18 that we are referencing mental health in our policy.</p> <p>19 And because the law is very vague in some of its</p> <p>20 language, I think we need to take a stance as a Board</p> <p>21 and incorporate this in the policy as they've done in</p>
<p style="text-align: right;">Page 59</p> <p>1 CHAIRWOMAN HENN: Motion to amend the</p> <p>2 motion to --</p> <p>3 MR. THOMAS: Yes, to amend the motion.</p> <p>4 CHAIRWOMAN HENN: Would you please read</p> <p>5 your --</p> <p>6 MR. THOMAS: Yes.</p> <p>7 CHAIRWOMAN HENN: -- motion.</p> <p>8 MR. THOMAS: One second. I move to amend</p> <p>9 the motion to accept with the language, and both</p> <p>10 physical and mental health student needs to line 15</p> <p>11 after students on page two.</p> <p>12 CHAIRWOMAN HENN: Thank you. Is there a</p> <p>13 second?</p> <p>14 MS. MACK: Second.</p> <p>15 CHAIRWOMAN HENN: Thank you. Any</p> <p>16 discussion? Mr. Thomas.</p> <p>17 MR. THOMAS: Thank you. I'm just going to</p> <p>18 read out loud what that would look like. Okay, so</p> <p>19 basically, Section -- that A over there, it says, All</p> <p>20 students are expected to attend school regularly and</p> <p>21 may be excused from class or school only for reasons</p>	<p style="text-align: right;">Page 61</p> <p>1 other counties like Montgomery County.</p> <p>2 CHAIRWOMAN HENN: Thank you. Yes. Ms.</p> <p>3 Rowe, you have a question?</p> <p>4 MS. ROWE: Yes, I would just like to know</p> <p>5 from the legal opinion what is the distinction between</p> <p>6 adding that language, and does it functionally change</p> <p>7 anything we're already doing in our school system?</p> <p>8 Because my understanding is that if a student has a</p> <p>9 mental health issue and they are absent as a result of</p> <p>10 their mental health issue, that is considered already</p> <p>11 the same as a physical or medical issue? I just want</p> <p>12 to know if this language, if approved, would</p> <p>13 functionally change anything we're already doing.</p> <p>14 CHAIRWOMAN HENN: Is Ms. Howie available to</p> <p>15 speak to that?</p> <p>16 MS. HOWIE: Good evening, members. I'm</p> <p>17 concerned about the local Board trying to interpret</p> <p>18 what the state Board has indicated and placed in its</p> <p>19 regulation. And I do not believe that a local Board</p> <p>20 of Education has that authority. So I would be</p> <p>21 concerned -- I believe this was expressed in committee</p>

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1 as well. I would be concerned with amending the
 2 policy to define in policy what is not defined in
 3 state regulation.
 4 CHAIRWOMAN HENN: Okay. Thank you, Ms.
 5 Howie. Does that answer your question, Ms. Rowe?
 6 MS. ROWE: No, but it's good information on
 7 another count. Maybe staff could answer the question
 8 of whether or not we already excuse mental health
 9 situations. I mean, if a parent writes a note and
 10 says my child was absent because of a mental health
 11 issue that they're having, is that an excused absence?
 12 CHAIRWOMAN HENN: We have Ms. Ferguson
 13 coming to the table. Ms. Ferguson.
 14 MS. FERGUSON: Good evening.
 15 CHAIRWOMAN HENN: Good evening.
 16 MS. FERGUSON: It is an excused absence.
 17 If the parent writes a note for her child, it is an
 18 excused absence.
 19 CHAIRWOMAN HENN: Thank you, Ms. Ferguson.
 20 Ms. Causey.
 21 MS. CAUSEY: Thank you, first of all, to

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1 the community for coming regularly and raising your
 2 concerns, and I appreciate Mr. Thomas making this
 3 motion and this discussion. I appreciate Ms. Ferguson
 4 coming. So in the current process, how many days can
 5 a parent write a note without a doctor's note for
 6 illness? And is that tied directly to MSDE
 7 regulations?
 8 MS. FERGUSON: I have to get back to you on
 9 that answer. I don't have the rule in front of me.
 10 That's in the rule, not in the policy.
 11 MS. CAUSEY: Okay.
 12 CHAIRWOMAN HENN: Dr. Hager, you had a
 13 comment.
 14 DR. HAGER: I did. And I was just looking
 15 at the rule currently. And I've been very vocal that
 16 I'm a big fan of putting as much in the policy as
 17 possible. However, there are 11 different excused
 18 absence reasons listed in the rule, in addition to
 19 pregnancy and childbirth. And so I just am -- I'm
 20 concerned about putting pieces of the rule into the
 21 policy when -- and not including all of the many

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1 reasons that children can be excused from school. And
 2 I would hope, you know, and that's part of the reason
 3 that I feel this way about policy versus rule, that
 4 the updated rule would be more specific about mental
 5 health concerns. But, again, given the vast list of
 6 reasons that kids could be excused, I'm not quite sure
 7 about this amendment.
 8 CHAIRWOMAN HENN: Okay. Thank you. Any
 9 other questions or comments, board members?
 10 I will just add a comment and then I'll
 11 come to you, Mr. Thomas. I, too, am concerned about
 12 adding this as a distinction only because I feel it's
 13 inclusive -- the policy is inclusive as is and that
 14 calling it out specifically while important if our
 15 current policy already is inclusive of that, I don't
 16 know that it's necessary and mental health needs are
 17 as valid as physical health needs. They are included.
 18 And I'm concerned about the stigma, quite honestly,
 19 that's associated with mental health needs and the
 20 unintended consequence of calling it out is such. A
 21 health need is a health need, whether it is physical

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1 or mental. So while I don't -- that's not the intent,
 2 it's quite the opposite. I worry about an unintended
 3 consequence of calling it out as such.
 4 Mr. Thomas.
 5 MR. THOMAS: Thank you. To the point of
 6 Dr. Hager. I think in the policy right now, you know,
 7 we already say, including lawful absences for pregnant
 8 and parenting students. And I'm wondering if we're
 9 already including one of the aspects of the state
 10 regulation as it is. I mean, although my amendment
 11 would only include the health needs, those illnesses
 12 that are outlined in the Maryland legislation or law,
 13 then why aren't we including all of the 11 portions in
 14 the policy as it is? So that's a question. I
 15 expressly wanted to put this in the policy just
 16 because it is something that is not always taken into
 17 account when it comes to a student being absent. And
 18 from personal experience and from the experience of
 19 many other students across the county, we're not
 20 always excused for when we need to have that break and
 21 our parents might submit a note. So I just wanted to

<p style="text-align: right;">Page 66</p> <p>1 make that very clear that I think it is important that</p> <p>2 we expressly put this in board policy and take a</p> <p>3 stance and respecting our students and respecting</p> <p>4 their mental health and physical health needs.</p> <p>5 CHAIRWOMAN HENN: Thank you.</p> <p>6 So I have a follow-up question, Ms.</p> <p>7 Ferguson. If a note is from a mental health provider,</p> <p>8 is that questioned any differently than from a</p> <p>9 student's pediatrician?</p> <p>10 MS. FERGUSON: It is not.</p> <p>11 CHAIRWOMAN HENN: It is not. A provider is</p> <p>12 a provider?</p> <p>13 MS. FERGUSON: A provider is a provider.</p> <p>14 CHAIRWOMAN HENN: Thank you.</p> <p>15 Any other questions, board members? Dr.</p> <p>16 Hager.</p> <p>17 DR. HAGER: I just again, want to clarify.</p> <p>18 And the rule is an attachment to the policy, so if</p> <p>19 anyone wanted to pull up the rule. But there's a</p> <p>20 section on lawful absences and then a section on</p> <p>21 pregnant and parenting, pregnant parenting students,</p>	<p style="text-align: right;">Page 68</p> <p>1 Board then is trying to interpret what the law says,</p> <p>2 which Ms. Howie indicated was a concern, but rather we</p> <p>3 would spell out what the law says with those 11 items.</p> <p>4 So, I appreciate this motion. At this time</p> <p>5 I wouldn't support it just because I think it deserves</p> <p>6 more deliberation to make sure that we're doing --</p> <p>7 we're achieving what we want, which is clarifying for</p> <p>8 the students but also making it clear for all</p> <p>9 students, for all parents, for all situations.</p> <p>10 CHAIRWOMAN HENN: Okay, thank you. May I</p> <p>11 have a rollcall vote, please? And we're voting on</p> <p>12 the -- Mr. Thomas's amendment.</p> <p>13 MS. GOVER: Ms. Rowe?</p> <p>14 MS. ROWE: Abstain.</p> <p>15 MS. GOVER: Ms. Causey?</p> <p>16 MS. CAUSEY: Abstain.</p> <p>17 MS. GOVER: Ms. Mack?</p> <p>18 MS. MACK: No.</p> <p>19 MS. GOVER: Ms. Jose?</p> <p>20 MS. JOSE: No.</p> <p>21 MS. GOVER: Mr. McMillion?</p>
<p style="text-align: right;">Page 67</p> <p>1 and I assume that's that way through state law, is</p> <p>2 that why we have them separated out?</p> <p>3 MS. FERGUSON: Yes.</p> <p>4 DR. HAGER: So it's not that the, you know,</p> <p>5 it's illness inclusive of this, they are two separate</p> <p>6 kind of ways that state law looks at this?</p> <p>7 MS. FERGUSON: Yes.</p> <p>8 DR. HAGER: I just wanted to clarify that.</p> <p>9 Thank you.</p> <p>10 CHAIRWOMAN HENN: Thank you. And if there</p> <p>11 are no other comments or questions. Mrs. Causey.</p> <p>12 MS. CAUSEY: Thank you. And I thank board</p> <p>13 members for the discussion. So just to clarify -- Mr.</p> <p>14 Thomas doesn't have it in the chat -- this is related</p> <p>15 to Policy 5480 or 5120?</p> <p>16 CHAIRWOMAN HENN: 5120.</p> <p>17 MS. CAUSEY: Okay, thank you. And I guess</p> <p>18 what I don't want to make a motion about tonight, but</p> <p>19 I would ask maybe staff to consider is including those</p> <p>20 11 into the board policy because they are specific,</p> <p>21 they are according to law. So it's not as if the</p>	<p style="text-align: right;">Page 69</p> <p>1 MR. MCMILLION: No.</p> <p>2 MS. GOVER: Mr. Thomas?</p> <p>3 MR. THOMAS: Yes.</p> <p>4 MS. GOVER: Mr. Offerman?</p> <p>5 MR. OFFERMAN: No.</p> <p>6 MS. GOVER: Ms. Scott?</p> <p>7 MS. SCOTT: No.</p> <p>8 MS. GOVER: Dr. Hager?</p> <p>9 DR. HAGER: No.</p> <p>10 MS. GOVER: Mr. Kuehn?</p> <p>11 MR. KUEHN: No.</p> <p>12 MS. GOVER: Ms. Henn?</p> <p>13 CHAIRWOMAN HENN: No.</p> <p>14 MS. GOVER: Thank you.</p> <p>15 CHAIRWOMAN HENN: The Motion fails.</p> <p>16 We are now going to process the original</p> <p>17 motion.</p> <p>18 DR. WILLIAMS: Thank you, Ms. Ferguson.</p> <p>19 CHAIRWOMAN HENN: Thank you. Give me one</p> <p>20 second to get back to it. Is there any discussion on</p> <p>21 the original motion to accept the recommendation of</p>

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1 the board's policy review committee on -- I think
 2 we've discussed this -- 5120? Mr. Thomas.
 3 MR. THOMAS: Thank you. So in the policy
 4 review committee meeting, we had a pretty extensive
 5 discussion on whether or not -- or on how to determine
 6 those extracurricular activities that a student can be
 7 absent for. I just want to make it clear again that
 8 for students who are attending things like civic
 9 engagement, for students that may be wanted to go to
 10 the state legislature and protest, for students that
 11 would be absent for things related to clubs,
 12 activities that they're involved in, that those can be
 13 excused through the way this policy is written right
 14 now. I just want to have staff make that statement,
 15 please.
 16 CHAIRWOMAN HENN: I believe that was
 17 confirmed in committee and it's on the record as staff
 18 confirmed --
 19 MR. THOMAS: Okay.
 20 CHAIRWOMAN HENN: -- in committee. Thank
 21 you. Okay. Any other comments or questions, board

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1 members? Hearing none, may have a rollcall vote,
 2 please?
 3 MS. GOVER: Ms. Rowe?
 4 MS. ROWE: Yes.
 5 MS. GOVER: Ms. Causey?
 6 MS. CAUSEY: Abstain.
 7 MS. GOVER: Ms. Mack?
 8 MS. MACK: Yes.
 9 MS. GOVER: Ms. Jose?
 10 MS. JOSE: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Mr. Thomas?
 14 MR. THOMAS: Abstain.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Ms. Scott?
 18 MS. SCOTT: Yes.
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.
 2 MS. GOVER: Ms. Henn?
 3 CHAIRWOMAN HENN: Yes.
 4 MS. GOVER: Thank you.
 5 CHAIRWOMAN HENN: The motion carries.
 6 The next item on the agenda is the
 7 superintendent's report. And for that I call on Dr.
 8 Williams.
 9 DR. WILLIAMS: Good evening, Board Chair
 10 Henn, Vice Chair McMillion and members of the Board.
 11 I am pleased to present the superintendent's report to
 12 the Board and Team BCPS. My report includes
 13 celebrations, operational updates and evidence of our
 14 strategic plan, the compass our pathway to excellence
 15 and action.
 16 Next slide, please. Team BCP BCPS recently
 17 ended Music in Our Schools Month and Youth Art Month.
 18 As a system, we celebrate the conclusion of a
 19 successful Art is for Everyone exhibition at the
 20 Baltimore Museum of Art, featuring more than 260
 21 student artworks from 120 schools. Thirteen BCPS

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1 students earning national medals in the Alliance of
 2 Young Artists and Writers Prestigious Scholastic Art
 3 and Writing Program. The annual all county honors
 4 band orchestra and chorus concerts, which showcase 377
 5 students selected for the exceptional musicianship
 6 from 19 middle schools and 20 high schools. The 2022
 7 BCPS student choreography showcase is available online
 8 viewing. The showcase includes 24 dance works
 9 choreographed and performed by students from Dundalk
 10 High School, George Washington Carver Center for the
 11 Arts and Technology, Middle River Middle School,
 12 Milford Mill Academy, New Town High School, Owings
 13 Mills High School, Parkville High School and Patapsco
 14 High School and Center for the Arts. The first mural
 15 for parents and school community at Lyons Mill
 16 Elementary School created by the Friday Morning Mural
 17 Club. And a shout out to the Kenwood CT graphic and
 18 print program, whose members worked with the Kenwood
 19 art department to produce postcards featuring student
 20 artwork that staff will use to send positive notes
 21 home to families. Outstanding work, Team BCPS.

<p style="text-align: right;">Page 74</p> <p>1 Congratulations to all of our talented artists and 2 staff who supported them.</p> <p>3 Every year the Baltimore County Public 4 Schools office of Visual Arts selects outstanding art 5 educators to honor and recognize their effort in the 6 classroom, teaching students, engaging in the school 7 and community and embodying the best practices of art 8 education. This year, the Office of Visual Arts 9 recognizes Erica Hamilton as the District Novice 10 Secondary Art Educator of the Year through the 11 Maryland Art Education Association. There she is. 12 Congratulations, Ms. Hamilton, and the Western School 13 of Technology.</p> <p>14 Good, Roah is still here. Middle and high 15 school students from across Baltimore County have 16 selected Perry Hall High School junior Roah Hassan to 17 serve as the student member of the Board of Education 18 of Baltimore County for the 2022-2023 school year. A 19 record 13,169 Students cast online ballots on 20 Thursday, March 17th. The number of votes cast this 21 year is 61.6 percent. More than in 2020 when the</p>	<p style="text-align: right;">Page 76</p> <p>1 finalists are Zach Davis, fourth and fifth grade 2 teacher at Logan Elementary School, Tracey Dowling, 3 mathematics department chair at Overlea High School, 4 Brent Driessen, fourth and fifth grade teacher at Deep 5 Creek Elementary School, Alicia Freeman, ESOL teacher 6 at Franklin Elementary School, Muriel Olowokakoko, 7 fourth grade teacher at Paul Hatton Elementary 8 School, and Heather Young, reading specialist at 9 Charles Mount Elementary School. The six finalists 10 will be interviewed by the selection panel this month 11 to determine who among them will be named the 2022- 12 2023 BCPS Teacher of the Year during a live stream 13 April 28th ceremony. Can we acknowledge these 14 finalists, please?</p> <p>15 (Applause.)</p> <p>16 All right. Next slide, please. This week, 17 please join us in celebrating our amazing Team BCPS 18 assistant principals. Take a moment to give your 19 favorite Team BCPS assistant principal a shout out 20 using the hashtag BCPS AP week. Assistant principals, 21 we honor and thank you for your leadership, your</p>
<p style="text-align: right;">Page 75</p> <p>1 previous record of 8152 votes were cast. Hassan is 2 the president of the Perry Hall Class of 2023 Senate 3 at her school. She is also vice president of Girls 4 Up, events coordinator of the Muslim Student 5 Association, historian of the Rotary Interact Club and 6 Secretary of mock trial. Ms. Hassan tutors and 7 mentors Perry Hall avid sophomores. She's a member of 8 the National Honor Society, Spanish Honor Society and 9 Social Studies Honor Society. At the county level, 10 she is the Co-legislative Affairs Coordinator for 11 Baltimore County Student Councils. At the state 12 level, she is the vice chair of the Maryland High 13 School Democrats women's caucus, co founder and co 14 executive director of MICA Maryland, and legislative 15 coordinator of the Maryland Center for School Safety 16 student focus group. Congratulations, Roah Hassan. 17 Let's acknowledge her.</p> <p>18 (Applause.)</p> <p>19 Congratulations to this year's finalists. 20 Previous slide. There we go. This year's finalists 21 for the BCPS Teacher of the Year. This year's</p>	<p style="text-align: right;">Page 77</p> <p>1 support of students and school communities, your 2 advocacy and passion and everything else that you 3 bring to your work every day. Can we acknowledge our 4 assistant principals?</p> <p>5 (Applause.)</p> <p>6 Thank you. Next slide, please. We know 7 that our efforts to heal, rebuild and recover must be 8 ongoing. Each and every day, we are seeing signs of 9 progress. We are also seeing areas of additional 10 need. That is why the FY '23 budget proposal is 11 focused on people and progress. I am hopeful that our 12 funding partners will invest in Team BCPS and help us 13 make our needs. Thank you for your continued 14 dedication to our school communities.</p> <p>15 Next slide. While COVID-19 rates are much 16 lower than they were in December and January, COVID-19 17 is still with us. As we head into spring break, we 18 encourage staff and families to continue to take steps 19 to protect themselves and others by getting vaccinated 20 and boosted. More information about COVID-19 vaccines 21 can be found on our COVID-19 webpage. Avoiding large</p>

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1 indoor crowded spaces. And if you are in a large
 2 crowd indoors, consider testing yourself about five
 3 days after the event, and staying home and getting
 4 tested if you have symptoms of COVID-19. We all have
 5 to work together to remain healthy as we look forward
 6 to the end of the year.

7 During our last meeting, I provided a
 8 general overview of our system response to the
 9 safety needs of our school communities. To date, we
 10 have held four town halls, where we heard from
 11 parents, surveyed our principals, worked with student
 12 leaders to launch a peer-to-peer campaign, equipped
 13 our PTSA with tools to support their local schools,
 14 and conducted several school safety walks. Later this
 15 month, we will host a roundtable meeting with five
 16 neighboring school systems to share ideas related to
 17 school safety. Based on these opportunities to listen
 18 and learn, we have developed a course of action to
 19 ensure ongoing supports for our school communities.
 20 Our next steps include grant funded student safety
 21 assistance at the secondary level, enhanced community

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1 partnership opportunities, revamp procedures to
 2 effectively communicate outcomes related to bullying
 3 and harassment investigations, and a widespread
 4 information campaign to promote the use of the
 5 Maryland Center for School Safety Reporting tip line.

6 Next slide. So the FY '23 budget
 7 priorities principal survey identifies safety
 8 assistants as the third most frequently requested
 9 support for the upcoming year. Additionally, best
 10 practices and national models support the use of
 11 safety and security assistants in schools in addition
 12 to SROs. Specifically, according to the school
 13 safety.gov, a website created by the federal
 14 government to provide schools and districts with
 15 actionable recommendations to create Safe and
 16 Supportive Learning Environments, security personnel
 17 can be invaluable resources to a school safety team
 18 because of their specialized knowledge in recognizing
 19 building security concerns and mitigating valid
 20 situations. Their presence in schools allows them to
 21 build relationships with students that can prevent or

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1 mitigate school violence. BCPS will pilot the use of
 2 secondary school safety assistants and select schools
 3 with a goal of full implementation in the fall of
 4 2022. In the fall, these grant-funded positions will
 5 be equitably allocated based on enrollment, receive
 6 summer professional development to include team BCPS
 7 expectations, school expectations, and participation
 8 in safe school training and focus on maintaining a
 9 safe and supportive environment through a proactive
 10 presence. These positions are not replacing SROs but
 11 will support school teams.

12 Next slide. In preparation for a full fall
 13 launch, we are looking to respond to immediate needs
 14 as well as inform the system wide rollout. We will
 15 pilot the effort and 19 secondary schools with our
 16 existing unarmed security vendors who have been
 17 trained, vetted and approved by the Board and who have
 18 worked with our school communities at sporting events
 19 and other large gatherings. Later this spring, we
 20 will partner with additional contractors to provide
 21 roving coverage to the remaining secondary schools and

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1 elementary school communities. The goal is to work
 2 with school teams to create the climate and conditions
 3 for success. Our Student Safety Assistants will
 4 collaborate with school administration and safety
 5 managers to provide a visible, supportive and
 6 responsive presence in school buildings. School teams
 7 will provide a daily schedule that includes ongoing
 8 communication and is tailored to school needs. In
 9 this way, we will collect data on the effort and
 10 informed plans for the fall.

11 Next slide. BCPS is open. Weeks ago, we
 12 shared that BCPS schools are open to volunteers and
 13 community partners. We appreciate and are looking
 14 forward to your help in creating an additional
 15 positive adult presence in schools. It makes a
 16 difference to our students to see parents, community
 17 organizations and business leaders invested in their
 18 success. The Office of Family and Community
 19 Engagement, along with school leaders, will be working
 20 to increase the visibility of tools and resources to
 21 enhance existing partnerships and build new ones.

<p style="text-align: right;">Page 82</p> <p>1 Community partnerships help to strengthen and 2 transform the learning experience for students. Stay 3 tuned for information about how you can get involved 4 as well as details for an upcoming partnership fair. 5 So thank you for that support. 6 Next slide. Thank you. As we finalize 7 details for our comprehensive plan to ensure safe and 8 supportive environments for students, we are enhancing 9 elements of our communication protocols related to 10 bullying, harassment and intimidation. The 11 Superintendent Rule 5580 requires us to respond, 12 investigate and communicate results of bullying, 13 harassment and intimidation reports to all families in 14 a timely manner. To ensure that all members of Team 15 BCPS are familiar with the requirements, we will 16 provide a refresher training to all staff, develop and 17 enhance compliance monitoring tool for school 18 leadership, widely share the process with students and 19 families and increase form accessibility so that it 20 can be easily located and submitted electronically. 21 Next slide. We will launch our widespread</p>	<p style="text-align: right;">Page 84</p> <p>1 recently proposed by the county government. We are 2 appreciative of this support from our county 3 executive. Additional strategies will include: 4 staff training in de-escalation, a revised bus 5 infraction reporting process to ensure timely 6 responses, more social-emotional supports to schools, 7 including additional school counselors and social 8 workers; student focused and student initiated 9 opportunities to connect and create a sense of 10 belonging through orientation, advisory, mentorships, 11 and transition programs and ongoing dialogue with 12 neighboring school systems and our school communities 13 for problem solving and feedback. Detailed 14 information about our response will be shared in a 15 community update tomorrow. 16 I want to close by thanking everyone for 17 your commitment to BCPS and being a part of this year- 18 long conversation in support of our schools. This 19 year has been filled with perpetual change, and your 20 input and feedback have been invaluable. We're all on 21 the same team. And I look forward to working together</p>
<p style="text-align: right;">Page 83</p> <p>1 information campaign to promote the use of Maryland 2 Center for School Safety Reporting Tip Line. Many of 3 our student council and junior counsel students are 4 involved at the state level with the Maryland Center 5 for School Safety and have spearheaded the efforts to 6 refrain See Something, Say Something. The campaign 7 will include posters that will be widely available in 8 schools, on buses and websites on how to text a tip. 9 While we continue to encourage students to report 10 safety information to school based staff, this 11 resource allows for 24/7 anonymous reporting to our 12 state partners. All reporting information is shared 13 with BCPS and investigated through the Department of 14 School Safety and Schools. Our updated School Safety 15 website will also include links to the Maryland Youth 16 Crisis line and other resources to support students. 17 We value our partnership with our school 18 resource officer program. We are working with the 19 Baltimore County Police to coordinate how safety 20 assistants will interact with the Baltimore County 21 Police Department, including the four roving SROs</p>	<p style="text-align: right;">Page 85</p> <p>1 to implement and refine our practices to meet the 2 needs of our students. And we will continue to update 3 the Board, our community and Team BCPS during these 4 changing times. Thank you. 5 CHAIRWOMAN HENN: Thank you, Dr. Williams. 6 The next item on the agenda is the chair's 7 report. And as Dr. Williams said, the Board has also 8 been looking at Policy 5580 around bullying, 9 harassment and intimidation. At the latest PRC 10 meeting, we reviewed MSTE's model policy to address 11 bullying, harassment and intimidation. And that model 12 policy states that all students have the right to be 13 free from bullying, harassment or intimidation. The 14 Maryland State Department of Education is committed to 15 providing a safe, productive and inclusive learning 16 environment. Bullying problems are symptomatic of 17 relationship problems best addressed holistically by 18 students, schools, parents and caregivers and the 19 entire community. Maryland Schools should be places 20 where students are surrounded by caring adults who 21 encourage students to treat others with kindness and</p>

<p style="text-align: right;">Page 86</p> <p>1 empathy while helping to build a relationship focused, 2 welcoming supportive school environment, fostering 3 academic and personal growth for every student. So 4 I've been reflecting on this statement, and it raises 5 some questions. If we are to offer these protections 6 for students, shouldn't we also offer the same 7 protection for our employees as well? Shouldn't 8 employees also have the right to be free from 9 bullying, harassment or intimidation in the workplace? 10 How can we ask our employees to provide a safe, 11 productive and inclusive learning environment if they 12 do not feel safe? If adult bullying problems are 13 allowed to persist, what example does this set for 14 students and what impact does this have on student 15 bullying problems? How can we expect adults who are 16 bullied at work to care for students who are bullied? 17 If schools should be places where students are 18 surrounded by caring adults who encourage students to 19 treat others with kindness and empathy, shouldn't 20 adults be expected to treat one another with kindness 21 and empathy? How can we foster a relationship-</p>	<p style="text-align: right;">Page 88</p> <p>1 evening, everyone. I spent the past weekend at the 2 National School Board Association Conference, which 3 was an incredible opportunity to hear from our 4 educational leaders across the nation about best 5 practices, best performance and how we can make our 6 Board more productive. I can say I especially 7 appreciated meeting with student member of the boards 8 across the nation, getting to collaborate and hearing 9 the stories that they have to share from their board 10 meetings. Tonight, I planned to introduce an 11 environmental sustainability resolution. However, I'm 12 planning to hold it off for just a few more meetings 13 to get some final touches and to make it as robust as 14 it can be. And so with that, in these next few weeks, 15 I'm excited to continue visiting schools around the 16 county. I'm excited for my final Small Town Hall, 17 which is this Thursday, where I'll talk to students 18 about the end of this year, set the foundation for 19 some of the goals that students might want to 20 accomplish in the next year, and continue to 21 collaborate with our student member of the board elect</p>
<p style="text-align: right;">Page 87</p> <p>1 focused, welcoming school environment when adults are 2 permitted to bully, harass and intimidate other 3 adults? Other jurisdictions have implemented 4 workplace bullying policies. And I've asked our 5 policy review committee to consider adopting a similar 6 policy as well, and strongly request that we recommend 7 adopting one within Baltimore County Public Schools to 8 further the objective of Policy 5580 and set the 9 example for our students as adults to treat one 10 another with the same kindness and respect that we 11 expect them to show. To do so, we have to take care 12 of ourselves first in order to take care of others. 13 And that said, I hope that everyone takes care of 14 themselves over this spring break that's coming up. 15 Please take the time to rest, relax, rejuvenate and 16 come back fully recharged. I appreciate everyone's 17 hard work and enjoy a wonderful spring break. Thank 18 you. 19 The next item on the agenda is the student 20 member of the Board report. Mr. Thomas 21 MR. THOMAS: Thank you, Ms. Henn. Good</p>	<p style="text-align: right;">Page 89</p> <p>1 Roah Hassan to see how I can be a guide to her, 2 although she really doesn't need it, and helping her 3 to make the most of these next few months as she 4 prepares to sit in this very seat. 5 Lastly, I hope everyone has a fantastic 6 spring break. And to our seniors, now that college 7 applications and admissions are over, I just want to 8 say that I am super proud of all of you, and I hope 9 that you can take this spring break to rest before our 10 time in BCPS comes to an end. Thank you, all. 11 CHAIRWOMAN HENN: Thank you. The next item 12 on the agenda is action taken in closed session. And 13 for that, I call then Mr. Brousaides. 14 MR. BROUSAIDES: Good evening, Ms. Henn. 15 Nothing to report. 16 CHAIRWOMAN HENN: Thank you. The next item 17 on the agenda is contract awards. And for that, I 18 call them Ms. Jose, chair of the building and 19 contracts committee. 20 MS. JOSE: Thank you, Chair Henn. Good 21 evening, members of the Board. The Board's building</p>

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1 and contracts committee met earlier this evening.
 2 Items L-1 through L-45 are being forwarded to the full
 3 Board for approval.
 4 CHAIRWOMAN HENN: Thank you. Do I have a
 5 motion to approve Items L-1 through L-45?
 6 MS. CAUSEY: Madam Chair, I'd like to
 7 separate out contracts, please.
 8 CHAIRWOMAN HENN: Yes, which ones would you
 9 like to separate?
 10 MS. CAUSEY: I'd like to separate out
 11 Number 2 staff presented together at the buildings and
 12 contracts meeting, contracts 5 through 26 that all
 13 relate to cohorts. So that would be helpful, I
 14 believe, to group those together. Then I would like
 15 to separate out 27 and 32. And it would also be
 16 helpful to then do all of these related to Pine Grove
 17 Middle School as a batch.
 18 CHAIRWOMAN HENN: And the Pine Grove are
 19 Numbers 33 through 45?
 20 MS. CAUSEY: Yes.
 21 CHAIRWOMAN HENN: Are you asking to

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1 separate those as well?
 2 MS. CAUSEY: I believe they were -- well, I
 3 was there, so don't believe. They were done as a
 4 batch, I believe, but the chair of the committee can
 5 speak more clearly to that.
 6 CHAIRWOMAN HENN: Ms. Causey, could you
 7 clarify which you're asking to separate?
 8 MS. CAUSEY: For discussion, I'd like to
 9 separate -- for discussion and voting separately, I
 10 would like to separate out Number 2, 5 through 26 and
 11 Number 32 and Number 27.
 12 CHAIRWOMAN HENN: What about -- oh, and 27?
 13 So, may I have a motion, then, to approve Items 1, 3,
 14 4, 28 through 31?
 15 Are you -- 33 through 45, or are you asking
 16 to separate those as well? And 33 through 45, Ms.
 17 Causey?
 18 MS. CAUSEY: I believe the committee chair
 19 or your staff may be better to answer whether those
 20 would be grouped together or not.
 21 CHAIRWOMAN HENN: I'm asking if you want to

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1 separate those or if we can vote on those with the
 2 others?
 3 MS. CAUSEY: No. If you would please
 4 separate them, yes.
 5 CHAIRWOMAN HENN: Okay. So Board members,
 6 we are voting on items 1, 3, 4, 28 through 31.
 7 MR. THOMAS: So moved, Thomas.
 8 CHAIRWOMAN HENN: Thank you, Mr. Thomas.
 9 No second is needed since the recommendation comes
 10 from the Committee. Any discussion? Miss Scott.
 11 MS. SCOTT: Yes. Can I just repeat? We
 12 are voting on 1, 3, 4 28 through 31? Is that correct?
 13 CHAIRWOMAN HENN: 1, 3, 4, 28 through 31.
 14 Thank you. Yes.
 15 MS. SCOTT: That is it? Okay. Thank you.
 16 CHAIRWOMAN HENN: Any other questions or
 17 comments? Yes, Mr. Thomas.
 18 MR. THOMAS: Sorry. Never mind. Not for
 19 this portion. Thank you.
 20 CHAIRWOMAN HENN: Okay. Let me check the
 21 chat. I think we're good. May we have a rollcall

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1 vote, please?
 2 MS. GOVER: Ms. Rowe?
 3 MS. ROWE: Yes.
 4 MS. GOVER: Miss Causey?
 5 MS. CAUSEY: Abstain.
 6 MS. GOVER: Ms. Mack?
 7 MS. MACK: Yes.
 8 MS. GOVER: Ms. Jose?
 9 MS. JOSE: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Mr. Thomas?
 13 MR. THOMAS: Yes.
 14 MS. GOVER: Mr. Offerman?
 15 MR. OFFERMAN: Yes.
 16 MS. GOVER: Ms. Scott?
 17 MS. SCOTT: Yes.
 18 MS. GOVER: Dr. Hager?
 19 DR. HAGER: Yes. Mr. Kuehn?
 20 MR. KUEHN: 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 We're now discussing Item 2. Ms. Causey,

5 did you have questions regarding Item 2?

6 MS. CAUSEY: Thank you, Madam Chair. Yes,

7 I did. The -- it's a very significant contract. And

8 so I wanted to have staff for everyone here because I

9 know many board members cannot attend building

10 contracts, nor do our community, to just quickly

11 review that. And also to my question is, relative to

12 the trends of the recent years for special education,

13 how significant and a help this will be to our

14 students and families?

15 MR. HARTLOVE: Thank you for the question.

16 I'll start off -- and I've brought along with me Ms.

17 Webster, who is our purchasing expert. So she can

18 certainly jump in if she has -- if she has -- if I

19 miss anything or if I misstate anything, please

20 correct me.

21 On the special education, nonpublic

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1 placements, my understanding is this, is, first of

2 all, we certainly is a significant commitment for

3 BCPS. But nothing has changed with what we're doing

4 here versus our past practice. All we're doing here

5 is bringing forward the schools at which we can play

6 students; and then the estimate, I believe it's for

7 multiple years, it's for five years. So that's why

8 it's a very high number. But this is just allowing us

9 to utilize the schools that will place students as per

10 their IEP. I don't know if there's anything you want

11 to add to that.

12 MS. CAUSEY: Thank you. And in the --

13 excuse me, the general contract recommendation form,

14 it indicates the prior fiscal years actual and then

15 the current fiscal year budgeted. And then the

16 ongoing year is going to be increased over the current

17 fiscal year budget of 55 million?

18 MR. HARTLOVE: Correct. Correct. Yeah,

19 the prior year was 49.9 And the current fiscal year is

20 budgeted at 55.2 million.

21 MS. CAUSEY: And then in the future years?

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1 MR. HARTLOVE: Future years -- and this is

2 the lifetime of the contract -- it's 217.9 million.

3 So that's a five-year period.

4 MS. CAUSEY: Okay, thank you. And then

5 specifically, how many additional schools were

6 included?

7 MR. HARTLOVE: I don't -- I think -- I

8 don't believe this includes any -- it's -- I don't

9 know that we're going to utilize all these schools.

10 These just give us the ability to utilize those if

11 IEPs indicate that particular placements are needed.

12 UNIDENTIFIED FEMALE SPEAKER: Good

13 afternoon, good evening. It is -- these are all

14 state-approved schools by MSDE. So we're required to

15 utilize those schools and those schools only that our

16 state approved schools. There are approximately 63

17 that are actually on the list. Not all of them are

18 special education schools. So we utilize 53

19 currently. It's not a matter of which are additional,

20 but those that are state approved, those that are

21 special education or provide special education

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1 services, and not all of them provide the same type of

2 special education services. So we utilize per student

3 need and then the type of school that is appropriate

4 for that student according to their needs in their

5 IEP.

6 MS. CAUSEY: Thank you, I really appreciate

7 the work.

8 CHAIRWOMAN HENN: Thank you. Ms. Mack.

9 MS. MACK: Yes, thank you, Ms. Henn. Do we

10 know how do our per pupil expenditures for nonpublic

11 placements compare to other LEA's?

12 UNIDENTIFIED FEMALE SPEAKER: I do not have

13 a current view or schedule compared to our -- the

14 jurisdictions that we compare ourselves to, the three

15 highest or the largest. But I can absolutely do a

16 review of what our local three largest sites that we

17 compare ourselves to, typically Prince George,

18 Montgomery, etc. So we can do that and supply that at

19 the will of our superintendent.

20 MS. MACK: Thank you. My second question

21 is this: I have spoken with parents who have the

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1 wherewithal financially, educationally and
 2 professionally to secure nonpublic placements for
 3 their students. What steps do we take to ensure that
 4 students who do not have someone with the financial,
 5 educational, professional background to go through the
 6 process? What steps are we taking to advocate for
 7 those students to have equitable access to nonpublic
 8 placements if those placements best meet their needs?
 9 UNIDENTIFIED FEMALE SPEAKER: So it is our
 10 obligation, first and foremost, as Baltimore County
 11 Public Schools and that public school setting is to
 12 provide the services of special education to our
 13 students, that is our first obligation by federal law
 14 and COMAR regulation. So we would provide those the -
 15 - all of the services that are identified in their IEP
 16 to the maximum extent possible on that continuum that
 17 we offer in our school setting from the general
 18 education setting to the most restrictive environment
 19 that we offer on the continuum. And that's our public
 20 separate day school setting. Should a student need
 21 something beyond that, then we go ahead and we seek

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1 those services in a nonpublic setting. Should a
 2 family member -- should a family or through settlement
 3 and one of the other options, a nonpublic is chosen or
 4 selected, or it is from another option, a choice by
 5 through settlement, case settlement or due process
 6 situation, then we seek that nonpublic setting.
 7 Sometimes a family may choose that as an option. It
 8 does not necessarily mean that Baltimore County Public
 9 Schools cannot offer the same education. So I want to
 10 make that kind of clear, a little bit in there,
 11 because that's a misunderstanding sometimes that we
 12 are unable to provide that service for that family. So
 13 for families that believe that they may, it's not a
 14 matter of whether or not they can afford it. Because
 15 in our system, when a family or a service deems it or
 16 an IEP team deems it nonpublic, is something that is
 17 necessary for them. It's an IEP team choice. So not
 18 just a family being able to afford something or not
 19 afford this service. We are still required to provide
 20 that and they can do so through the IEP team process.
 21 MS. MACK: Thank you for that information.

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1 My question was not so much about being able to afford
 2 it, because I do understand that we're required to
 3 provide it. But my question is, you mentioned, you
 4 used the word family numerous times in your answer. I
 5 am talking about children who may not have family to
 6 advocate for them, children who are experiencing
 7 homelessness, children who are in foster care. How
 8 are we meeting those students needs?
 9 UNKNOWN FEMALE SPEAKER: So, as you know,
 10 you and I have kind of touched on this a little bit.
 11 Students in foster care, either with their foster
 12 family, guardian ad litem being one of them, we --
 13 sometimes students with foster care have an
 14 educational surrogate, so anyone that represents that
 15 child at the table at the IEP team meeting, they will
 16 represent them and have the same educational decision
 17 making ability by law, as well as every student has a
 18 case manager that is assigned to them and they -- at
 19 this school site and they should be seeking out their
 20 educational interest that is that special educator
 21 assigned at every school as their case manager is

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1 developing that IEP in the student's best interest.
 2 So they will be looking out for that student and
 3 representing them during the IEP process as well.
 4 MS. MACK: Thank you.
 5 UNIDENTIFIED FEMALE SPEAKER: Absolutely.
 6 CHAIRWOMAN HENN: Thank you. Dr. Hager.
 7 DR. HAGER: So this contract stood out to
 8 me, because I know that we've talked before about
 9 restructuring special education in our system,
 10 bringing onboard new team members. And I thought the
 11 ultimate goal was to reduce our nonpublic placements,
 12 that that was the goal. And with this contract, we're
 13 adding \$60 million over five years. And I know that
 14 our special education needs are growing. But my hope
 15 would have been that this contract would have been
 16 lower than the prior five years, given the efforts
 17 that we have in place.
 18 UNIDENTIFIED FEMALE SPEAKER: So that it is
 19 a continued effort to decrease. It absolutely is.
 20 And that is ultimately our goal. That, of course,
 21 does not happen overnight. And that is a continuous

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1 change in process. We have to do two things. We have
 2 to first put out, you know, some of the fires,
 3 processes and procedures and do that immediately. And
 4 that's our immediate stop gap that we are putting into
 5 place to in that restructuring process. And it's not
 6 really restructuring. It's building. It's building
 7 up the department in processes, procedures,
 8 compliance, and building that process from the ground
 9 up, right, or facilitating and building a solid
 10 foundation and structure. Then it is the long-term
 11 sustainable practices that we need to put into place.
 12 Those long-term sustainable practices that we will put
 13 into place will begin -- you will begin to see that
 14 return, and that has already happened. And it's -- it
 15 may not sound like a lot to everyone. But I want to
 16 say it is a tremendous step. Because there are folks
 17 who believe that there's a better place, right. And
 18 so what we're trying to do is show everyone that every
 19 one of our schools is a really good place to get an
 20 education, and that we can service our students and
 21 take care of the students and meet their needs in

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1 special education. So in doing that, we have already
 2 and our compliance office has already began the
 3 process of reviewing the students annually that have
 4 been out in the nonpublic situation. And we have
 5 brought back eight currently; and the last 13 students
 6 that have been reviewed in annual IEP, eight are set
 7 to return. And just prior to that we had two. Now,
 8 ten does not sound like a lot. But when you attach
 9 40,000, some students with 80,000 annually a year, it
 10 begins to add up if we're only looking -- and I'm only
 11 saying this as its cost related to this because we're
 12 talking we're speaking numbers, right. But when I
 13 look at it, I look at it as those are our babies
 14 coming back to our house, right, and we get to take
 15 back our students of students with disabilities and
 16 take care of them and educate them the way I know that
 17 we can do so. And so that's, you know, I look at it
 18 that way that we get to then take care of them
 19 annually, look at their needs and address their needs.
 20 So that's ten. And that's ten in this time that we've
 21 put this process into place. 10, to me, turns into

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1 20, 20 turns into 30. Before you know it, that number
 2 begins to turn around.
 3 MR. HARTLOVE: And that is the number we
 4 control. The other part of this is the cost of the
 5 placement, which we don't control. So some of this is
 6 just a cost -- a product of the cost of the placement.
 7 I think our department is trying to work on the number
 8 of placements that we actually have. And it sounds
 9 like we're making progress.
 10 UNIDENTIFIED FEMALE SPEAKER: And
 11 unfortunately, annual there is an increase, right.
 12 There's an increase in tuition, things like that. And
 13 so when we do ask for this increase, we are -- you
 14 know, you have to estimate that two percent increase
 15 per year. So unfortunately, whatever the cost was
 16 last year, we're seeking that two percent. That's why
 17 it increased. It's not because we want to have
 18 additional students out of BCPS schools, it's because
 19 there is a cost increase with tuition. And
 20 unfortunately, you're going to see that on this
 21 particular contract. So I would very much like to

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1 have more than ten back. And hopefully within the
 2 next couple of months or as each annual review occurs,
 3 we bring them back.
 4 DR. HAGER: Yeah, that's great. And then
 5 my next question was going to be how often do children
 6 come back? So that you answered my next question
 7 already. So thank you for that. And I guess this is
 8 a five-year contract. So I will revisit this, though,
 9 in general, you know, special education department
 10 presentations, I guess, because you know, five years
 11 from now, who knows who will still be around, so thank
 12 you.
 13 CHAIRWOMAN HENN: Thank you. Any further
 14 discussion on Item L-2. Mr. McMillion?
 15 MR. MCMILLION: Ms. Causey was first.
 16 MS. CAUSEY: Go ahead, Mr. McMillion.
 17 MR. MCMILLION: Okay. I'm assuming and I
 18 know what assumptions point back to me at. I'm
 19 assuming that some of these programs are day treatment
 20 and residential?
 21 UNIDENTIFIED FEMALE SPEAKER: Yes, sir.

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1 MR. MCMILLION: Thank you.

2 CHAIRWOMAN HENN: Thank you. Mrs. Causey.

3 MS. CAUSEY: Thank you. And we -- if you

4 could talk about the process for the -- just briefly

5 for the students coming back, so that's with the IEP

6 team and with the parent input.

7 UNIDENTIFIED FEMALE SPEAKER: Yes. Yes,

8 and so in this transition process, of course, what we

9 would like to do with every student that returns, it's

10 not only the IEP process plans for that return, every

11 IEP team, the parent is a critical and required

12 member, but a critical member to have that input, not

13 only in developing the IEP process, but that plan to

14 transition back to whatever the identified school is,

15 whether it's their home school, or if they need a

16 service delivery model that maybe you want to think of

17 it as a step down model. So if they were in the most

18 restrictive setting, and we want to transition them

19 back and it's not directly into, say, a general

20 education setting where it's highly unstructured in a

21 sense to them from where they came from, then we want

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1 to look into something that is more, slightly more

2 restrictive, and so that we want to transition them

3 slowly into a model, then the parent has input on

4 that, what are we looking at, what's the best

5 environment for their student? And so yes, we

6 consider all of that as a critical partner in that

7 development of that process. Absolutely.

8 MS. CAUSEY: Great. Thank you for that.

9 And we know that for families as well it's so much

10 easier when the students are in the community. And

11 then as the situation progresses, they can have more

12 interaction, less restrictive environments than if

13 they are in a specialized nonpublic placement.

14 UNIDENTIFIED FEMALE SPEAKER: Absolutely.

15 We always want to work remembering our students or gen

16 ed students first. Thank you.

17 MS. CAUSEY: Thank you. And then the last

18 statement is with the COVID and the pandemic and the

19 closing of so many things. What was the situation

20 financially for our students who were not able to go

21 in person or there were disruptions to what they

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1 otherwise might have received and compensatory

2 services?

3 CHAIRWOMAN HENN: That's time. You can --

4 please feel free to answer.

5 UNIDENTIFIED FEMALE SPEAKER: I didn't

6 understand the question. So apologies. Can you

7 repeat the question?

8 CHAIRWOMAN HENN: Is the question related

9 to this contract? Because otherwise we need to vote

10 and move on.

11 MS. CAUSEY: It's really to the contract in

12 terms of the amount of money in this contract for

13 compensatory services for students who were at some of

14 these institutions that were not possibly able to

15 deliver what the IEP required.

16 UNIDENTIFIED FEMALE SPEAKER: This contract

17 did not deal with compensatory services.

18 CHAIRWOMAN HENN: Okay. Thank you. Do I

19 have a motion to approve Item L-1?

20 MR. THOMAS: So moved, Thomas.

21 CHAIRWOMAN HENN: I'm sorry. L-2?

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1 MR. THOMAS: So moved, Thomas.

2 CHAIRWOMAN HENN: Thank you. May I have a

3 rollcall vote, please?

4 MS. GOVER: Ms. Rowe?

5 MS. ROWE: Yes.

6 MS. GOVER: Ms. Causey?

7 MS. CAUSEY: Yes.

8 MS. GOVER: Ms. Mack?

9 MS. MACK: Yes.

10 MS. GOVER: Ms. Jose?

11 MS. JOSE: Yes.

12 MS. GOVER: Mr. McMillion?

13 MR. MCMILLION: Yes.

14 MS. GOVER: Mr. Thomas?

15 MR. THOMAS: Yes.

16 MS. GOVER: Mr. Offerman?

17 MR. OFFERMAN: Yes.

18 MS. GOVER: Ms. Scott?

19 MS. SCOTT: Yes.

20 MS. GOVER: Dr. Hager?

21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Henn?
 4 CHAIRWOMAN HENN: Yes. The motion carries.
 5 Thank you.
 6 Next we have Items L-5 through L-26. Any
 7 questions regarding these items? Mrs. Causey asks for
 8 27 to be separate. L-5 through 26 are the cohorts.
 9 MS. MACK: I asked that 10 be separated.
 10 CHAIRWOMAN HENN: Ms. Mack, we already
 11 approved 10. I did not get your comment on that. I'm
 12 sorry. 10 is included in 5 through 26. You want to
 13 separate 10?
 14 MS. MACK: I did, please.
 15 CHAIRWOMAN HENN: Okay. So the motion,
 16 then, will be to approve Items L-5 through L-9 and L-
 17 11 through L-26.
 18 MR. THOMAS: So moved, Thomas.
 19 CHAIRWOMAN HENN: Thank you, Mr. Thomas.
 20 No second is needed. Any discussion?
 21 MS. CAUSEY: Madam Chair.

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1 CHAIRWOMAN HENN: Mrs. Causey.
 2 MS. CAUSEY: Thank you. I just wanted
 3 staff to take a minute and explain the cohorts.
 4 There's a lot of good news in this in terms of the
 5 additional types of certifications that are now
 6 available to teachers. But also in terms of the
 7 numbers, how many of our teachers and staff are going
 8 to be able to receive this specific training?
 9 MR. HARTLOVE: Sure, thank you for the
 10 question. And the --basically, what I can say about
 11 the cohorts is we bring these annually. And they are a
 12 good business item for us because they basically allow
 13 us to, instead of our employees going out, getting,
 14 finding professional development on their own, we kind
 15 of form towards what we need. So we bid out the types
 16 of services that we need. And so these are all things
 17 that are good for the school system, that are good for
 18 our employees. And again, this is something we bring
 19 annually. So I don't know if there's anything you
 20 want to add to that.
 21 MS. PIPER: Oh, my goodness. I need to

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1 turn it on.
 2 MR. HARTLOVE: No, you're good.
 3 MS. PIPER: It's on. So good evening,
 4 everyone. We do reach out to our college and
 5 university partners and inform them of the needs of
 6 our employees, both from a hiring perspective and from
 7 a professional development and certification
 8 perspective. And we asked them to send us proposals.
 9 And so we get proposals from all the local colleges
 10 and universities and our content office leaders review
 11 those, and then make recommendations of the programs
 12 that they think are best designed to meet our
 13 recruitment and employee development needs. Thank you.
 14 CHAIRWOMAN HENN: Thank you. Any other
 15 comments or questions for members? Mr. McMillion?
 16 MR. MCMILLION: Good evening. I'm curious
 17 about the competition for these positions from our
 18 teaching staff. I noticed one in particular was 15
 19 slots. Are there a lot of competition for these
 20 positions?
 21 MS. PIPER: It depends on the individual

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1 cohort and the teacher's interest in that cohort.
 2 Sometimes the cohorts do fill very quickly, quite
 3 honestly, especially the ones that have no out of
 4 pocket costs for our employees, which some of these
 5 do. But the good news is that some of those colleges
 6 are also able to offer those same programs at that
 7 same price and the only difference is that the
 8 participants pay upfront and then use their tuition
 9 reimbursement benefit, which all of our teachers have
 10 through the negotiated agreement, and they're able to
 11 participate in the programs that way. So that's the
 12 way we extend our reach.
 13 MR. MCMILLION: And a cohort that has a
 14 high number of applicants for those slots, whatever
 15 the slots are, is there a detailed application process
 16 with interviews or whatever to select those?
 17 MS. PIPER: The colleges and universities
 18 make the admissions decisions according to their
 19 established criteria. So some of them do require
 20 interviews. For the most part, they're looking at
 21 transcripts, grade point averages, very occasionally

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1 test scores, in order to select participants. And all
 2 things being equal, they select on a first come, first
 3 serve basis.
 4 MR. MCMILLION: Thank you.
 5 CHAIRWOMAN HENN: Thank you. Mr. Thomas.
 6 MR. THOMAS: Thank you. So these -- this
 7 contract is cohorts. They're not only BCPS teachers
 8 that are in these programs. Or is it only BCPS
 9 teachers?
 10 MS. PIPER: Yeah.
 11 MR. THOMAS: It is only BCPS teacher? Oh,
 12 that's incredible. Okay. And then if we weren't to
 13 have these cohorts, if these teachers were to have
 14 these -- participate in these services on their own,
 15 they would get reimbursed for tuition, so we would end
 16 up still paying the same amount?
 17 MS. PIPER: Yes.
 18 MR. THOMAS: Okay.
 19 MS. PIPER: The advantage of the cohorts is
 20 that it allows us to prioritize the kinds of programs
 21 that we need to meet the needs of our students.

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1 MR. THOMAS: Well, this is excellent.
 2 Thank you so much.
 3 MS. PIPER: Certainly.
 4 CHAIRWOMAN HENN: Thank you. Any other
 5 questions for members? Hearing none. May have a
 6 rollcall vote, please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Ms. Scott?

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1 MS. SCOTT: Yes.
 2 MS. GOVER: Dr. Hager?
 3 DR. HAGER: Yes.
 4 MS. GOVER: Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Ms. Henn?
 7 CHAIRWOMAN HENN: Yes.
 8 MS. GOVER: Thank you.
 9 CHAIRWOMAN HENN: The motion carries. Do I
 10 have a motion to approve item L-10?
 11 MR. THOMAS: So moved, Thomas.
 12 CHAIRWOMAN HENN: Thank you. No seconds
 13 needed. Any discussion? Ms. Mack.
 14 MS. MACK: Yes, Ms. Henn.
 15 CHAIRWOMAN HENN: Go ahead, Ms. Mack.
 16 MS. MACK: I'd like staff to provide some
 17 insights into why this contract, which is a literacy
 18 contract, is not with a school like Morgan, a school
 19 that is currently seeking International Dyslexia
 20 Association certification, or a school like McDaniel,
 21 which certifies educators in the Wilson Reading

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1 System, which For BCPS is a Tier 3 reading
 2 intervention.
 3 DR. WILLIAMS: So we have Debbie Piper, who
 4 was speaking from the teacher development portion of
 5 the Division of Organizational Effectiveness. So
 6 thank you for joining us. And then we have Jennifer
 7 Craft, the director of our English Language Arts. So
 8 either one could respond.
 9 MS. PIPER: I can speak to the proposals
 10 that were received. We did not receive a proposal for
 11 a literacy program from Morgan State University. So we
 12 didn't have the opportunity to select that school to
 13 award the contract to, and one of the two literacy
 14 contracts is recommended for McDaniel College.
 15 MS. MACK: So teachers would have a choice?
 16 MS. PIPER: Yes. There are two reading
 17 specialist programs recommended, one from McDaniel
 18 College and one from Towson University.
 19 MS. MACK: Right, but the one -- this
 20 Number 10 is specifically for Towson. And my concern
 21 is that should we put our teachers -- pay this money

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1 and put our teachers through this, we will then have
 2 to re-educate them on the science of reading because
 3 that is not part of Towson's curriculum.
 4 DR. WILLIAMS: Go ahead, Ms. Craft.
 5 MS. CRAFT: I was able to actually talk
 6 with the program lead and look at the syllabi. And
 7 actually three of their courses do go into looking at
 8 how students learn to read in terms of the neurology,
 9 and so there is a course on teaching reading Theory
 10 and Practice, where they talk about the neuroscience
 11 of language and literacy, including the neurobiology
 12 of reading. Their reading assessment course,
 13 discusses and investigates language based and
 14 neurological based deficits and how to properly
 15 instruct those based on the diagnosis from the
 16 assessment. And there's also a piece within their
 17 clinic internship and reading where they do specific
 18 diagnostic work, including students that have deficits
 19 related to neurobiological based issues and they
 20 develop a plan to instruct based on student need. And
 21 so there's several courses where they do get into the

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1 neuroscience of how students learn to read.
 2 MS. MACK: So is it your belief that a
 3 teacher who -- or an educator who comes out of this
 4 program will be proficient enough to really follow the
 5 science of reading, phonemic awareness, word
 6 morphology, all of that?
 7 MS. CRAFT: I believe that yes, that the
 8 way that the syllabi is laid out that they will be
 9 able to come out and understand what is necessary for
 10 students. In this particular program, they are also -
 11 - it aligns really well with our compass because there
 12 is also an ESL certification. So what's really
 13 interesting as you start to talk about reading not
 14 only the neuroscience but also understanding the
 15 different demands for English language learners and
 16 how language was acquired when it's a second language.
 17 And so I think that this program actually addresses
 18 not only what we know about how students need to learn
 19 to read and what we know about the brain science, but
 20 it also addresses a changing population and elevates
 21 part of our compass.

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1 MS. MACK: Thank you. I have a quick
 2 follow-up question about Morgan.
 3 CHAIRWOMAN HENN: Ms. Mack, is that related
 4 to this contract? Otherwise, I would ask you to hold
 5 it and possibly email it.
 6 MS. MACK: Okay, I'll do that. Thank you.
 7 CHAIRWOMAN HENN: Thank you. Any other
 8 questions regarding L-10? Hearing none, may have a
 9 rollcall vote, please?
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: Yes.
 12 MS. GOVER: Ms. Causey?
 13 MS. CAUSEY: Yes.
 14 MS. GOVER: Ms. Mack?
 15 MS. MACK: No.
 16 MS. GOVER: Ms. Jose?
 17 MS. JOSE: Yes.
 18 MS. GOVER: Mr. McMillion?
 19 MR. MCMILLION: No.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

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1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: No.
 9 MS. GOVER: Ms. Henn?
 10 CHAIRWOMAN HENN: No. What was the final
 11 count?
 12 MS. GOVER: Favor of seven.
 13 CHAIRWOMAN HENN: The motion carries.
 14 Next, we have -- let's see. Thank you.
 15 Item L-27. May I have a motion to approve Item L-27?
 16 MR. THOMAS: So moved, Thomas.
 17 CHAIRWOMAN HENN: Thank you. No seconds
 18 needed. Any discussion? Mrs. Causey. Mrs. Causey.
 19 MS. CAUSEY: Thank you. So this -- in
 20 building and contracts, the question was asked about
 21 we -- the board had earlier passed a contract -- or we

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1 don't we don't pass the contracts because we don't see
 2 those -- that general contract recommendation form, so
 3 one had already been passed. And if you could just
 4 explain a little more why this is separate.
 5 MR. AGOSTO: Yeah. So the intent of this
 6 request here is to separate the finance portion of
 7 purchases. Let's take, for example, the panel
 8 purchase, the Clara (phonetic) panels. This would
 9 allow us -- this is a cooperative contract, so we're
 10 using pre-competed -- or responsive bidders for this
 11 particular contract to allow us to separate the
 12 finance payments and charges from the actual purchase
 13 of the equipment. And in cases, since we do have
 14 multiple bidders, it allows us to get a better price
 15 for the financing charges of the equipment that we're
 16 looking at.
 17 MS. CAUSEY: Okay, thank you. And so would
 18 it make sense that that other contract authority would
 19 be reduced by a million and a half, since it was the
 20 Board's understanding that that contract included
 21 pricing, whether -- and it was a very large contract,

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1 and it was very complicated, it had some statements
 2 that says some things would be purchased and some
 3 things would be leased. So one would believe that
 4 that included the leasing fees.
 5 MR. AGOSTO: Which contract was that, Ms.
 6 Causey?
 7 MS. CAUSEY: Well, there were two very
 8 large ones that I abstained from because I felt it was
 9 important for the Board to understand the overall
 10 technology plan. I'm sure staff can identify them.
 11 MR. HARTLOVE: So yeah, my understanding is
 12 financing was not part of those of those contracts.
 13 Financing was separated out because we knew we were
 14 going to take this, this approach of separating
 15 financing from the actual, the actual items.
 16 And again, as Mr. Agosto said, the reason
 17 we do that is because when we're going for a vendor,
 18 they may have the best, the best, say laptop, but
 19 their financing may not be favorable. So we split
 20 that out so we can get the type of equipment we want
 21 but we can also then also get the best financing

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1 available to us. So that's why we split this out.
 2 CHAIRWOMAN HENN: And gentlemen, is it safe
 3 to say we're not going to incur the financing costs
 4 twice?
 5 MR. AGOSTO: Correct.
 6 MR. HARTLOVE: That's correct.
 7 CHAIRWOMAN HENN: Thank you.
 8 MS. CAUSEY: Okay, I think it would be
 9 helpful for me as a board member personally to --
 10 that's why those large contracts are --
 11 CHAIRWOMAN HENN: Mrs. Causey, do you have
 12 any other questions specific to this contract?
 13 MS. CAUSEY: I think it would be helpful
 14 for the Board to know ultimately what equipment is
 15 going to be purchased and what is going to be leased
 16 and why that is the most beneficial way to go.
 17 CHAIRWOMAN HENN: That's not relevant.
 18 MS. SCOTT: Point of order, Ms. Henn.
 19 CHAIRWOMAN HENN: That's not relevant to
 20 this contract, which is just on financing. So, if you
 21 have any other questions specific to this financing

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1 contract, I'll entertain them. Otherwise, that's not
 2 germane to this contract.
 3 Ms. Scott, you had a point of order.
 4 MS. SCOTT: Point of order. Thank you.
 5 CHAIRWOMAN HENN: What is your point of
 6 order?
 7 MS. SCOTT: Yes. My point of order is that
 8 we're moving away from discussing the contracts. And
 9 there was a committee meeting, I understand, where
 10 this could have been asked, so.
 11 CHAIRWOMAN HENN: Thank you. Mrs. Causey.
 12 MS. CAUSEY: Thank you. The point is
 13 whether this amount is the appropriate amount. And if
 14 the Board doesn't know what level of equipment is
 15 being purchased or leased, how can the Board make the
 16 right decision about whether this is the correct
 17 amount \$1,500,000 to be on this contract? So that's
 18 the nature of my question.
 19 MR. AGOSTO: Sure, the 1.5 million that you
 20 see here is actually an estimate based on the
 21 expenditures of purchases that we do intend for the

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1 upcoming year. So that would include the anticipated
 2 purchases of Chromebooks, as I mentioned, the expected
 3 purchases -- or sorry, the financing associated with
 4 Chromebooks and then also with the panel. So we --
 5 the 1.5 is a number that's come up and it's based on
 6 proposed expenditure for the upcoming year. So we
 7 didn't just pull that number out. It is -- there's
 8 some basis to it.

9 MS. CAUSEY: Okay. Thank you. I think it
 10 would still be helpful for the Board to receive
 11 reports on what is purchased and what is leased.
 12 Thanks.

13 CHAIRWOMAN HENN: Thank you. And that
 14 level of detail would be helpful on the contract award
 15 document we receive in the future. Thank you. Any
 16 other questions or comments, board members?

17 MR. KUEHN: Ms. Henn.

18 CHAIRWOMAN HENN: Yes, Mr. Kuehn.

19 MR. KUEHN: Hi, thank you. So we talked
 20 about this allowing us or providing some kind of
 21 flexibility associated with financing. And I was

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1 hoping that staff could just illustrate how this is
 2 going to affect our ability to go ahead with some of
 3 these large contracts that we have that Ms. Causey was
 4 talking about, that we've passed or at least we've
 5 approved the spending for significant spends on
 6 hardware that we need for the system.

7 So, could you just illustrate how this
 8 contract helps us or this money allows us to finance
 9 these things in a way that we are actually saving
 10 money?

11 MR. AGOSTO: So here's an example. And
 12 I'll actually caveat with this. I'm going to give you
 13 some fake numbers here. But here's just to illustrate
 14 how this would work. The existing financing vendor
 15 that we use I believe it's Dell or -- HP, thank you --
 16 HP financing, we're going to get a certain rate from
 17 them for the financing charges. With this particular
 18 contract here, since we're using a cooperative
 19 contract with bidders, we do have three additional
 20 vendors here, they can, if they offer us a finance
 21 rate that's, say, it's one percent less than what

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1 we're looking at from HP financial, that there's the
 2 savings there. Before this contract, we'd be limited
 3 to the one sole provider that we have.

4 MR. HARTLOVE: Just to piggyback on that,
 5 the three companies are EMC Corporation, Dell EMC,
 6 Hewlett Packard Enterprise Company, and Presidio
 7 Network Solution. So that is the key point is, is
 8 when -- if we just go through the vendor that we
 9 purchased the hardware with, we get whatever financing
 10 agreement they give us. This allows us to go out and
 11 pick the best of the of the three for each group, each
 12 time we go out and procure equipment, we can get the
 13 best financing available.

14 MR. KUEHN: Okay, just to follow on, one of
 15 my -- so we've provided a significant amount of money.
 16 And when I think about financing, I'm thinking about
 17 the leasing agreements that we're entering. But we
 18 also have purchase agreements, and we're purchasing
 19 things. We're purchasing them outright, correct, or
 20 are you borrowing money and financing the purchase
 21 over a number of years?

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1 MR. HARTLOVE: We have, I believe,
 2 historically been financing our technology spend.
 3 We've been doing it for a number of years. So yes, we
 4 in effect, we are paying for the equipment over I
 5 believe five years is how we go about it.

6 MR. KUEHN: All right. Well --

7 MR. HARTLOVE: And that is not a new,
 8 that's an existing practice. It's been going on for
 9 many, many years.

10 MR. KUEHN: Okay. Well, I think, you know,
 11 I don't want to get into it here. Perhaps we can talk
 12 about this in a budget committee meeting or further in
 13 some kind of committee meeting so that it's clear as
 14 to what these charges we're incurring and what the
 15 expenses are. So if this money makes it possible for
 16 us to get lower rates, I'm more than happy to approve
 17 it. Thank you.

18 CHAIRWOMAN HENN: Thank you, Mr. Kuehn.
 19 And I'll second that. I appreciate the fact that
 20 we're shopping around for the best rates and that we
 21 are able to separate the financing from the purchase

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1 so -- or the leasing, whatever. So I applaud that. I
 2 think this shows initiative and that is something that
 3 I've been looking for a long time, so I truly
 4 appreciate this and thank you for bringing it to us.
 5 MR. AGOSTO: Thank you.
 6 CHAIRWOMAN HENN: Thank you. May we have
 7 rollcall vote, please?
 8 MS. GOVER: Ms. Rowe?
 9 MS. ROWE: Yes.
 10 MS. GOVER: Ms. Causey?
 11 MS. CAUSEY: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Ms. Jose?
 15 MS. JOSE: Yes.
 16 MS. GOVER: Mr. McMillion?
 17 MR. MCMILLION: Yes.
 18 MS. GOVER: Mr. Thomas?
 19 MR. THOMAS: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Yes.

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1 MS. GOVER: Ms. Scott?
 2 MS. SCOTT: Yes.
 3 MS. GOVER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: Yes.
 7 MS. GOVER: Ms. Henn?
 8 CHAIRWOMAN HENN: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN HENN: The motion carries.
 11 Thank you. Brings us to L-32. Do I have a motion to
 12 approve Item L-32.
 13 MR. THOMAS: So moved, Thomas.
 14 CHAIRWOMAN HENN: Thank you. Any
 15 discussion?
 16 MR. KUEHN: Question, Kuehn.
 17 CHAIRWOMAN HENN: Mr. Kuehn.
 18 MR. KUEHN: Thank you. We discussed this
 19 at length in the Budget Committee meeting. And I just
 20 had one question. Hopefully, Mr. Dixit or someone can
 21 address this. My understanding is this is being

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1 funded by a grant, I believe, at the state level that
 2 was provided by a specific politician. And I'm just
 3 curious as to who that person was.
 4 MR. DIXIT: So, good evening. These grants
 5 are quite common that are provided by the help of
 6 elected officials at the state level. They try to
 7 take care of schools or needs in their schools. I
 8 don't keep track of the name of the elected official.
 9 But this was provided. There were two separate grants
 10 that included turf field and associated work. There
 11 was some money leftover from that grant we used to
 12 fund this project. And if there was any additional
 13 money needed, we work with the county to get the money
 14 from local capital program, which is what our practice
 15 is. We always try to do work that is needed at any
 16 school. And if the grant needs some kind of support,
 17 we try to help if the money is available. And that's
 18 what has happened. So it's not anything unusual.
 19 MR. KUEHN: Mr. Dixit, I fully understand
 20 that. Having been involved in the Towson High School
 21 Boosters, I know that delegates and electeds are

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1 always trying to provide money for facilities and help
 2 with things like fields and what have you. So, I was
 3 just trying to clarify for the public who supported it
 4 because I think it's great that Pikesville is getting
 5 a new track. And, you know, maybe you don't know off
 6 the top of your head, and that's fine. Where can
 7 someone go to find that information? Can you just
 8 direct, you know, help us direct the public where to
 9 go?
 10 MR. DIXIT: So we can direct the public to
 11 contact their state representatives. Because these
 12 grants, they do come from state. And if there is
 13 anybody who's interested, we can help them. In a lot
 14 of cases, state delegates, they ask for our help. And
 15 if there's anything we can do to support our schools
 16 and our students, we always do that.
 17 MR. KUEHN: But there are specific grants
 18 that we're using. So I just -- I'm curious and I'm
 19 just trying to understand where the money came from so
 20 people understand where that money came from and --
 21 MR. DIXIT: So these grants --

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1 MR. KUEHN: -- who made it available.

2 MR. DIXIT: These grants are initiated by

3 the state legislatures, and they work through the

4 Department of General Services. so it's not any secret

5 amount of money. It's well-known fact. And we have

6 several projects going on in county now and in the

7 past.

8 CHAIRWOMAN HENN: Thank you. Ms. Mack.

9 MS. MACK: Yes. And this may have been

10 discussed in building and contracts. If it was, I

11 apologize. But, Mr. Dixit, do we have a process for

12 listing and prioritizing needs like this for all of

13 our schools, similar to like the construction plan?

14 MR. DIXIT: So, for certain buildings,

15 systemic projects, we try to maintain a list based on

16 the knowledge of the condition and based on the age of

17 equipment, but not for each and every systemic

18 project.

19 MS. MACK: I'm speaking specifically to

20 like tracks and turf and things like that. So I don't

21 know if I made myself clear.

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1 MR. DIXIT: Okay, so that helps me. A lot

2 of our effort in the past, as you know, has been in

3 the area of providing seats, air conditioning, and

4 those systems that directly impact classroom

5 environment, like heating or roof leaks. As a result

6 of that, as a result of those competing priorities, a

7 lot of site work, hard surface work, tracks we had not

8 had -- were able to find funding for those types of

9 projects. And I'm glad to share that because of the

10 effort made by the superintendent and his team, we are

11 trying to work out to get some additional funding in

12 the next couple of years for the track and for the

13 site work.

14 CHAIRWOMAN HENN: Ms. Mack, do you have any

15 specific questions to this contract?

16 MS. MACK: No. No.

17 CHAIRWOMAN HENN: Thank you. Ms. Causey

18 and then Ms. Jose.

19 MS. CAUSEY: Thank you. So my

20 understanding from attending the board building and

21 contracts committee is that the Pikesville track, if

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1 you can confirm, was last resurface in 2005?

2 MR. DIXIT: That's correct.

3 MS. CAUSEY: Okay, and so to follow along

4 other board members' conversations, and again, number

5 one, we appreciate the support of our elected

6 officials in providing funding in all of the manners

7 that they do it, with the state budget, the county

8 council budget, the county budget, and then these

9 special grants. And so my understanding is that

10 Hereford High School's track is from 1995. And it was

11 asked earlier if there is a life cycle of tracks. So

12 can you confirm is there a list with the age of the

13 tracks and then what is it, like we know roofs lasts a

14 certain time?

15 MR. DIXIT: So there is no definite certain

16 amount of years. But a good estimate is 15 to 20

17 years. And during that time, tracks do need repair.

18 And if there are any requests for repair, we take care

19 of that. Specifically talking about Hereford, the

20 effort that I mentioned earlier about trying to get

21 additional funding, Hereford is one of the high

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1 schools which is included in those efforts.

2 MS. CAUSEY: Well, I appreciate that

3 response. Because I can imagine as with all of our

4 facilities when they have high use and some of our

5 overcrowded schools do, that they may need to be

6 replaced or sooner than other things. So I appreciate

7 your comment and that everyone is looking at all of

8 the needs of the county. Thank you.

9 CHAIRWOMAN HENN: Ms. Jose.

10 MS. JOSE: Thank you. I just want to

11 clarify that this is a grant, and I saw a lot of

12 questions related to politicians and grants. And

13 clearly, everybody knows who the politician is. I

14 don't. Ask the politician if you want to figure out

15 how a grant is done. And wear and tear of tracks is

16 based on usage. It's based on how often it's

17 maintained. And if you're just going to look at how

18 often it's replaced, we should also look at how much

19 maintenance money is put in every year in some of

20 these tracks. So that that will be a much more valid

21 way of looking at it, how much money is put in every

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1 year into some of these tracks. That's all I have to
 2 say, and thank you.
 3 CHAIRWOMAN HENN: Thank you. May I have a
 4 rollcall vote, please?
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Ms. Henn?
 5 CHAIRWOMAN HENN: Yes. The motion carries.
 6 Do I have a motion to approve Items L-33 through L-45?
 7 MR. THOMAS: So moved, Thomas.
 8 CHAIRWOMAN HENN: Thank you. Any
 9 discussion? Hearing none, may I have a rollcall vote?
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: Yes.
 12 MS. GOVER: Ms. Causey?
 13 MS. CAUSEY: Recuse.
 14 MS. GOVER: Ms. Mack?
 15 MS. MACK: Yes.
 16 MS. GOVER: Ms. Jose?
 17 MS. JOSE: Yes.
 18 MS. GOVER: Mr. McMillion?
 19 MR. MCMILLION: Yes.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

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1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Henn?
 10 CHAIRWOMAN HENN: Yes.
 11 MS. GOVER: Thank you.
 12 CHAIRWOMAN HENN: The motion carries.
 13 Thank you.
 14 The next item on the agenda is
 15 consideration of the proposed board meeting schedule
 16 for 2022 to 2023. May I have a motion to approve the
 17 proposed board meeting schedule for 2022 through 2023
 18 as presented in Exhibit M?
 19 MS. JOSE: So moved.
 20 CHAIRWOMAN HENN: Thank you, Ms. Jose. Do I
 21 have a second?

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1 MS. MACK: Second, Mack.
 2 CHAIRWOMAN HENN: Thank you, Ms. Mack. Any
 3 discussion? Mr. Thomas.
 4 MR. THOMAS: Thank you. I just wanted to
 5 state that this is after my term, but I'm wondering if
 6 this Board wants to consider additional meetings since
 7 the term of many board members will be ending at that
 8 moment. So I just wanted to throw that out there.
 9 I'm going to be abstaining from this vote because I
 10 won't be on the Board at the time. Thank you.
 11 CHAIRWOMAN HENN: Okay. So I'll respond to
 12 that, Mr. Thomas, and thank you for the suggestion.
 13 So the board chair always has the ability to call
 14 special meetings, either independently or at the
 15 request of board members. So even though those -- or
 16 if those aren't added to the calendar or scheduled
 17 those, that's always an option, even if we don't do so
 18 now. So thank you for that suggestion.
 19 MR. THOMAS: Thank you.
 20 CHAIRWOMAN HENN: Ms. Jose. Did you have a
 21 --

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1 MS. JOSE: No. Thank you. You have
 2 answered my question. This schedule is put together
 3 pursuant to board policy 8311 which every board has to
 4 do, even if we're not on the board.
 5 CHAIRWOMAN HENN: Thank you. Okay. May I
 6 have a rollcall vote, please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Rowe?
 10 CHAIRWOMAN HENN: She said yes.
 11 MS. GOVER: I'm sorry. Ms. Causey?
 12 MS. CAUSEY: No.
 13 MS. GOVER: I'm sorry?
 14 MS. CAUSEY: No.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. GOVER: Mr. McMillion?
 20 MR. MCMILLION: Yes.
 21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Abstain.
 2 MS. GOVER: Mr. Offerman?
 3 MR. OFFERMAN: Yes.
 4 MS. GOVER: Ms. Scott?
 5 MS. SCOTT: Yes.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: 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 The next item on the agenda is
 16 consideration of the FY 2022 budget appropriation
 17 transfer. And for that, I call on Mr. Hartlove and
 18 Mr. Tantleff. Hello.
 19 MR. HARTLOVE: Good evening. We're going
 20 to step you through the BAT for this year. And I'm
 21 going to turn it over to Mr. Tantleff, our director of

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1 budget and management.
 2 CHAIRWOMAN HENN: Thank you.
 3 MR. TANTLEFF: Thank you.
 4 CHAIRWOMAN HENN: Hi, Mr. Tantleff.
 5 MR. TANTLEFF: Good evening.
 6 CHAIRWOMAN HENN: Good evening.
 7 MR. TANTLEFF: Good evening. In front of
 8 you, you'll find a budget appropriation transfer
 9 request. The BCPS budget consists of 13 separate
 10 appropriations by activities prescribed by the
 11 Maryland Department of Education. Transfers of funds
 12 between activities requires approval from the Board of
 13 Ed and the county council. Based on close monitoring
 14 expenditures through the first three quarters of FY22,
 15 our current full year expense projections show an
 16 overall surplus but with shortfalls in some activities
 17 and surpluses in others. Because BCPS can carries no
 18 contingency budget, the only way to manage
 19 unanticipated expenses during the year is via
 20 amendments to the budget. We are projected overall
 21 we'll finish the year approximately \$45 million under

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1 budget. That's before \$21 million in new BAT items
 2 that you have before you. Each quarter all budget
 3 line transfers that make up this BAT were reviewed at
 4 the budget committee to address concerns raised in the
 5 efficiency study.
 6 Additionally, the BAT contains several new
 7 requests that are contingent on board BAT approval to
 8 make funds available for these purchases. Included is
 9 11.7 million in technology related items, 9.6 million
 10 in textbooks, and \$475,000 for HVAC service contracts.
 11 The details can be found in the materials submitted to
 12 the Board for this meeting.
 13 In the BAT available funds of 12.6 million
 14 are coming from activity 03, Instructional Salaries
 15 due to salary savings from vacancies and a challenging
 16 hiring environment. 6 million can be transferred from
 17 activity 06, Special Education, due to position
 18 vacancies. 5.5 million is coming from activity 09,
 19 Student Transportation, which will reallocate salary
 20 savings from vacancies; and 8.7 million is available
 21 to be transferred from activity 12, Fixed Charges due

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1 to fringe benefits associated with vacancies.
 2 A transfer of 10.6 million into activity
 3 01, Administration, will provide funds for board legal
 4 fees, which were originally unbudgeted, and the
 5 following year end requests: prepayment of technology
 6 equipment financing for the BCPS firewall a 4.5
 7 million; high school network and voice over IP
 8 upgrades 1.5 million; prepayment of software license
 9 fees 4.5 million; technology for Food Services of
 10 767,000; technology for Transportation of 12,000; and
 11 technology for Facilities of 486,000, offset by
 12 salaries and savings of 1.3 million. Lastly,
 13 request a transfer of 15.7 million into activity 04,
 14 Instructional Textbooks and Supplies will provide
 15 funds for the purchase of FY23 textbooks 9.6 million
 16 and digital content of 1.4 million, the purchase of
 17 digital display boards for classrooms of 3 million,
 18 and it also will cover principal's reallocation of
 19 their per pupil operating funds during the year of 1.8
 20 million.
 21 A transfer 6.6 million into activity 11,

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1 Maintenance of Plant, will provide funds for
 2 maintenance service contracts 4.9 million, emergency
 3 chiller replacement Deer Park Middle School of
 4 806,000, and bottled water in schools of 900,000.
 5 I do want to mention, again, that
 6 everything other than the two new requests have been
 7 reviewed each quarter by the budget committee in
 8 detail. So, it's just the sum of those budget line
 9 transfers throughout the year build the basis for the
 10 budget appropriation transfer. And that was a new
 11 process we put in place this year.
 12 MR. HARTLOVE: With that and on that note,
 13 just talking about some of the changes from this year
 14 to last year, we talked about the budget line-item
 15 transfers that are gone over at the budget committee
 16 meetings quarterly. The other item is a schedule
 17 that's included in your packet that is new. I don't
 18 if you want to just briefly go over that as well, just
 19 in an effort to be as transparent as we possibly can.
 20 MR. TANTLEFF: Sure. So, as mentioned,
 21 there were two packets of items that have not been

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1 purchased yet and are contingent on the Board
 2 approving the Budget Appropriation Transfer for
 3 technology and textbooks. And we gave you a detailed
 4 handout that shows you all the line items that
 5 comprise that \$20 million plus request. Thank you.
 6 CHAIRWOMAN HENN: Thank you.
 7 MR. TANTLEFF: We'll now be happy to take
 8 any questions.
 9 CHAIRWOMAN HENN: Sure. So I have one just
 10 to start us off. Should we be expecting another BAT
 11 request before the end of this fiscal year in addition
 12 to this?
 13 MR. TANTLEFF: No, this is the only BAT
 14 that we'll request this fiscal year. This uses full
 15 year projections and any requests the superintendent
 16 wanted to bring forward to fund this year.
 17 CHAIRWOMAN HENN: Okay, so nothing is
 18 pending beyond what we have here?
 19 MR. TANTLEFF: No, this will cover
 20 everything we'd like to do this year.
 21 CHAIRWOMAN HENN: Thank you. Ms. Mack.

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1 MS. MACK: Yes. Mr. Tantleff, first of
 2 all, thank you very much. I learned a lot from the
 3 presentations that you have made throughout the year
 4 at the Budget Committee. And my question is a
 5 specific question, but it could be a more general
 6 question. The item requested on the first line of
 7 subtotal activity 004, Instructional Textbooks and
 8 Supplies is \$7.9 million for a specific literacy
 9 program for which a pilot started just yesterday. So
 10 my question is a process question. If the pilot is
 11 not successful and another product is ultimately
 12 purchased, what are the implications from a financial,
 13 slash, accounting standpoint?
 14 MR. TANTLEFF: Well, if this moved forward
 15 as requested, those materials would be -- a purchase
 16 order would be put in place for the full almost \$8
 17 million purchase.
 18 MS. MACK: If the pilot is not successful?
 19 MR. TANTLEFF: Dr. Boswell-McComas would
 20 need to comment on the pilot.
 21 DR. WILLIAMS: Ms. Shay, would you respond

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1 to that?

2 MR. TANTLEFF: Or Ms. Shay.

3 DR. WILLIAMS: Thank you.

4 MS. SHAY: Good evening. So thank you for

5 the question. Of course, if the pilot were not

6 successful, we would not move forward with purchasing

7 those materials. So, Mr. Tantleff, I think the

8 question is what happens to that \$7.9 million if we

9 don't. And I just want to offer that there are two

10 more gatekeeping moments, as you see reflected in the

11 BAT that we would still be bringing forward the

12 contract for these materials to the June Contracts

13 Committee, which would be another opportunity.

14 So if we were to approve the funds in the

15 BAT, we finished the pilot, my hope is we come to

16 Curriculum Committee in May and the Contract Committee

17 in June and everything is perfect. If that is not the

18 case and the pilot is not successful, I think the

19 question is we're not going to spend the \$7.9 million

20 on a product that was not successful, what would we do

21 with those funds?

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1 MR. TANTLEFF: At that point, the funds

2 would just go into fund balance, they would be

3 unspent.

4 MR. HARTLOVE: And I think that's a good

5 point that Ms. Shay made before. Everything that we

6 spend -- there's two main steps in us spending

7 dollars. One, is to have the appropriation, the budget

8 in the right place. That's what you're seeing here

9 tonight. The other item is a contract, which we bring

10 to you. So there's, there's usually typically two

11 steps that we bring. We do not procure anything

12 without going through both of those steps. So this is

13 a step that puts the dollars in place. I believe it

14 was the May or June meetings where we're going to

15 bring back the contract. And if the pilot does not go

16 -- if the pilot is not successful, even if we had both

17 steps, we would not procure at that point.

18 MS. MACK: Ms. Henn, may I speak, add to

19 that? That was never my question. I know that we

20 would not move forward. My question is truly a

21 process question. I think Mr. Tantleff said it would

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1 go back into the fund, but would it go back to the

2 county or what would it be able to be used at some

3 point in the future for another program?

4 MR. TANTLEFF: At year end, any unspent

5 general funds go into fund balance. The county, you

6 can think of it as them holding those funds for us.

7 And we've almost every year in history reappropriated

8 some of those funds, so it's been almost 32 million

9 the last several years, that county could ask us to

10 appropriate more of those funds if they chose to. But

11 the best way to think about it, Ms. Mack, is that

12 money is sort of sitting in the bank and at some point

13 we can appropriate those funds. But we could not use

14 them in the current year. We would need to actually

15 add them to the budget and use them as a source of

16 funding in a future year.

17 MS. MACK: But we wouldn't lose them?

18 MR. TANTLEFF: No.

19 MS. MACK: Thank you very much. Thank you

20 for answering.

21 MR. HARTLOVE: Right. It's BCPPS fund

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1 balance. I'm sorry, I spoke over you. Yeah, it was

2 PCPs fund balance is what I wanted to make sure that

3 we clarified.

4 MS. MACK: I'm sorry, could you repeat

5 that?

6 MR. HARTLOVE: When we were talking about

7 fund balance and you were talking about reverting to

8 the county, I wanted to make sure that we understood

9 that it was BCPS fund balance. So it's our fund

10 balance.

11 MS. MACK: Thank you. Thank you very much.

12 CHAIRWOMAN HENN: Thank you. Dr. Hager.

13 DR. HAGER: Yes, thank you for the handouts

14 and for the presentation. I thought you explained

15 things really well. And I appreciate that.

16 My two specific questions were about the

17 spending money on digital displays and the cafeteria

18 point of service technology just because I thought we

19 had already approved contracts for those things. So is

20 this more of those or enhanced versions?

21 MR. TANTLEFF: Sure. So the contract covers

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1 multiple years of purchasing, but we need to have the
 2 money available to spend. So because we are
 3 underspending this year, we're requesting to purchase
 4 more of those displays this year to free up the funds
 5 in future years. It's all within the contract
 6 authority that the Board approved.
 7 DR. HAGER: That makes a lot of sense.
 8 Thank you.
 9 MR. TANTLEFF: Sure.
 10 CHAIRWOMAN HENN: Thank you. Ms. Rowe.
 11 MS. ROWE: Yes. Can you explain to me how
 12 it is that we have continuous year after year needs in
 13 transportation and special education and yet, it seems
 14 many of these BAT transfers, we seem to have money to
 15 transfer out of those two departments?
 16 MR. TANTLEFF: Ms. Rowe, would you mind
 17 just saying that again, please? It was a little
 18 muffled.
 19 MS. ROWE: So we have year after year
 20 continuing needs in transportation and special
 21 education. How is it that we have money to transfer

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1 out of those two departments?
 2 MR. TANTLEFF: We fully intend to expand
 3 both of those budgets. And in some years, we actually
 4 do overspend special ed. But because of the
 5 difficulties we have in hiring employees generally,
 6 that's causing us to understand the budget. I think
 7 that's the very simple explanation. To the best of
 8 our ability, we are -- HR is going all out to try to
 9 hire in those categories. And in particular this
 10 year, our vacancies are significantly higher than
 11 they've been in past years. But in general, those are
 12 hard to hire areas.
 13 MS. ROWE: Is there nothing that special ed
 14 needs besides those positions?
 15 MR. TANTLEFF: I think HR is trying to fill
 16 every position they can.
 17 MS. ROWE: I guess my concern is moving
 18 money out of categories like transportation and
 19 special ed. I can't imagine that we can't find some
 20 way to spend that money within those categories.
 21 MR. TANTLEFF: We don't have any way in the

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1 next two months to effectively spend money in those
 2 categories. Where the dollars are targeted towards
 3 positions, we can always spend on positions we have
 4 for transportation. As you know, we significantly use
 5 contract routes in addition to our drivers. And we're
 6 fully utilizing them. We want to smartly spend our
 7 money. But just based on our current run rate, this
 8 is our projected year end surplus. It is not through
 9 lack of trying to fill all of these positions.
 10 MS. ROWE: Did you just say that we could
 11 only use money that's FTE allocations for other FTEs?
 12 MR. TANTLEFF: I'm sorry, could you clarify
 13 that? Say it again, please.
 14 MS. ROWE: You seem to indicate that if
 15 money is surplus because it's a position or an FTE,
 16 that we can only spend that money on some other
 17 position or FTE, is that what you meant to say?
 18 MR. TANTLEFF: No, that was just from a
 19 practical standpoint, what's actually happening. I
 20 mean, in transportation, you can find a driver or a
 21 contract route. We've gone year to date with

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1 vacancies that have created the surplus. So I'm not
 2 sure how we can effectively spend that money in the
 3 last two months of the year.
 4 MR. HARTLOVE: Right. And those three
 5 areas that we've moved the dollars out of are very
 6 labor-intensive areas: instruction, special education
 7 and transportation. So that's where most of the
 8 spending is occurring, one people. So when we can't
 9 find the people, there's not a lot of other things to
 10 use those dollars for in those areas. And our biggest
 11 effort is finding people or finding substitutes or
 12 finding contractual people. But our efforts are to
 13 utilize the dollars in the categories they're in. But
 14 then when we get to the year end and we project that
 15 we won't be spending all those dollars, we look for
 16 opportunities across this system. And that's what
 17 we've identified and that's why we're moving some of
 18 the dollars around.
 19 MS. ROWE: Okay, and my last question is
 20 for the chair of the Budget Committee. Did the Budget
 21 Committee have a recommendation on this BAT transfer?

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1 CHAIRWOMAN HENN: Mr. Kuehn.
 2 MR. KUEHN: Ms. Rowe, we've discussed in
 3 detail the line items that have been provided within
 4 various transfers. We never took any action to
 5 approve or disapprove anything.
 6 MS. ROWE: Okay, thank you.
 7 CHAIRWOMAN HENN: Thank you. I have a
 8 follow up to Ms. Rowe's question and Mr. Thomas I'll
 9 come to you.
 10 With regard specifically to transportation,
 11 does that mean -- I know we can't fill those
 12 positions. You said that. But we also can't pick up
 13 additional contract routes? Is that what I heard you
 14 say in terms of spending?
 15 MR. TANTLEFF: Well, I believe they're
 16 fully utilizing contract routes to the best of their
 17 ability. So we're not restricting Transportation's
 18 ability to use contract routes. This is just based on
 19 the forecast of how many they're using, how many
 20 they're projecting to use, how many vacancies we have,
 21 covering vacancies with other positions, which cause,

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1 you know, overtime pay or, you know, just other ways
 2 of covering those positions. So I believe
 3 Transportation is doing the best they can with every
 4 resource at their disposal.
 5 CHAIRWOMAN HENN: So, and I know you may
 6 not be able to speak to this, then. But what are the
 7 restrictions, then, in terms of not being able to use
 8 additional contractors to cover these routes that we
 9 can't get drivers to cover?
 10 MR. TANTLEFF: I don't believe there are
 11 any particular restrictions other than resources from
 12 the bus companies themselves.
 13 CHAIRWOMAN HENN: So it would be the
 14 availability?
 15 MR. TANTLEFF: Sure.
 16 CHAIRWOMAN HENN: Okay. Thank you. Mr.
 17 Thomas.
 18 MR. THOMAS: Thank you. Can you repeat
 19 again how much of the budget was underused?
 20 MR. TANTLEFF: It'll be about 45 million
 21 this year, pending the \$21 million of new spending

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1 we're requesting the Board approve in the BAT of the
 2 current year budget.
 3 MR. THOMAS: Okay, so then it would be 24
 4 million overall if the BAT is approved that would go
 5 unspent?
 6 MR. TANTLEFF: Yes.
 7 MR. THOMAS: Okay. And that unspent money,
 8 is that going into the BCBS fund balance as well?
 9 MR. TANTLEFF: Yes.
 10 MR. THOMAS: So we will be able to have
 11 that money in the future?
 12 MR. TANTLEFF: Yes.
 13 MR. THOMAS: Okay. Does the county
 14 executive and the county council also have to
 15 approve these BATs?
 16 MR. TANTLEFF: Yes, we'll go present to --
 17 well, the county council is the only one that votes on
 18 it, but we present to his staff first.
 19 MR. THOMAS: Okay. Thank you. And this
 20 question, I'm not sure if you could answer but for the
 21 transportation BAT, you know, for the surplus of

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1 money, is it possible to temporarily increase the
 2 wages of our bus drivers we have or to provide
 3 additional bonuses for our transportation services?
 4 MR. TANTLEFF: I think we've done a lot of
 5 work on that this year. All drivers and bus
 6 attendants are getting an extra \$2 an hour for the
 7 year. And there's, you know, been a lot of work
 8 looking at the ASMI contract for next year, different
 9 COLAs, different restructurings. But there's also a
 10 number of bonuses that have been offered throughout
 11 the year for hiring and retention, etc.
 12 MR. THOMAS: Okay, but that was a
 13 possibility of discussion for these BATs as well?
 14 MR. TANTLEFF: I can't --
 15 MR. THOMAS: Okay.
 16 MR. TANTLEFF: -- speak to that. It would
 17 be at the superintendent and Board's discretion if
 18 they chose to propose some other type of compensation
 19 this year.
 20 MR. THOMAS: Okay, well, thank you. Those
 21 are my questions. And thank you for the excellent

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1 answers.

2 MR. TANTLEFF: Thank you.

3 CHAIRWOMAN HENN: Thank you. Ms. Jose.

4 MS. JOSE: My question was asked, but I do

5 have a follow-up question. In one of your line items

6 you have, sorry, your equipment financing agreement

7 payoff for high school network and VoIP upgrades. What

8 is your savings by doing the early payoff? Your

9 useful life has seven to 10 years. And does that

10 affect your maintenance and service agreements for

11 those?

12 MR. AGOSTO: So for the equipment finance

13 for the VoIP upgrades, the early payoff is -- I

14 believe it's about a \$90,000 savings that we have.

15 And in terms of support, the contract goes through, so

16 included in the VoIP upgrades is also -- this also --

17 it includes the support services in that. So paying

18 it off early is not going to affect our support, for

19 the ongoing support for the life of those devices.

20 MS. JOSE: Thank you. And so the 90,000

21 includes the firewall and the high school network

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1 upgrades?

2 MR. AGOSTO: This is for -- yes, this is

3 for high school network and the Voice Over IP

4 upgrades.

5 MR. TANTLEFF: You're correct.

6 MR. AGOSTO: Yep.

7 MS. JOSE: Thank you.

8 CHAIRWOMAN HENN: Thank you. Mrs. Causey.

9 MS. CAUSEY: Thank you. So the monies that

10 we're talking about are not any of the federal funds

11 related to Cares Act?

12 MR. TANTLEFF: No, this is only the general

13 fund we're discussing tonight, Ms. Causey.

14 MS. CAUSEY: Thank you. I just wanted to

15 clarify that for the public.

16 MR. TANTLEFF: Thank you.

17 MS. CAUSEY: And I do appreciate the

18 additional discussions in Budget Committee and the

19 additional information that you all have presented

20 here tonight. It's a much-needed increase of

21 transparency.

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1 So, I have a question related to the Board

2 of Education's budget. Dr. Williams is the treasurer

3 of the Board of Education. Is the 87,000 that's

4 included in this request of 10,550,000 -- Excuse me,

5 10 -- yeah, 10,550,000, administrative transport,

6 category 01, is that sufficient to cover known and

7 projected deficits in the Board's budget, and does

8 this amount include any additional for the Public

9 Works recommendations, there's, I guess, 10 of them,

10 1-7 through 1-14, and then 1-10 and 1-11, as well, and

11 any unexpected expenses?

12 DR. WILLIAMS: Well, as the staff reported,

13 the \$87,000 is to provide funds for the board legal

14 services, which were unbudgeted for this year. So

15 that's the best estimate based on the fees thus far

16 and to wrap out the remaining of the year.

17 MS. CAUSEY: Thank you. However, the

18 Public Works recommendations also suggest multiple

19 inputs from the Maryland Association Boards of

20 Education, multiple activities for the Board to

21 prepare, the Board has no additional staff with which

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1 to fulfill these. But there are Tier 1

2 recommendations, which the implementation suggestion

3 was November of 2022, so --

4 DR. WILLIAMS: So those recommendations

5 were a part of our proposed budget that went forward

6 to the county executive. When you are talk about

7 positions, this Board added positions. We're talking

8 about the current year. And so as it was indicated by

9 staff, we did an estimate of the board legal fees to

10 finish out the rest of this year. So the

11 recommendations is my understanding that the Board

12 will be briefed at some point about the status of the

13 recommendations affiliated with the Public Works,

14 Chapter one.

15 MS. CAUSEY: Thank you. And part of that

16 will require input from others, so.

17 DR. WILLIAMS: Well, that's the work of the

18 Board. And I know, the last report, I believe,

19 Chairwoman Henn gave a brief update about those

20 recommendations, and I'm sure they will be forthcoming

21 before the year is over.

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1 MS. CAUSEY: Okay. Other quick question,
 2 are advisory councils provided input: special
 3 education, citizen advisory council, gifted and
 4 talented, Citizens Advisory Council, or the master --
 5 our bargaining unit leadership?
 6 MR. TANTLEFF: On what, Ms. Causey?
 7 MS. CAUSEY: The budget allocation transfer
 8 recommendation.
 9 DR. WILLIAMS: They provide input and
 10 updates for the budget process, not the budget -- not
 11 the BAT.
 12 MR. HARTLOVE: Right, because the BAT is
 13 typically -- what we're doing with the BAT is to try
 14 to cure any kind of deficit areas and take advantage
 15 of typically not positions but areas of need that we
 16 weren't able to fund. So that's what a lot of these
 17 items are things that, you know, we have an
 18 opportunity to take advantage of. And time is of the
 19 essence, you know, we're close to the end of the year.
 20 So we want to take advantage of that. There are
 21 things that have been vetted.

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1 DR. WILLIAMS: Yeah. If I may add, I think
 2 the best example last year was you're trying to
 3 balance your checkbook, right, so at some point, you
 4 may end up moving funds. And so I remember last year
 5 this same question came up. And the staff gave that
 6 example as to the whole purpose of a BAT.
 7 CHAIRWOMAN HENN: And if I may comment on
 8 that, Mrs. Causey, if you don't mind.
 9 MS. CAUSEY: I'll reserve my time. Thank
 10 you.
 11 CHAIRWOMAN HENN: Okay. One of the things
 12 that the Board has asked for at the beginning of the
 13 budget cycle is that list, that wish list of things
 14 that aren't included in the budget when we get it at
 15 the beginning of the cycle, so that we could consider
 16 it in our request to say, Okay, this might not make
 17 the cut. But do we feel as a board that this should
 18 be in the initial pass. And that is something that I
 19 will bring to the Budget Committee for consideration
 20 as we discuss our processes moving forward, because we
 21 would like to be a part of that department input

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1 process, that when departments make their requests, we
 2 don't want to just hear what they've requested from
 3 year to year, and are interested -- we're not
 4 interested in the status quo, we want to hear the wish
 5 list as well, because we're interested in
 6 transformational change for our school system. And
 7 doing what we've done year after year is not going to
 8 bring about that change. That's what we're talking
 9 about. So when I hear you say this is opportunity,
 10 that excites me, these types of things. Like we have
 11 additional resources to apply to that. I'd like to
 12 flip that, that scenario, so that the Board can say,
 13 Okay, we're going to ask for what our students need.
 14 We're doing that on the capital budget now. And we're
 15 shooting higher than we have in the past. We need to
 16 do that on the operating side as well.
 17 Yes. Ms. Scott, I want to acknowledge you,
 18 and I believe you -- I want to make sure you are next.
 19 Mr. Kuehn was next and then Ms. Scott. Mr. Kuehn.
 20 MR. KUEHN: Thank you, Ms. Henn.
 21 Mr. Tantleff, Mr. Harlove, thank you for

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1 all this detail, really appreciate it, the time that
 2 you spent in the committee educating board members and
 3 the public that wants to join is truly very, very
 4 useful and insightful.
 5 I did want to follow up specifically on one
 6 item here, we're talking about the nearly \$8 million
 7 transfer for the My Literacy -- I'm sorry, the myView
 8 Literacy program. And Ms. Shay had said that there's
 9 a pilot, my understanding is there's a pilot
 10 undergoing, happening right now, and that a contract
 11 or request will come in June. And I know that our
 12 fiscal year ends at the end of June. And my concern
 13 is that there's very limited time between now and
 14 June, and this is really a process question. If
 15 indeed we're unable to approve or move forward on that
 16 specific contract in June, can we push the money into
 17 '23, and do we still have access to it?
 18 MR. TANTLEFF: I think the only opportunity
 19 you have if you needed a little more time, you can
 20 incur the money, but not execute the purchase
 21 order. So that would hold the money. But you

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1 wouldn't release the order to the vendor, but you
 2 couldn't do that for very long without violating
 3 accounting rules. But you know, if it was a small
 4 amount of time, you know, discussions between Mr.
 5 Harlove and the controller might allow that. But if
 6 it's months, I don't think we could do that.

7 MR. KUEHN: And if it's not approved and we
 8 don't -- we run out of time, in essence the money just
 9 reverts back to the county, correct?

10 MR. TANTLEFF: Correct.

11 MR. KUEHN: All right. Thank you very
 12 much.

13 CHAIRWOMAN HENN: Thank you. Dr. Hager.

14 DR. HAGER: Just really fast. I just
 15 wanted to follow up on something that Ms. Henn said.
 16 So a lot of the things in this list aren't -- they're
 17 not necessarily wish list items, they're getting a
 18 jumpstart on contracts that we already had planned for
 19 but now will get a head start, essentially. Is that
 20 correct?

21 MR. TANTLEFF: Correct.

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1 DR. HAGER: Okay, I just wanted to make
 2 sure that that was clear. Thank you.

3 CHAIRWOMAN HENN: Thank you. Ms. Scott.

4 MS. SCOTT: Yes, thank you. I just wanted
 5 to make sure I heard correctly. You said there is
 6 900,000 in bottled water; is that correct?

7 MR. TANTLEFF: Yes. Consistent with the
 8 last five or six years.

9 MS. SCOTT: And that was going to be my
 10 second question, if it was the same, if it had
 11 increased or decreased.

12 MR. TANTLEFF: It might be a little more;
 13 but I mean order of magnitude, it's similar.

14 MS. SCOTT: Similar. Okay. Because I was
 15 wondering if that had anything to do with faucets that
 16 had lead in them and if that was why there was the
 17 need for bottled water, because my understanding was
 18 that those faucets were replaced and repaired and I
 19 believe it's also up on the BCPS website. So is that
 20 in -- the bottled water, is that in response to those
 21 faucets that have lead?

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1 MR. TANTLEFF: I might be speaking a little
 2 out of turn, but we've put bottled water in most
 3 schools and we've left from there, I believe.

4 MS. SCOTT: Okay, so it's nothing to do
 5 with the faucets or their status?

6 MR. TANTLEFF: Well, it probably did
 7 originally when there were some concerns coming up. I
 8 think we started putting bottled water depending on
 9 the age of the school and the piping, if it was -- I
 10 forget the initial year, if it was earlier than a
 11 certain year. And then I think it expanded from there
 12 to be extra cautious.

13 MS. SCOTT: Okay.

14 MR. TANTLEFF: But someone in facilities
 15 would need to verify exactly that they are seeing.

16 MS. SCOTT: Probably Mr. Dixit or
 17 something. Okay, so I don't know if he's available to
 18 verify that. If not, I can --

19 MR. DIXIT: Yes, I'm here.

20 MS. SCOTT: Oh, hello.

21 MR. DIXIT: Hello, how are you? So Mr.

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1 Tantleff is absolutely right, that it has nothing to
 2 do with the testing of water. That this is just
 3 expenses on bottled water.

4 MS. SCOTT: Thank you, Mr. Dixit.

5 CHAIRWOMAN HENN: Thank you. Ms. Jose.

6 MS. JOSE: And just as a follow up, Mr.
 7 Dixit. If we've changed the faucets and we've tested
 8 for water, why are we still getting that much dollar
 9 amount for bottled water? Is this an optics thing
 10 that kids don't want to drink out of faucets if they
 11 don't have lead in their water? We're spending about
 12 half a million a year, and this Board has been very
 13 proactive on reducing water for years, so you would
 14 think with that amount, if we would have put it in the
 15 capital budget to replace, but it looks like people
 16 just prefer bottled water, is that the reason we're
 17 not seeing a reduction in our bottled water usage?

18 MR. DIXIT: That is a separate
 19 conversation. And that's up to Board and
 20 superintendent to decide that piece, that hasn't been
 21 decided yet. But we have continued to provide bottled

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1 water to every child throughout the school system.

2 MS. JOSE: Okay, thank you. Actually, my

3 question was for Ms. Shay. I got distracted. Sorry.

4 So the pilot that you're talking about was literally

5 launched yesterday, a day ago?

6 MS. SHAY: Yes. Correct.

7 MS. JOSE: What would be a good time period

8 to gauge the efficiency of that pilot study?

9 MS. SHAY: It's a great question. Thank

10 you. So I want to also frame it that we now have

11 access to third party parties that rate high quality

12 instructional materials, which we didn't used to have.

13 So although it's a short time period, in one marking

14 period, we selected a product that meets the highest

15 standards from EdReports, which is a nationally

16 recognized organization that vets curricula to ensure

17 its high quality instructional materials. We also

18 have ratings from six different states that have

19 independently reviewed this series. So we're going

20 into this pilot with a lot more evidence base that it

21 is a high quality instructional material. So really,

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1 the goal of the pilot is how do our teachers believe

2 it fits in Baltimore County? So how does it integrate

3 in Schoology, how do our students access the materials

4 and find them engaging and culturally responsive? So

5 our goal in our timeline is to come to the curriculum

6 committee in May with an update on how it's going. We

7 would have feedback from our pilot teachers as well as

8 student data from some of the curriculum-based

9 assessments that they would have an opportunity to do.

10 And then further that in June at the contracts

11 committee. So that's the timeline that we're

12 operating under. I'm not going to be able to show a

13 change in the MCAT scores that they're going to be

14 taking prior to even having access to this curriculum.

15 But that would certainly be a part of the ongoing

16 evaluation of the success of any product that we used.

17 MS. JOSE: So as a data driven person, I

18 don't think three months is an appropriate amount of

19 time to make that decision, especially if you've

20 received data from other states that have given it a

21 positive. But every school is different , we might

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1 have a negative or positive. So that's my concern is

2 to coming back to the Board in three months and asking

3 for funding or not about a pilot study that didn't get

4 enough time to take hold.

5 MS. SHAY: Right. I think what I want to

6 try to clarify is what we're piloting is the how, not

7 the what. So that's the distinction. I'm no longer -

8 - sometimes in the past, what we were piloting was a

9 homegrown curriculum. We would hire teachers in the

10 summer, they would write something from scratch

11 aligned to standards. And we truly were piloting to

12 determine yes or no. Now we have these really highly

13 regarded sources that tell us this has already met

14 standards of excellence for high quality instructional

15 materials. So I'm really bringing to the Board the

16 evidence base from all of those multi year research

17 studies, as well as the information of how our

18 teachers implemented it here and the feedback they

19 gave about how we best support them. So I think

20 that's an important distinction. If I was going in

21 cold, you're absolutely right, three months is not

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1 enough time. But I'm going in with a wealth of

2 research from these different organizations in

3 different states, as well as the practical

4 implementation feedback from our teachers and our

5 students. And I feel like combined that should be a

6 good -- I'm hopeful that that's a good position for us

7 to be in.

8 MS. JOSE: Thank you, Ms. Shay. That's

9 what I wanted to hear.

10 MS. SHAY: Sure. Thank you.

11 CHAIRWOMAN HENN: Thank you. Ms. Causey.

12 MS. CAUSEY: Thank you. I move that the

13 Board office budget be increased with additional

14 funding in the amount of \$30,000.

15 CHAIRWOMAN HENN: Is there a second?

16 MS. MACK: I'll second it.

17 MR. MCMILLION: I'll second it.

18 CHAIRWOMAN HENN: Okay. Thank you, Ms.

19 Mack and Mr. McMillion. Any discussion? Would you

20 like me to speak to your motion?

21 MS. CAUSEY: Yes, thank you. Currently,

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1 there are multiple public works recommendations where
 2 the suggested implementation timeline is well past.
 3 And there are some others that would be very
 4 beneficial to have in place before a new board takes
 5 over in December after we have elections and new
 6 appointments. Currently, the amount that's
 7 recommended does not cover what would be reasonably
 8 projected, just for the legal fees. And also one of
 9 the recommendations is to ensure that board training
 10 funds are not transferred for other expenses. So,
 11 those are my reasonings. And I hope that the Board
 12 would support it. Thank you.

13 CHAIRWOMAN HENN: Thank you. Any comments
 14 or questions, Board members? Dr. Hager and then Ms.
 15 Scott.

16 DR. HAGER: I just would be curious to ask
 17 why \$30,000? It seems like a very specific and rather
 18 small amount, honestly, given everything else.

19 MS. CAUSEY: I was trying to be
 20 conservative. But we received Board of Education in
 21 Baltimore County account summaries for the Board

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1 Office. And so there are expenditures that are not
 2 accounted for this in terms of conference fees,
 3 overnight travel per diem. And the conference fees
 4 would also be professional development but also the
 5 professional dues. And then some cushion for
 6 additional expenses. So I think that this Board has a
 7 lot of work to do. And this Board, I believe, is also
 8 dedicated to doing it. And I think we need to do more
 9 of it sooner rather than later.

10 CHAIRWOMAN HENN: Thank you. Ms. Scott.

11 MS. SCOTT: Yes, thank you. I've been
 12 speaking since the Public Works efficiency review came
 13 out that we need to have updates, we need to have
 14 updates about it, which there have not been updates.
 15 I think just to throw money at it without having
 16 updates as to where we are. There were some things
 17 that were already completed that didn't require
 18 amounts of money. And that just to me seems like an
 19 arbitrary amount without anything really tied to it.
 20 One of the recommendations that they had was for
 21 parliamentary training. That's not an exorbitant

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1 amount. There's -- it was the civility code which we
 2 created, which was this, that's not an exorbitant
 3 amount. There are things in there that the chair is
 4 in charge of doing and having and facilitating for us
 5 to do as a Board. So, 30,000 to me seems arbitrary.
 6 It just does not seem relevant to the Public Works
 7 suggestions. There are things in there that she
 8 suggested also that we need to do, that we as a Board
 9 have not even addressed, that we haven't even worked
 10 on that don't even require money. So I will not be
 11 supporting this motion. Thank you.

12 CHAIRWOMAN HENN: Thank you. Ms. Jose.

13 MS. JOSE: I have a couple of questions.
 14 One, is this for the current fiscal year, or are you
 15 asking that for the coming fiscal year?

16 MS. CAUSEY: For the current fiscal year
 17 coming in this BAT tonight.

18 MS. JOSE: And again, like the other board
 19 members said, it's a very arbitrary number. And last
 20 year this Board did not do a lot of professional
 21 training, many people did not attend conferences, half

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1 of our board does not. And that money then ended up
 2 going to legal services. So that's my concern about
 3 adding a -- and our legal expenses have been higher in
 4 the past two years than they were. So my concern is
 5 we had this money -- and no offense to you, Mr.
 6 Brousaides -- it might just end up being absorbed by
 7 legal because some of those trainings are free. I did
 8 an OMA training online, it was free, a lot of the
 9 trainings, MABE conventions. And I have seen less
 10 than half of this Board attend some of those
 11 professional development that is critical to see
 12 what's going on in other school districts. So I can't
 13 agree with that amount or that motion for that very
 14 reason that it will get absorbed in another category
 15 instead of professional development.

16 CHAIRWOMAN HENN: Thank you. So, I'd like
 17 to speak to the motion, if I may. I will be
 18 supporting this. I believe there are actions that we
 19 need to complete before the end of the fiscal year
 20 that MABE can help us with. And we have an
 21 opportunity here. It is a small amount. I believe we

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1 have not had a budgeted amount for training before
 2 now. This is something we need to prepare for. In
 3 terms of the amount, I agree with what Dr. Hager said.
 4 But given the time left in the fiscal year, I think
 5 it's appropriate. And given the time left and the
 6 realistic expectations of the work that we can
 7 complete this fiscal year. So I will be supporting
 8 the motion for that reason.
 9 Mr. Thomas.
 10 MR. THOMAS: Thank you. I'm wondering how
 11 much money do we currently have allocated that we
 12 could use for training, the certain things that were
 13 just referenced?
 14 CHAIRWOMAN HENN: We get those reports on a
 15 regular basis, but there is no budget amount for the
 16 Public Works recommendations to implement those.
 17 MR. THOMAS: Okay, but my question is,
 18 like, couldn't we use some of the money that we
 19 already have allocated to go towards those public
 20 works recommendations? I just -- I feel like -- my
 21 point is similar to some other comments, like \$30,000,

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1 I'm not sure where that's going to go. And I feel
 2 like there's not that much time left in this fiscal
 3 year. So I don't know. I can't vote on this. But I
 4 wouldn't be in support of it if I could.
 5 CHAIRWOMAN HENN: Thank you. Ms. Rowe.
 6 MS. ROWE: Yeah, so this is a BAT transfer,
 7 not a budget allocation. And so I guess what I'm
 8 wondering is if we increase the money that we want
 9 transferred into a department, where are we suggesting
 10 that this \$30,000 come from?
 11 CHAIRWOMAN HENN: Ms. Causey, do you want
 12 to speak to that?
 13 MS. CAUSEY: I would leave that to staff to
 14 determine what bucket it comes from.
 15 MS. ROWE: So could staff answer if there
 16 is a bucket in the current fiscal year that is \$30,000
 17 in surplus that this could come from?
 18 MR. TANTLEFF: Ms. Rowe, the BAT as
 19 presented would have enough flexibility to move
 20 \$30,000 into the Board budget from underspend in other
 21 areas of activity 01 throughout the organization.

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1 MS. ROWE: Okay, thank you.
 2 CHAIRWOMAN HENN: Thank you, Mr. Tantleff.
 3 Ms. Jose.
 4 MS. JOSE: Thank you. So MABE membership is
 5 paid already for this current fiscal year as is our
 6 NSBA membership and MABE allows us one free retreat,
 7 which this Board usually does it in January. We
 8 haven't even still done that. It's April. So, the
 9 next three months, to put in \$30,000, and this was an
 10 official finding by the Office of Inspector General of
 11 Education, that we put this money in, it's going to
 12 end up going into a category like legal fees where we
 13 overspend. Unless I'm specific that members are going
 14 to do training and learn because ignorance has a cost
 15 as well, I cannot support this motion.
 16 CHAIRWOMAN HENN: Okay. Dr. Hager.
 17 DR. HAGER: So right now the BAT specifies
 18 87,000 for board legal fees. So would this \$30,000 in
 19 this motion be specific for professional development
 20 or specific for the board -- sorry, public works
 21 recommendation? How is how is it being specified?

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1 MS. CAUSEY: I'm putting into the Board
 2 Office. And I think that the Board can, either
 3 through the chair working with our administrator and
 4 committee chairs, can allocate it or we can come back
 5 to the Board next week. And in terms of where the
 6 numbers are coming from, we receive these Account
 7 Summary sheets, which I've looked over. So if other
 8 board members haven't looked over them, I suggest they
 9 do and the numbers could make a little more sense, I
 10 believe.
 11 CHAIRWOMAN HENN: And the -- If I may add
 12 to that. The 87 is based on projections that were
 13 calculated for legal fees. So those have already been
 14 accounted for.
 15 DR. HAGER: And similar to the questions
 16 about the pilot project. If this money is not spent,
 17 it would go back to the BCPS, it wouldn't get rolled
 18 over into a different category, necessarily?
 19 MR. TANTLEFF: No, all general fund
 20 underspending at year end goes into our fund balance.
 21 It doesn't matter which category it came from.

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1 DR. HAGER: Thank you.

2 CHAIRWOMAN HENN: Thank you. Any other

3 comments or questions, Board members? Dr. Williams.

4 DR. WILLIAMS: I would just like to urge

5 the Board to talk about -- I think it was said, we

6 have May and June, you have May and June, for this

7 current fiscal year. And if there's some activities

8 that you're trying to do, I think that's important to

9 develop that schedule and next steps, inclusive of a

10 retreat, whether it occurs this fiscal year or next

11 fiscal year. And so, when we discuss the BAT, I just

12 wanted to reiterate why we came up with that amount

13 was around the legal fees that were not budgeted for

14 this year. The professional development, I do

15 associate with what Mr. Thomas and others are saying,

16 think about what your plan is and then what's coming

17 up in the next two months, if that is even feasible,

18 to actually plan some professional development,

19 especially if you haven't utilized the resources

20 affiliated with MABE and other organizations. So, I

21 just offer that feedback.

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1 CHAIRWOMAN HENN: Thank you. Anyone else?

2 Ms. Causey, can you make it quick? Because I'm going

3 to call the rollcall vote. You've spoken several

4 times on.

5 MS. CAUSEY: Comments. The Board has

6 utilized all of the funding available to it for

7 professional develop and conference fees, and MABE's

8 access already. So if we want to try and get

9 additional work done, then we need additional funding.

10 And I've heard complaints from Board members that we

11 haven't implemented all public works. How can we when

12 we don't have any staff available to do it and we have

13 no resources with which to do it? So this will align

14 us with the OIGE recommendations as well as provide

15 the Board opportunity to do work.

16 CHAIRWOMAN HENN: Okay. Thank you.

17 Mr. Tantleff, I have a question. Should

18 the Board register for professional development and

19 those expenses are incurred this fiscal year, even

20 though the professional development would say take

21 place next fiscal year, would those use the

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1 appropriation for the current fiscal year, or would

2 that use next year's appropriation?

3 MR. TANTLEFF: If you were registering for

4 a course, you could pay for it this year.

5 CHAIRWOMAN HENN: Okay, so we don't realize

6 that for next fiscal year?

7 MR. TANTLEFF: Anything you pay for this

8 year would hit the budget this year.

9 CHAIRWOMAN HENN: This year's budget?

10 MR. TANTLEFF: I mean, if you were going to

11 a hotel and they didn't charge you till you arrived in

12 July, that would hit next fiscal year, that part of

13 it.

14 CHAIRWOMAN HENN: So worst case, we could

15 always pay for or register for next year --

16 professional development that we plan to attend next

17 fiscal year in advance if registration were opened,

18 let's say --

19 MR. TANTLEFF: Yes.

20 CHAIRWOMAN HENN: -- that Board members

21 generally take great?

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1 MR. TANTLEFF: Yes, you could do that.

2 CHAIRWOMAN HENN: Great. Thank you. May I

3 have a rollcall vote, please?

4 MS. GOVER: Ms. Rowe?

5 MS. ROWE: Yes.

6 MS. GOVER: Ms. Causey?

7 MS. CAUSEY: Yes.

8 MS. GOVER: Ms. Mack?

9 MS. MACK: Yes.

10 MS. GOVER: Ms. Jose?

11 MS. JOSE: No.

12 MS. GOVER: Mr. McMillion?

13 MR. MCMILLION: Yes.

14 MS. GOVER: Mr. Thomas? I'm sorry.

15 MS. GOVER: Mr. Offerman?

16 MR. OFFERMAN: Abstain.

17 MS. GOVER: Ms. Scott?

18 MS. SCOTT: No.

19 MS. GOVER: Dr. Hager?

20 DR. HAGER: Yes.

21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.

2 MS. GOVER: Ms. Henn?

3 CHAIRWOMAN HENN: Yes.

4 MS. GOVER: Seven.

5 CHAIRWOMAN HENN: The motion carries.

6 MR. THOMAS: Ms. Henn.

7 CHAIRWOMAN HENN: Yes.

8 MR. THOMAS: I'd like the record to reflect

9 that I would have voted no, if I had a vote. Thank

10 you.

11 CHAIRWOMAN HENN: Ms. Scott.

12 MS. SCOTT: Yes. Also, I had a question in

13 there before the vote was taken. But there are a lot

14 of recommendations in there from public works that

15 require no funding whatsoever. So what do you say

16 about those? How will those be implemented?

17 CHAIRWOMAN HENN: So, that's not the topic

18 of discussion right now. We are moving on to the next

19 topic.

20 MS. SCOTT: Okay.

21 CHAIRWOMAN HENN: Thank you. Mr. Thomas.

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1 MR. THOMAS: Thank you. Can we go back to

2 the discussion about the water bottles in schools?

3 CHAIRWOMAN HENN: That's not appropriate --

4 MR. THOMAS: It's not related to the BAT?

5 CHAIRWOMAN HENN: -- to discuss at this

6 point.

7 MR. THOMAS: Okay, thank you.

8 CHAIRWOMAN HENN: Correct. Other questions

9 on the consideration of the budget appropriation

10 transfer? Mrs. Causey?

11 MS. CAUSEY: Is it possible to pre-pay for

12 transportation routing software?

13 MR. TANTLEFF: I think we'd need to

14 understand the situation. I don't know if I can answer

15 that question without any details.

16 MS. CAUSEY: My understanding there's an

17 RFP. Are you familiar with the --

18 MR. HARTLOVE: Yeah, when you say prepay,

19 you have to --

20 CHAIRWOMAN HENN: That's time.

21 MR. HARTLOVE: -- I mean, we have to -- we

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1 have to kind of know what we're buying. Yeah, we'd

2 have to know what we're buying. Once you know what

3 you're buying, if you know what you're buying prior to

4 June 30, you can execute a purchase order and spend

5 the dollars in the current year. If you don't, then

6 time passes.

7 CHAIRWOMAN HENN: Thank you.

8 MS. CAUSEY: Thank you. I want to note I

9 had more questions but I'm out of time.

10 CHAIRWOMAN HENN: Okay. Ms. Scott, you

11 asked your question, or you had a different question

12 not related to the BAT? Do you have any questions on

13 the BAT?

14 MS. SCOTT: Related to the BAT, no, I did

15 not. Thank you.

16 CHAIRWOMAN HENN: Thank you. Ms. Mack.

17 Oh, you're stepping away. Okay. Any other questions

18 before we call the vote? Hearing none, may I have a

19 motion to approve the Fiscal Year 2022 Budget

20 Appropriation Transfer, as amended?

21 MR. TANTLEFF: Ms. Henn, can I make one

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1 clarification before you do?

2 CHAIRWOMAN HENN: Yes.

3 MR. TANTLEFF: The BAT as presented will

4 cover the 30,000. So the BAT itself does not need to

5 be amended to move the \$30,000 into the board budget.

6 I just wanted to clarify that. That'll just be one of

7 the underpinnings of it, we'll make sure the 30,000

8 gets moved from someplace where there's an overage.

9 MR. HARTLOVE: Within the activity.

10 MR. TANTLEFF: Yeah, within that same

11 activity,

12 CHAIRWOMAN HENN: It does not need to

13 reflect the board's action in moving that 30,000?

14 MR. TANTLEFF: We can change the words, if

15 you'd like; but the dollars won't change that are

16 reflected in the BAT. Because when we put the BAT

17 together, we make sure we can cover variations that

18 are likely to happen in the balance of the year. We

19 don't, you know, do it to the dollar. We leave some

20 cushion in there.

21 CHAIRWOMAN HENN: Okay, so the BAT that

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1 gets presented then to the county council will mirror
 2 what we are approving now, in other words?
 3 MR. TANTLEFF: Yes, the --
 4 CHAIRWOMAN HENN: Is that an accurate
 5 statement, if we approve it as presented?
 6 MR. TANTLEFF: Yes.
 7 CHAIRWOMAN HENN: Okay. Mrs. Causey, is --
 8 are you --
 9 MR. HARTLOVE: Well, what we can -- here's
 10 what -- I think what we're talking about, you're
 11 talking about basically a budget line item transfer in
 12 effect. So we can execute that budget line item
 13 transfer, but the activities within the overall BAT
 14 will stay the same. So you guys will get -- the Board
 15 gets what you want and we can move it forward to the
 16 county.
 17 CHAIRWOMAN HENN: Okay. Board members, is
 18 everyone clear on the difference in what our action
 19 did? It was, in effect, a budget line transfer versus
 20 amending the BAT? Okay. So I will withdraw my
 21 question, then. And ask for a motion to approve the

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1 Fiscal Year 2022 Budget Appropriation Transfer as
 2 presented in Exhibit N.
 3 MR. OFFERMAN: So moved, Offerman.
 4 MR. KUEHN: Second, Kuehn.
 5 CHAIRWOMAN HENN: Thank you. Any
 6 discussion? May I have a rollcall vote, please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: I'm going to pass for now.
 11 MS. GOVER: I'm sorry?
 12 MS. CAUSEY: Pass.
 13 MS. GOVER: Come back to you?
 14 MS. CAUSEY: Come back to me at the end.
 15 Yes, please.
 16 MS. GOVER: Ms. Mack?
 17 MS. MACK: (No audible response.)
 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. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Abstain.
 11 MS. GOVER: Ms. Henn?
 12 CHAIRWOMAN HENN: Yes.
 13 MS. GOVER: Thank you.
 14 CHAIRWOMAN HENN: The motion carries.
 15 Thank you.
 16 MR. THOMAS: Ms. Henn.
 17 CHAIRWOMAN HENN: Yes.
 18 MR. THOMAS: I'd like the record to reflect
 19 that as the representative of 111,000 students, I
 20 would have voted in support of this. Thank you.
 21 CHAIRWOMAN HENN: Thank you. The next item

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1 on the agenda is unfinished business, consideration of
 2 board policies. And for that, I call on the Policy
 3 Review Committee Chair, Ms. Rowe. Ms. Rowe.
 4 MS. ROWE: I'm sorry, can you repeat that?
 5 My volume cut out for a minute.
 6 CHAIRWOMAN HENN: Quite all right. Ms.
 7 Rowe, we are on Item O, Consideration of Board
 8 Policies.
 9 MS. ROWE: Oh, thank you. Members of the
 10 Board, the Policy Review Committee asks that the Board
 11 accept the committee's recommendation to amend the
 12 following board policies: Policy 6400, Special
 13 Programs, Magnet Programs; Policy 6402, Special
 14 Programs, Special Education Services. This
 15 recommendation is presented to you on tonight's agenda
 16 as Exhibit O.
 17 CHAIRWOMAN HENN: Do I have a motion to
 18 adopt the recommendation of the Board's Policy Review
 19 Committee?
 20 MR. THOMAS: Ms. Henn, can I ask that we
 21 separate out -- separate the policies, please?

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1 CHAIRWOMAN HENN: Sure. Do I have a motion
 2 to adopt the recommendation of the Board's Policy
 3 Review Committee for Policy 6400?
 4 DR. HAGER: So moved, Hager.
 5 CHAIRWOMAN HENN: Thank you, Dr. Hager. No
 6 second is needed. Is there any discussion? Mr.
 7 Thomas.
 8 MR. THOMAS: Thank you. I move to insert,
 9 priority placements for students with the greatest
 10 academic performance in line with these guidelines is
 11 prohibited, to line 32, on page one.
 12 MS. ROWE: Madam Chair, the Board already
 13 deliberated and voted on that exact motion at the
 14 previous meeting. So I believe the motion is out of
 15 order.
 16 CHAIRWOMAN HENN: I will ask for legal
 17 advice on that. Mr. Brousaides.
 18 MR. BROUSAIDES: (Inaudible response.)
 19 CHAIRWOMAN HENN: Mr. Thomas, do you want
 20 to speak to that?
 21 MR. THOMAS: Yes, sure, of course. So the

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1 last meeting I presented this about priority
 2 placements in general, as well as it also included an
 3 item about students who were the children of employees
 4 that were currently working at a school. This one is
 5 not priority placements in general. It's specifically
 6 saying priority placements for students with the
 7 greatest academic performance. So to my
 8 understanding, that would exclude those students who
 9 are in the Art Magnet Programs when it comes to
 10 performance on art examinations. This is just the
 11 students with the greatest academic performance. So I
 12 think it is similar but different in the way that it
 13 is crafted.
 14 MS. SCOTT: I have a point of inquiry.
 15 CHAIRWOMAN HENN: Sure, Ms. Scott.
 16 MS. SCOTT: Is this a zombie -- would this
 17 be considered a zombie motion?
 18 MR. BROUSAIDES: I'm not familiar with
 19 that.
 20 MS. SCOTT: As I understand it -- oh, Ms.
 21 Howie is not here. As I understand it, as when you

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1 present the same motion that's similar at different
 2 meetings. So that's what I was seeing if this would
 3 be that or if it was something separate?
 4 MR. BROUSAIDES: I'm still a little unclear
 5 on the difference of what was presented at the prior
 6 meeting.
 7 CHAIRWOMAN HENN: I believe Ms. Scott is
 8 correct in my understanding of zombie motions. It is
 9 very close to what was originally presented, which
 10 would mean Ms. Rowe is correct.
 11 MR. BROUSAIDES: It sounds like a motion to
 12 reconsider.
 13 CHAIRWOMAN HENN: Mr. Thomas.
 14 MR. THOMAS: Thank you. I tried to be very
 15 clear in the creating this specific motion, so that it
 16 is different from the previous one. They both, yes,
 17 do deal with priority placements. However, there's
 18 many more facets to priority placements that were
 19 included in the last motion. And I think I'm just
 20 repeating myself. But I really would like to discuss
 21 this motion. And if it is considered a similar

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1 motion, then as a board member, don't I still have the
 2 right to bring this motion forward as it is another
 3 meeting?
 4 CHAIRWOMAN HENN: I believe it would be a
 5 motion to reconsider. And if you'd like to make that
 6 motion. It still either requires a second. And Mr.
 7 Brousaides, what does a motion to reconsider --
 8 MR. BROUSAIDES: A motion to reconsider
 9 would need to be raised on the same day.
 10 CHAIRWOMAN HENN: Thank you. So that would
 11 not apply. Okay.
 12 MR. THOMAS: So in order for us to discuss
 13 it, the --
 14 CHAIRWOMAN HENN: And the reconsider must
 15 be made by the prevailing side, which means you would
 16 not be able to make the motion since the original
 17 motion failed.
 18 MR. THOMAS: Okay, so the consensus is this
 19 is similar -- too similar to the previous motion to
 20 review?
 21 CHAIRWOMAN HENN: Board members, any other

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1 thoughts? Yes, Ms. Jose.
 2 MS. JOSE: I need clarification from you,
 3 Mr. Thomas. How is your motion different from what
 4 you presented earlier? If you could just be very
 5 specifically clear.
 6 MR. THOMAS: Sure. So in the previous
 7 motion, and I'm trying to go back to the chat to find.
 8 I don't think I have it. That was a much broader
 9 definition or kind of it was much broader when it
 10 talked about priority placements, where -- let me just
 11 find a previous motion so I can compare them for you.
 12 But I believe that this one is different because it's
 13 specifically stressing academic performance. And a
 14 concern raised by some board members was that we would
 15 be -- for the students in our arts magnet programs,
 16 they would be unable to -- hold on. I'm just looking
 17 for this. You found that? Thank you. Can you please
 18 post it in the chat, Dr. Hager?
 19 Okay, so it says, the last one was I moved
 20 to insert B, guidelines shall not include priority
 21 selection special enrollment for the children

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1 Baltimore County Public Schools employees, not grant
 2 priority placement for students with the highest
 3 performance of such guidelines. So I think this is
 4 different because it excludes the children of
 5 Baltimore County Public Schools employees. And
 6 instead of just saying the highest performance on the
 7 guidelines that the superintendent creates, it talks
 8 about students with the greatest academic performance
 9 in relation to the guidelines.
 10 CHAIRWOMAN HENN: Ms. Jose, point of
 11 inquiry?
 12 MS. JOSE: Yeah. To Mr. Brousaides --
 13 since you are in the -- Mr. Thomas, you are in the
 14 PRC, would it be appropriate for him to take this back
 15 to PRC for more robust discussion or a second readers?
 16 I'm not --
 17 MR. BROUSAIDES: That could be a motion for
 18 --
 19 MS. JOSE: And can that motion be made now
 20 or? Okay, so I'm going to move that this policy go
 21 back to PRC for further consideration.

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1 CHAIRWOMAN HENN: Is there a second?
 2 MS. SCOTT: Second.
 3 MR. OFFERMAN: Second, Offerman.
 4 CHAIRWOMAN HENN: Thank you. May I have a
 5 rollcall vote, please?
 6 MS. ROWE: Madam Chair, I would like to
 7 comment on the motion.
 8 CHAIRWOMAN HENN: Ms. Rowe and then Ms.
 9 Causey.
 10 MS. ROWE: So, we have had extensive
 11 conversation about this both in committee and in the
 12 last meeting of the similar policy. And PRC has a
 13 large number of policies that we're trying to get
 14 through. And I believe that if the Board wants to make
 15 this change, that the Board should do it in this
 16 meeting and not send it back to PRC. Because I
 17 believe that the result would be exactly the same as
 18 it was when the policy came out of PRC. Because we
 19 did discuss this, we did vote on it and PRC and it did
 20 not approve.
 21 CHAIRWOMAN HENN: Thank you, Ms. Rowe. Ms.

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1 Causey.
 2 MS. CAUSEY: I was also going to comment
 3 that I don't think moving it back to PRC will provide
 4 any different result. And I note that Dr. Williams is
 5 not here. And I don't see the staff person that was
 6 here discussing the magnet program. Because I think
 7 when we -- Oh, okay.
 8 CHAIRWOMAN HENN: Sure. Thank you. Ms.
 9 Jose.
 10 MS. JOSE: Yeah, I would like to withdraw
 11 my motion. Sorry, Ms. Thomas, it looks like you don't
 12 have the support in PRC. So it'll just be -- let you
 13 be playing. So sorry.
 14 CHAIRWOMAN HENN: So we -- the original
 15 motion, then, is on the floor. Mr. Thomas, you've
 16 spoken multiple times on this. We need to continue on
 17 in the process. Your motion that you made in the chat
 18 was to -- I'll read it to amend the policy.
 19 MR. THOMAS: I believe Ms. Jose --
 20 CHAIRWOMAN HENN: Was there a second?
 21 MR. THOMAS: I believe it had a second.

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1 CHAIRWOMAN HENN: It did not have second.
 2 Ms. Jose, did you second? And she withdrew. Do you
 3 withdraw your second?
 4 MS. JOSE: Yes.
 5 CHAIRWOMAN HENN: Okay. Thank you.
 6 MR. THOMAS: Can I just make a quick
 7 statement? And I will be quick.
 8 CHAIRWOMAN HENN: We -- you've spoken
 9 multiple times on it, Mr. Thomas. We need to keep
 10 moving along. We've got another policy to get through
 11 yet that we've separated.
 12 MR. THOMAS: Do I still have time?
 13 CHAIRWOMAN HENN: There's been a motion on
 14 the floor. You've got 40 seconds.
 15 MR. THOMAS: Please.
 16 CHAIRWOMAN HENN: Yes.
 17 MR. THOMAS: Thank you. So I think we need
 18 to remove the rhetoric that students are earning a
 19 magnet seat in Baltimore County Public Schools. We're
 20 a public institution. And I think magnet programs,
 21 the way that we have them right now, are one of the

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1 most inequitable ways that we have shaped Baltimore
 2 County Public Schools. We need to fix that. We need
 3 to focus on this policy. We need to try to make our
 4 magnet programs better and more equitable for our
 5 students. And I go to a magnet program. I sit in the
 6 classroom every single day. And the students I see
 7 around me are those highest achieving students at
 8 Eastern Tech, at Western Tech, at Carver, the highest
 9 achieving students. And we need to find a way to
 10 prevent these schools of high achievers from
 11 developing and then having the schools right down the
 12 street that don't have those same rates of
 13 achievement, don't have those highest SATs scores,
 14 don't have those highest performance on AP exams. It
 15 is despicable.
 16 CHAIRWOMAN HENN: Time. Thank you. So is
 17 there a second to the motion, Mr. Thomas's motion? I
 18 don't believe there had been.
 19 MS. JOSE: I'll second.
 20 CHAIRWOMAN HENN: Okay. Ms. Jose seconds
 21 it. We've had ample discussion. May have a rollcall

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1 vote, please? Ms. Grover?
 2 MS. GOVER: (Inaudible)
 3 CHAIRWOMAN HENN: Ms. Rowe?
 4 MS. ROWE: No.
 5 MR. THOMAS: Point of order.
 6 CHAIRWOMAN HENN: Ms. Causey, do you have
 7 anything else to add? You've spoken on this as well.
 8 Did you want to speak to it again?
 9 MS. CAUSEY: Well, I think staff spoke to
 10 it very well in the last meeting, where the process
 11 for the magnet schools is very broad in the middle
 12 schools, which leads to the high school. And so I
 13 agree that every student should be able to achieve
 14 what they want. But we have limited resources, and
 15 especially in these specialized programs, it's very
 16 difficult to pull all those resources together for the
 17 numbers -- for the numbers of students. And
 18 especially, when we're speaking about our literacy
 19 rate, and our math proficiency numbers. While I
 20 appreciate all of this, and we are making strides in
 21 improving magnet program access, we're started in --

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1 well, if we get the budget that we asked for, we'll be
 2 doing a study to have a magnet sole school on the west
 3 side. So we are making improvements in this area. So
 4 I don't want anyone to think that this Board is not
 5 interested in that, and that staff explained quite a
 6 bit about it in the last meeting. So I just wanted to
 7 say that.
 8 CHAIRWOMAN HENN: Thank you. May I have a
 9 rollcall vote, please?
 10 MS. GOVER: Please repeat.
 11 CHAIRWOMAN HENN: Sure. I'll read the
 12 motion again. Mr. Thomas moved to insert priority
 13 placement for students with the greatest academic
 14 performance in line with these guidelines as
 15 prohibited to line 32 on page one. I'm calling the
 16 vote. May I have a rollcall vote?
 17 MR. THOMAS: Ms. Henn, I believe that since
 18 the motion was seconded, I should be able to speak
 19 again. Mr. Thomas, you're -- you've used your time.
 20 Your time has expired.
 21 MR. THOMAS: But the motion was not

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1 seconded.

2 CHAIRWOMAN HENN: It was seconded.

3 MR. THOMAS: It was just seconded by Ms.

4 Jose. But that was after I used my time. You spoke

5 into your motion. We're calling the vote.

6 Ms. Grover, may I have a rollcall vote,

7 please?

8 MS. GOVER: Ms. Rowe?

9 MS. ROWE: No.

10 MS. GOVER: Ms. Causey?

11 MS. CAUSEY: No.

12 MS. GOVER: Ms. Mack?

13 MS. MACK: No.

14 MS. GOVER: Ms. Jose?

15 MS. JOSE: Yes.

16 MS. GOVER: Mr. McMillion?

17 MR. MCMILLION: No.

18 MS. GOVER: Mr. Thomas?

19 MR. THOMAS: Yes.

20 MS. GOVER: Mr. Offerman?

21 MR. OFFERMAN: No.

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1 MS. GOVER: Ms. Scott?

2 MS. SCOTT: Yes.

3 MS. GOVER: Dr. Hager?

4 DR. HAGER: No.

5 MS. GOVER: Mr. Kuehn?

6 MR. KUEHN: No.

7 MS. GOVER: Ms. Henn?

8 CHAIRWOMAN HENN: No.

9 MS. GOVER: Thank you.

10 CHAIRWOMAN HENN: The motion fails.

11 Do I have a motion to adopt the

12 recommendation of the Board's Policy Review Committee

13 for Policy 6402?

14 MS. MACK: So moved, Mack.

15 CHAIRWOMAN HENN: I'm sorry. 6400. Yes, the

16 first one was 6400. 6402? I'm sorry. Thank you.

17 The original policy -- the original motion was -- do I

18 -- I'm looking for a motion to adopt the

19 recommendation of the Board's Policy Review Committee

20 for Policy 6400.

21 MS. MACK: So moved, Mack. Thank you. No

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1 second -- Dr. Hager had moved it. No second is

2 needed. Any discussion?

3 CHAIRWOMAN HENN: Ms. Henn.

4 CHAIRWOMAN HENN: Mr. Thomas.

5 MR. THOMAS: Thank you. I just need to

6 state for the record that I will not be voting in

7 support of this motion -- or in this policy. I think

8 it should go back to PRC and it needs to have more

9 robust conversation. Now, I have a personal guilt,

10 personally. Because I feel like I'm the direct

11 beneficiary from the system that is broken right now

12 when it comes to our magnet programs. I go to Eastern

13 Tech. And it pains me to see how inequitable our

14 system currently is. It pained me so much that I

15 created a nonprofit last year dedicated to extending

16 some of the resources that Eastern Tech had offered me

17 to local middle schools, to local high schools, trying

18 to fix this issue without being on the Board of

19 Education. And I could not sit here and be an

20 advocate for students if I didn't continue to push you

21 all to see this issue. If I didn't continue to use

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1 every second that I have to try to fix this. And I

2 really hope that you all can notice that and can just

3 put a little more time and effort, just try to look at

4 this policy and see how we can make it better with me.

5 So I just had to state that or else I couldn't sit up

6 here. I don't know what kind of representative I

7 could be if I didn't do that. Thank you.

8 CHAIRWOMAN HENN: Thank you. Okay. May I

9 have a rollcall vote, please?

10 MS. GOVER: Ms. Rowe?

11 MS. ROWE: Yes.

12 MS. GOVER: Ms. Causey?

13 CHAIRWOMAN HENN: Okay, sorry, those were

14 for the original policy that we haven't already

15 shared. Dr. Hager. Ms. Rowe.

16 MS. ROWE: Yes.

17 CHAIRWOMAN HENN: I'm sorry. Did you have

18 comments on --

19 MS. ROWE: Well, I did. I just wanted to

20 say that I believe that it is erroneous to compare

21 whole school magnets and a population of students that

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1 is 100 percent magnet high school students to schools
 2 and magnet programs that have magnet in schools
 3 because the data is not comparable. And I would stack
 4 Kenwood High School, IB students and other magnet
 5 program students within other high schools up against
 6 Eastern, Carver and Western any day of the week.

7 CHAIRWOMAN HENN: Thank you. Ms. Scott.
 8 MS. SCOTT: Yes, I just wanted to say that
 9 Mr. Thomas, keep using your voice and speaking truth
 10 to power and using the opportunities that you've been
 11 given to speak for those of us who don't have those
 12 opportunities and aren't in those same rooms that you
 13 are in. You're in a position and you sit in a space
 14 where many are not and you give voice to the
 15 voiceless. So don't think that what you're saying is
 16 in vain, and keep using your voice is to speak truth
 17 to power. It may be upsetting and frustrating. But
 18 you're fine. Thank you.

19 CHAIRWOMAN HENN: Mr. Kuehn.
 20 MR. KUEHN: Thank you, Ms. Henn. I just
 21 wanted to suggest, since we spent the last two budget

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1 committees talking about per school funding, if Mr.
 2 Thomas has an issue with the funding that is going to
 3 schools, that perhaps he reviews some of those
 4 materials. It's pretty insightful. And it shows
 5 significant dollar flows across the entire county.
 6 And it's probably the best way to really understand
 7 and measure the support that we are able to give in
 8 our positions in the Board. So, I understand that he
 9 has a great concern at this point in time about
 10 magnets in general. But you know, it's a great
 11 resource to take a look at to fully understand what is
 12 happening at what level of resourcing we are providing
 13 schools. Thanks.

14 CHAIRWOMAN HENN: Thank you. Ms. Jose.
 15 MS. JOSE: Thank you. Mr. Thomas, you're
 16 on the right path. And while this motion didn't pass,
 17 don't see this as a loss. You need to fight for it,
 18 you've got the passion. And especially since you
 19 attend Eastern Tech, I salute you for actually
 20 bringing that inequity out for us to address, and use
 21 this as a learning experience and make changes because

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1 you can make changes happen. And this is how it's
 2 done. So be brave and smile. I do feel very
 3 passionate since I'm a mom, I can't see a child
 4 crying. So be brave.

5 CHAIRWOMAN HENN: Ms. Causey.
 6 MS. CAUSEY: Thank you. I just wanted to
 7 appreciate the passion of our student member of the
 8 Board. And I greatly appreciate all the other Board
 9 members chiming in. We are a group, I truly believe,
 10 each of us interested in each child that's in our
 11 schools. And we have a lot of work to do. But I
 12 believe that we're we are getting through it. And
 13 we've been through the worst two years in education.
 14 I was at the National School Board Association
 15 conference with Christian and other board members and
 16 it was similar around the nation, but we are in
 17 recovery. And we are working on these issues, a lot
 18 of issues. And we will all continue to work. Thank
 19 you.

20 CHAIRWOMAN HENN: Okay. So any other
 21 comments before we process the motion on the floor?

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1 Okay, which is on Policy 6400. Mr. McMillion.
 2 MR. MCMILLION: Christian, I remember a
 3 conversation I had over 40 years ago, and it was very,
 4 very similar to what you've just said. So I think you
 5 -- I really think you're onto something. Because
 6 there's kids out there that could benefit from that
 7 program or those programs that are not getting those
 8 spots. And how you make that just because they don't
 9 test up to a certain level and get that 20 percent,
 10 you know, then they go into the lottery. So I really
 11 think you're on to something. But it's hell, you
 12 know, and you're going to have a fight. But I think
 13 you're onto something. And I swear to God as I sit
 14 here, I had the same conversation 40 years ago, and
 15 the man that I was talking to said, Rod, it works.
 16 Don't mess with it. It works. But does it work for
 17 everybody? I don't think it does. So you're on to
 18 something, you really are. Thank you.

19 CHAIRWOMAN HENN: Okay.
 20 MS. GOVER: Ms. Rowe?
 21 MS. ROWE: Yes.

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1 MS. GOVER: Ms. Causey?
 2 MS. CAUSEY: Yes.
 3 MS. GOVER: Ms. Mack?
 4 MS. MACK: Yes.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: No.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: Yes.
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn?
 18 MR. KUEHN: Yes.
 19 MS. GOVER: Ms. Henn?
 20 CHAIRWOMAN HENN: Yes.
 21 MS. GOVER: Thank you.

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1 CHAIRWOMAN HENN: The motion carries. Do I
 2 have a motion to adopt the recommendation of the
 3 Boards Policy Review Committee for Policy 6402,
 4 Special Programs, Special Education Services?
 5 DR. HAGER: So move, Hager.
 6 CHAIRWOMAN HENN: Thank you. No second is
 7 needed. Any discussion? Hearing none, may have a
 8 rollcall vote?
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Ms. Causey?
 12 MS. CAUSEY: Yes.
 13 MS. GOVER: Ms. Mack?
 14 MS. MACK: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Mr. Thomas?
 20 MR. THOMAS: Yes.
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Yes.
 2 MS. GOVER: Ms. Scott?
 3 MS. SCOTT: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Mr. Kuehn?
 7 MR. KUEHN: Yes.
 8 MS. GOVER: Ms. Henn?
 9 CHAIRWOMAN HENN: Yes. The motion carries.
 10 The next item on the agenda is the Report on the 2021
 11 Adjusted Cohort Graduation. And for that, I call on
 12 Dr. McComas.
 13 MS. CAUSEY: Madam chair, may we have a
 14 two-minute recess?
 15 CHAIRWOMAN HENN: While everyone is
 16 approaching, if you'd like to take one. I'm not going
 17 to formally recess, Mrs. Causey.
 18 Good evening.
 19 DR. MCCOMAS: Should I go ahead?
 20 CHAIRWOMAN HENN: Yes, please.
 21 CHAIRWOMAN HENN: Go ahead.

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1 DR. MCCOMAS: So, good evening, Dr.
 2 Williams, Chair Henn, members of the Board. Our team
 3 and I are here this evening to present our Academic
 4 Achievement Report for 2021 on the Adjusted Cohort
 5 graduation and dropout rates. I'm joined this evening
 6 to my right I have Mr. Sam Mustipher, our executive
 7 director of secondary schools. Also I have Principal
 8 Wesloski, thank you, our proud principal of Chesapeake
 9 High School. We have Ms. Kim Ferguson, our executive
 10 director of climate, and we also have Mr. Kevin
 11 Connelly, our executive director of accountability --
 12 Research and Accountability. Thank you.
 13 Next slide, please. Oh, are the slides up?
 14 Thank you. Next slide, please.
 15 And so this evening, The Compass, our
 16 pathway of excellence, of course, we provide a system
 17 wide focus on raising our bar, closing the gaps, and
 18 preparing our students for their future. Our
 19 dedication to ensuring that our students do graduate
 20 college and career ready is a thoughtful and research-
 21 based approach to understanding the key metrics of

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1 student progress across the school levels. Graduation
 2 and dropout rate are the essential data that we will
 3 share as part of our focus this evening for preparing
 4 students for their post secondary success. And this is
 5 just one example of how our Compass intentionally
 6 raises the bar for all students to promote college and
 7 career readiness.

8 Next slide, please. At this point, I'll
 9 hand it over to Mr. Connelly.

10 MR. CONNELLY: Thank you, Dr. McComas. The
 11 Maryland State Department of Education defines the
 12 four-year adjusted cohort graduation rate as the
 13 number of students who graduate in four years with a
 14 regular high school diploma divided by the number of
 15 students who form the adjusted cohort for the
 16 graduating class. And what that means is the adjusted
 17 cohort includes the number of first-time grade nine
 18 students, plus the number of students who transfer in,
 19 minus the number of students who transfer out emigrate
 20 or are deceased during that four-year period. The
 21 four-year graduation rate for 2021 is the percent of

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1 students in that 2018 cohort who earned a regular
 2 diploma by the end of 2021, which includes summer
 3 school. The adjusted four-year graduation rate for
 4 the last three years are displayed in green for MSDE
 5 and blue for BCPS. The BCPS four-year graduation rate
 6 was greater in 2019 and 2020 than the state average
 7 and 1 percent less than the state average in 2021.
 8 The 2021 graduation rate for Maryland's five largest
 9 school systems, including Baltimore City, Prince
 10 George's, Anne Arundel, Baltimore County and
 11 Montgomery Counties range from 69.2 percent to 91.37
 12 percent. Of this group, BCPS had the third highest
 13 graduation rate of 86.2 percent. Changes in
 14 graduation rates are attributable to course credits
 15 earned during the challenges of the COVID-19 global
 16 pandemic.

17 Next slide please. Thank you. Overall,
 18 the adjusted cohort graduation rate decreased by 1.5
 19 percent from 2019 to 2021 during the COVID-19 global
 20 pandemic. While the number of total BCPS graduates
 21 increased during that time, interruptions to

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1 instruction caused by the COVID 19 global pandemic may
 2 have impacted the on track and on time graduation of
 3 some of our students. Graduation rate by gender shows
 4 that female students had a graduation rate of 90.3
 5 percent, while male students had a graduation rate of
 6 82.3 percent. It is important to note that students
 7 who are Hispanic/Latino had a 1.6 percent increase in
 8 graduation rate during the same period. BCPS
 9 incorporates a variety of programs, strategies and
 10 interventions to promote increased graduation rates
 11 for all students while partnering with community
 12 services, county government, MSDE and other local
 13 school systems to investigate and share best
 14 practices. We will continue to coordinate
 15 differentiated supports for improving graduation rates
 16 for those students who have experienced a greater
 17 challenge in graduating on time during the COVID 19
 18 global pandemic and the accompanying periodic surges
 19 and variants which resulted in illnesses and lost
 20 instructional time.

21 Next slide, please. Students who receive

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1 services for English Language Learner, free and
 2 reduced meals and special education had graduation
 3 rates that were lower than all students over the past
 4 three years. Students who are English language
 5 learners had the greatest gaps in graduation rates
 6 compared to all students or student groups from 2019
 7 to 2021. It should be noted that students who
 8 received services as English language learners had a
 9 0.8 percent increase in the adjusted cohort graduation
 10 rate from 2019 to 2021. The graduation rates of our
 11 students eligible for free and reduced meals, special
 12 education and English Language services continues to
 13 be our greatest area of focus for improvement in
 14 graduation rates. System Improvement Team initiatives
 15 are designed to engage and re-engage students in
 16 school. While school level initiatives build positive
 17 relationships with families, consistently communicate
 18 with students on their status and barriers for staying
 19 on track to graduate and provide constant coaching,
 20 outreach and support to students at risk for not
 21 graduating on time.

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1 Next slide, please. The Maryland State
 2 Department of Education for dropout rate defines this
 3 group as a student who, for any reason other than
 4 being deceased, leaves school before graduation or the
 5 completion of a Maryland approved educational program
 6 and is not known to enroll at another school or state
 7 approved program. Over the past three years, BCPS has
 8 had a dropout rate within zero to 1.1 percent of the
 9 state dropout average. The dropout rates for
 10 Maryland's five largest school systems range from 15.4
 11 percent to 4.5 percent. Of this group, BCPS had the
 12 third lowest dropout rate of 8.5 percent.

13 Next slide, please. Overall, the 2021
 14 dropout rate for all students decreased by 0.3 percent
 15 from 2019 to 2021. Of particular importance of the
 16 dropout rate for students are Hispanic/Latino, which
 17 decreased by 4.1 percent from 2019 to 2021.

18 Next slide, please. Students receiving
 19 services for English Language Learner, free and
 20 reduced meals and special education had dropout rates
 21 greater than all students group. Students who are

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1 English language learners have dropout rates higher
 2 than all other student or service groups. It's
 3 important to note that the dropout rate for students
 4 receiving English language learners decreased by 4.5
 5 percent from 2019 to 2021.

6 Next slide, please. Additional highlights
 7 for our 2021 adjusted graduation group include the
 8 following: The 2021 cohort included 407 more students
 9 compared to the 2019 cohort, with a total 2021-2020
 10 graduation count of 7232 students; 11 high schools
 11 maintain a 90 percent or greater graduation rate for
 12 the past two years; 13 high schools had decreased
 13 student dropout rates from 2019 to 2021; and the five-
 14 year adjusted cohort rate for 2020 was 89.3 percent,
 15 an increase of 0.8 percent, meaning 67 additional
 16 students graduated within five years of their cohort.
 17 Typically, the five-year focus on graduation benefits
 18 students who need additional time to complete course
 19 or testing requirements for graduation in the fifth
 20 year of high school, such as students who have
 21 developing English proficiency skills or students who

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1 are participating in credit recovery programs.
 2 Next, Ms. Kim Ferguson will share with us
 3 some highlights regarding the post secondary students.
 4 MS. FERGUSON: Thank you, Mr. Connelly.
 5 Before we go any further, I'd like to take
 6 the liberty of bragging on the post secondary
 7 accomplishment, so the class of 2021. The class of
 8 2021 was awarded a total of \$187,312,000 in
 9 scholarships.
 10 (Applause.)
 11 Of the 7,232 graduates, 5,159 students were
 12 accepted to a two-year or four-year college. Most
 13 students remained in the state with the top five
 14 college choices of CCDC, Towson, University of
 15 Maryland College Park, University of Maryland
 16 Baltimore County, and Morgan State University. 555
 17 students were accepted to historically black college
 18 or universities and 31 students were accepted to an
 19 Ivy League university. Baltimore County Public
 20 Schools also had 13 National Merit finalists.
 21 Next slide, please. Schools and central

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1 offices provide direct supports to students to promote
 2 increased attendance, success in coursework, dropout
 3 prevention and staying on track for on-time graduation
 4 requirements, which includes student service-learning
 5 hours, state assessment requirements and course
 6 completion. At the system level, initiatives to
 7 promote graduation include on track indicators for
 8 coursework, state assessment requirements, student
 9 service-learning hours, educational options, supports
 10 to schools for project graduation, and individual
 11 student supports from multidisciplinary teams.
 12 Baltimore County Public Schools Department of Academic
 13 Programs and Options has a significant impact on
 14 BCPS's graduation rates through the provision of self-
 15 paced blended learning programs that include extended
 16 day learning program, extended year learning program,
 17 and school programs for acceleration and recovery. At
 18 the school level, preparing students to graduate on
 19 time begins in kindergarten with the development of
 20 positive relationships, student engagement, effective
 21 work habits and consistent attendance. The school

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1 counseling teams work in conjunction with student
 2 support services, working in conjunction with Student
 3 Support Services meets with students and parents or
 4 caregivers to map out secondary and post secondary
 5 goals including coursework, graduation requirements
 6 and enrichment pathways. School teams implement
 7 initiatives such as Project Graduation, individual
 8 counseling, academic advising, attendance meetings,
 9 parent teacher conferences, and support for
 10 multidisciplinary teams. Communication and
 11 collaboration between school staff and students and
 12 families are essential to graduation and successful
 13 college and career pathways. Students, parents and
 14 caregivers are engaged in student planning throughout
 15 the K-12 experience. Parents are able to view their
 16 child's progress using the Focus Parent Portal and
 17 communicate with staff through Schoology. Every
 18 student and parent or caregiver has access to the web
 19 based College and Career Readiness Tool, Naviance,
 20 beginning in seventh grade. Through Naviance parents
 21 review assessment results and college planning

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1 progress and plan for college for their children.
 2 School counselors communicate academic, magnet and
 3 financial aid opportunities by engaging parents by way
 4 of Naviance and Schoology. Students and families are
 5 essential partners in this work. As staff we listen to
 6 understand, advocate and form, but most importantly,
 7 we care. We care about all of our students, and how
 8 best we can serve their families throughout their
 9 journey towards graduation.
 10 At this time, Mr. Mustipher will share how
 11 the Department of Schools support high school leaders
 12 with ensuring that students graduate on time.
 13 Next slide, please.
 14 MR. MUSTIPHER: Thank you, Ms. Ferguson.
 15 As Ms. Ferguson stated, central offices work with
 16 schools to provide direct support to students to help
 17 them meet all necessary requirements to earn a
 18 Maryland high school diploma. The Department of
 19 schools works to ensure that the support is
 20 differentiated to meet the needs of each school and
 21 each community. Our work includes analyzing key

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1 metrics related to graduation, which include student
 2 grades, course credits, attendance, state assessments,
 3 and student service-learning hours to ensure that our
 4 students are meeting with success. In addition, our
 5 data analysis helps us to identify the resources and
 6 supports needed for students who are not meeting the
 7 graduation requirements. As you have heard many times
 8 from our superintendent, Dr. Williams, and as we, as
 9 executive directors of schools have been charged with
 10 by our Chief of Schools, Dr. Zarchin, we must use data
 11 as a flashlight. Our data analysis helps us to
 12 identify what we're all doing well to support our
 13 students and helps us to identify areas where there is
 14 needed growth and improvement.
 15 The senior cohort analysis tool is one
 16 mechanism that we use in the data analysis process.
 17 It is a tool that we use to collect and analyze
 18 pertinent information related to each high school's
 19 graduation projections. Schools submit their senior
 20 cohort analysis to their executive directors at the
 21 midpoint and end of each quarter. The analysis tools

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1 help us to monitor each school support to students.
 2 Project graduation meetings are a
 3 collaborative work session held centrally and at
 4 individual schools to analyze and review data
 5 pertaining to a cohort or individual students to
 6 ensure that students are meeting the graduation
 7 requirements outlined by our school system and the
 8 Maryland State Department of Education. In addition
 9 to identify the needed supports and resources for
 10 students not on track to graduate with their cohort.
 11 The picture on the screen is from our most
 12 recent project graduation meeting held on March 22,
 13 2022. Our cross-divisional work is essential to the
 14 success of our schools. The Department of Schools
 15 works collaboratively with the departments of
 16 Research, Accountability and Assessment, social
 17 emotional support, academics, information technology
 18 and educational options to discuss graduation
 19 requirements, analyze data, and discuss our support to
 20 schools.
 21 We all know that we still have a lot of

<p style="text-align: right;">Page 234</p> <p>1 work to do until we graduate every eligible student 2 who comes through our doors. But for today, we're 3 going to showcase a principal and her school team who 4 are utilizing the supports and resources to help our 5 students meet with success. Now you will hear from 6 one of our outstanding principals, Ms. Amy Wesloski, 7 Principal of Chesapeake High School. Next slide, 8 please.</p> <p>9 MS. WESLOSKI: Thank you, Mr. Mustipher. 10 Chesapeake High School STEM Academy is 11 proud of the work that we have done over the past two 12 years through the most difficult of times with all of 13 our students and particularly our recent graduates. 14 Chesapeake, along with the other 23 Baltimore County 15 High Schools, have to find creative ways to keep our 16 kids connected, motivated and across the stage. The 17 collaboration and support between all high school 18 principals, particularly for me as a new high school 19 principal, was paramount. Special thanks to my 20 veteran Eastside principal family. They're always on 21 call to answer my questions.</p>	<p style="text-align: right;">Page 236</p> <p>1 Chesapeake ensure that every student has a person. 2 Cultivating and maintaining connections to foster 3 belonging with our students has been integral to 4 building a community rooted in our core values. When 5 the world shut down, Chesapeake came together. 6 I read that a building takes on the 7 personality of the principal. But it's important to 8 me that each member of the Chesapeake community sees 9 themselves reflected in our value and our work. Over 10 several months, all stakeholders, including students, 11 collaborated to identify our school wide values which 12 has been the anchor. At Chesapeake High School, our 13 core values are flexibility, belonging, equity and 14 authenticity. Leaning into our value of flexibility, 15 knowing our students utilize digital forms of media to 16 connect, in March of 2020, we launched several efforts 17 to strengthen relationships, and a sense of belonging 18 that are still thriving. From my principal Instagram 19 account, to a school-wide Schoology group, students 20 were instantly connected with each other and every 21 adult. The CHS Hub Schoology group acts as an open</p>
<p style="text-align: right;">Page 235</p> <p>1 The previous slides detail strategies that 2 all BCPS high schools utilize to prepare students to 3 graduate. Each principal works tirelessly to refine 4 these proven strategies, and we tailor them for the 5 needs of our specific population. The articulation 6 between our feeder patterns is essential to anticipate 7 the needs of our community. As the principal 8 Chesapeake High School, I'm extremely proud to be 9 sitting here in front of you this evening because at 10 Chesapeake we defied the odds and increased our 11 graduation rate by 5.6 percent and decreased our 12 dropout rate by 4.9 over the past three years. This 13 is a moment to pause, celebrate and reflect.</p> <p>14 Often we are tasked with identifying the 15 strategies and initiatives that lead to the success in 16 hopes that we can duplicate the results. I can say 17 with confidence that the reason that our graduation 18 rate increased, even through the darkest of the 19 pandemic, is not because of a strategy or program. 20 It is because of the people and the environment that 21 we intentionally cultivated. The dedicated adults at</p>	<p style="text-align: right;">Page 237</p> <p>1 forum for students to pose curious and challenging 2 questions, a space to explore social justice and 3 current events, share their favorite books and even 4 cooking tips. This prompted a focus to use Schoology 5 to tools in creative ways. For example, the messaging 6 feature broke the barriers for students, especially 7 seniors, to access adults in support of their 8 graduation. Our amazing school counselors and 9 assistant principals message seniors on their caseload 10 daily. And in response, personalized each student's 11 path to graduation. With specialized QR codes, 12 counselors made themselves available by setting up a 13 virtual and counseling office so that students could 14 reach them quickly with their phones. Our faculty and 15 staff stayed connected with our seniors 24/7 offering 16 enrichment, tutoring, words of encouragement and the 17 listening ear. The constant contact ensured the 18 parents were also aware of their student's progress. 19 As a principal, I could not have been prouder to see 20 so many adults working together to ensure the success 21 of our seniors.</p>

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1 Our hope is that every day every Bayhawk is
 2 given the opportunity to be connected, every day every
 3 Bayhawk is challenged by new learning and experiences,
 4 and every day every Bayhawk knows they have someone
 5 they can turn to. Because once a Bayhawk, always a
 6 Bayhawk.

7 DR. MCCOMAS: I know, right? Go Bayhawks.
 8 (Applause.)

9 Next slide, please. This slide and the
 10 following slide, of course, is our ongoing schedule of
 11 upcoming academic reports. Thank you. This concludes
 12 our presentation.

13 DR. WILLIAMS: I just want to add a few
 14 points. I want to thank the team for being here. I
 15 know it's a late evening. But I want to just
 16 highlight Chesapeake High School again, that they had
 17 an increased graduation rate of 5.7 percent over the
 18 last three years. But in addition to that, Chesapeake
 19 High School had the higher graduation rate than the
 20 state average for the following student groups: All
 21 students, our African American students and students

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1 receiving special ed services and students receiving
 2 English language learners. And so, we wanted to
 3 highlight -- we could have highlighted many of our
 4 schools. As Mr. Connelly said, we had 11 high schools
 5 that had a 90 plus percent graduation rate. But
 6 particularly Chesapeake, when you're talking about
 7 closing gaps, when you look at this school and what
 8 they have done compared to others and the higher
 9 graduation rate than the state average but also within
 10 those several student groups. I just wanted to
 11 highlight that for the Board. And they're not alone.
 12 I just want to say there are other schools, but I just
 13 wanted to highlight about Chesapeake. Thank you.

14 MR. MCMILLION: Ms. Henn stepped out. Are
 15 there any questions from the Board? I see Ms. Jose
 16 first, please.

17 MS. JOSE: Thank you, Vice Chair McMillion.
 18 First of all, congratulations. That's quite an
 19 achievement to raise up your graduation rates in the
 20 middle of a global pandemic.

21 DR. MCCOMAS: Thank you.

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1 MS. JOSE: And I heard key words from you
 2 people: flexibility, equity, belonging. Those seem
 3 to be like the theme that helped and Dr. Williams just
 4 highlighted. Because those -- the kids that are
 5 failing are the English language learners, African
 6 American, Hispanic, and are differently abled children
 7 that receive special education. Those are the kids
 8 who are failing. And you see a common theme of kids
 9 that are disadvantaged that we are failing.

10 And I want to point quickly to Mr. Thomas
 11 on this one. Mr. Thomas got graduate -- has got
 12 accepted into many colleges, including Yale, right?
 13 Take a bow.

14 (Applause.)

15 Yet, Mr. Thomas is over here fighting for
 16 the kids that are falling between the cracks. And for
 17 that, I give you much, you know, applause for that.
 18 Because he's not fighting for himself. He's made it.
 19 He's fighting for those kids that were failing. And
 20 at a very high level as a board level, Dr. Williams,
 21 we will say, we would like to put in any resources

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1 that we could at a governance level to help more
 2 Chesapeake high schools across our system and provide
 3 that support. So thank you.

4 CHAIRWOMAN HENN: Thanks.

5 MR. MCMILLION: Mr. Thomas is next.

6 MR. THOMAS: Well, thank you, Ms. Jose for
 7 that shoutout, but I wanted to thank our principal,
 8 Ms. Wesloski.

9 MS. WESLOSKI: Wesloski.

10 MR. THOMAS: Thank you, thank you. You
 11 know, I visited Chesapeake before and my little
 12 brother goes to Chesapeake High School. And it has
 13 been an incredibly transformative place for my
 14 brother. We've seen him this past year grow into such
 15 an incredible young man, and I have you to thank for
 16 that, and that individuals at your school that have
 17 really made that school such a special place.

18 One of the things that I noticed in this
 19 presentation was if we look at our Hispanic and Latino
 20 populations, you know, their graduation rates are the
 21 ones that are the lowest. And the dropout rates for

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1 Hispanic and Latino students are the highest. And
 2 when I compare this to our virtual learning program
 3 data that we received, the virtual learning program
 4 data showed that the reason that a lot of the students
 5 were in VLP was because they performed -- our Hispanic
 6 or Latino students was because they performed better
 7 in VLP, because that was -- those were the highest
 8 marks in that presentation we had in our equity
 9 committee. And so I think when we're looking at this,
 10 like, there's something within our Hispanic and Latino
 11 population that we need to focus in on, and we need to
 12 try to see where we can assist those students kind of
 13 the most. Because those are the ones who indicated
 14 that they learn better virtually from the 54 students
 15 we have in VLP that are in that, that are Hispanic and
 16 Latino completed the survey and also with this data. I
 17 just wanted to point that out, because I think that
 18 that's something that I've been really seeing
 19 throughout a lot of the data in our system. And that
 20 could be tied to them being English language learners,
 21 or it could be tied to something else. So I just

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1 wanted to point that out. Thank you.
 2 MR. MCMILLION: Ms. Mack, next. Ms. Mack.
 3 MS. MACK: I'm sorry, I was muted. Thank
 4 you very much for this presentation. On page 3, we
 5 show that the BCPS graduation rate is 86.2. and the
 6 dropout rate is on page -- I'm sorry, the dropout rate
 7 is 8.52. Can you help me understand what happened to
 8 the 5.28 percent of students that neither graduated
 9 nor dropped out?
 10 DR. WILLIAMS: So I'm going to ask Mr.
 11 Connelly to respond. We get that question every year.
 12 When you think -- I want to remind the board the
 13 cohort that begins as ninth graders. But Mr. Connelly
 14 will definitely give the answer.
 15 MR. CONNELLY: Thank you, Dr. Williams.
 16 First and foremost, we have some students who are
 17 certificate bound, meaning they're not diploma bound.
 18 By state COMAR regulations, those students are not
 19 considered graduates. So that's a part of that
 20 population.
 21 A second part of the population are for

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1 students who need that additional time to graduate.
 2 They may be fifth year or even sixth year graduates.
 3 Some of those students are Second Language Learners.
 4 Some of those students are new to our country, and
 5 they need extra time to develop the proficiency skills
 6 necessary to pass the graduation course assessments.
 7 And some of those students are students who need
 8 credit recovery, whether they were with us or coming
 9 to us from other school systems.
 10 We also do have a small number of students
 11 that we consider hanging transfers, which are students
 12 who have come into Baltimore County and left Baltimore
 13 County and have not enrolled or notified, you know,
 14 the state that they haven't enrolled in any type of
 15 program, and it's a very small number of students.
 16 But those typically are the groups that comprise that
 17 five plus percent.
 18 MS. MACK: Thank you very much for that
 19 answer, Mr. Connelly. What graduation requirements
 20 were waived by MSDE as a result of the pandemic for
 21 2021?

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1 MR. CONNELLY: Great. So, what I want to
 2 share with you is part of the presentation was that we
 3 had discussed course credits as being the predominant
 4 reason why students will or will not graduate from the
 5 Class of 2021. In 2019-2020, we had, you know, a
 6 pass, fail process, which promoted a higher level, of
 7 course credits for students based on the idea of a
 8 pass fail in that last three months of the pandemic.
 9 You know, for the 2020-2021 school year, we did not
 10 have that pass fail as an option. So, student credit
 11 course credits was a significant indicator of
 12 graduation or of needing more time to graduate.
 13 Student service-learning hours were waived by MSDE as
 14 well as graduation requirements for state assessments.
 15 MS. MACK: Okay, and then my last question
 16 is, pre-pandemic, approximately 13 percent of BCPS
 17 students met graduation requirements using a Bridge
 18 plan, which I understand Bridge plans went away. What
 19 replaced Bridge plans and when was the replacement
 20 implemented?
 21 MR. CONNELLY: So, currently, the MSDE is

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1 working with the State Board of Education to revise
 2 COMAR to include different pathways as part of the
 3 blueprint for Maryland's future. And those different
 4 pathways include support pathways and college and
 5 career readiness pathways. Those pathways are
 6 intended to not only support students on time
 7 graduation but to also provide them with additional
 8 opportunities for college, career and service
 9 readiness.
 10 MS. MACK: So were Bridge plans in effect
 11 in 2021?
 12 MR. CONNELLY: No, Bridge plans were not in
 13 effect for 2021. Bridge plans are utilized when
 14 students pass the course but do not pass the
 15 assessment and show an alternative --
 16 MS. MACK: That's right.
 17 MR. CONNELLY: -- pathway for being able to
 18 demonstrate the standards that the assessment would
 19 require. Since assessments were waived, Bridge plans
 20 were unnecessary. Students had to pass courses in
 21 order to earn credit.

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1 MS. MACK: That makes sense. Thank you very
 2 much for the information.
 3 MR. CONNELLY: You're welcome.
 4 MR. MCMILLION: Dr. Hager.
 5 DR. HAGER: Thank you. Just a few quick
 6 questions. So I saw that you presented three years of
 7 data, which was really helpful because I feel like
 8 2020 is kind of a, you know, isn't really useful. So
 9 moving forward, has there been any guidance on
 10 potentially removing that year of data and just
 11 looking at trends in 19-21 and moving forward?
 12 MR. CONNELLY: So, when we package data
 13 together to really try to show, you know, the impact
 14 of our initiatives and our investments, we know that
 15 there are outliers, you know, there's outliers
 16 involved due to COVID 19 pandemic, changes in the way
 17 that we provided instruction, the way that the state
 18 was able to assess. So, to average those types of
 19 data together to say, you know, this is the trend,
 20 would not be appropriate, because we know that, you
 21 know, it's not typical of data. But what we really

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1 want to look at closely is, what were those benchmarks
 2 that we established pre-pandemic and then where are we
 3 now and where are we going? And so looking at that
 4 disaggregation of data for students, especially
 5 student groups that are most marginalized, as Ms. Jose
 6 had had called out, you know, that's your where our
 7 work has to focus, because we need to identify if
 8 we've had an even greater impact of the COVID 19 for
 9 some student groups; and what does that then mean when
 10 it comes to allocation of resources supports, and
 11 providing what students need in order to accelerate
 12 their learning?
 13 DR. HAGER: Okay, great. Thank you. And I
 14 also appreciated that you mentioned comparisons with
 15 other larger districts in Maryland. I know you said
 16 it, and it wasn't on the slides. I like seeing
 17 things. So if in the future, you know, you end up
 18 choosing to make that comparison, I would love to see
 19 the numbers on a slide just personally.
 20 MR. CONNELLY: Great.
 21 DR. HAGER: And then I haven't figured how

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1 to ask this question appropriately. But the -- I feel
 2 like people say a lot that, you know, there's a metric
 3 that people want to get to and so there are kids who
 4 end up graduating who maybe should or shouldn't
 5 graduate; and whether that's true or not, I know it's
 6 something that's promoted sometimes. So is the
 7 Department of School Support is that what they're
 8 there for, is to kind of catch those kids that, you
 9 know, could end up not graduating and kind of be their
 10 safety net to kind of propel them forward? Is that
 11 what that department is for?
 12 MR. CONNELLY: So, first and foremost, I'm
 13 going to pass it over to Ms. Ferguson. But as Sam had
 14 mentioned, Mr. Mustipher, had mentioned in the project
 15 graduation, it is a cross disciplinary approach, and
 16 it involves multiple different groups of people
 17 looking at multiple things because the factors may
 18 range for a variety of different reasons. But to
 19 answer your question in a short format.
 20 MS. FERGUSON: Pretty much what Mr.
 21 Connelly said. So the project graduation, the purpose

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1 of that is to actually review, to make sure we catch
 2 those students. So we're looking at those students on
 3 a regular basis. And I think Mr. Mustipher talked
 4 about an additional mechanism and data that he uses as
 5 Executive Director, where they look at data every
 6 quarter for students to identify whether or not those
 7 students are on track. So, that's the whole purpose
 8 in catching kids. When you say catching them, we're
 9 trying to catch them and keep them from failing and
 10 try to intervene before they get to that point.

11 DR. HAGER: Great.

12 MR. MUSTIPHER: Correct. And, as they were
 13 stating, so we have project graduation meetings at
 14 each individual high school but we also have them
 15 centralized as well. And our last centralized one, it
 16 was March 22. And we will have another centralized
 17 one in May. So twice a quarter, we collect what's
 18 called a senior cohort analysis tool. And it allows
 19 us to collect that data which shows which students are
 20 not meeting with success. And we disaggregate the
 21 data based on different metrics. So we look at

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1 student service learning hours, we look at
 2 assessments. Because although sometimes MSDE over the
 3 years assessments has been taken away, as far as kids
 4 do not need to pass them in order to graduate, they
 5 still may need to take them in order to graduate. So
 6 we still have to look at that to see if Sam Mustipher,
 7 Kim Ferguson, Kevin, if Amy, if they actually sat for
 8 the assessment. So we look at each of those students.
 9 And the students who are not meeting with success, now
 10 we have to identify what supports are we putting in
 11 place to help them meet with success. And that can
 12 mean different things: parent meetings, meeting with
 13 the school counseling team, bringing in a multi
 14 disciplinary team. PPW's, social workers, so whomever
 15 we need to bring in to support the students. Because
 16 we know in small occasions, students can graduate in
 17 three years. But we also know that some of our
 18 students need extra time, as Mr. Connelly talked
 19 about, and that's when we're looking at the five year
 20 cohort. But most students, of course, graduate in
 21 four years. So, the support is there, and the

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1 principals are in their school teams are doing what
 2 they need to do to support the students through this
 3 work. And that's why we're definitely highlighting,
 4 as Dr. Williams say, this wonderful principal sitting
 5 here to my right.

6 DR. HAGER: Yeah, and the project
 7 graduation sounds amazing. How long has that been
 8 around?

9 MR. MUSTIPHER: Oh, we've been doing
 10 project -- Oh, geez, now you're testing my memory and
 11 I'm old. We probably been doing it for probably about
 12 eight or nine years now. We used to scrunch all of
 13 the principals together in these little spaces. But
 14 now, every year we try to progress with that work.
 15 And so now we're doing it more individualized at
 16 schools. I have one meeting tomorrow at Overlea High
 17 School at eight o'clock in the morning. So, the
 18 principal and their teams are doing a wonderful job to
 19 support our students. And as you see, the data says,
 20 we know our ELL students are our students who struggle
 21 the most. But as you can see, we are making gains

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1 with them, lowering the dropout rate, increasing the
 2 graduation rate. And that multi multidisciplinary
 3 approach is assisting us with that work as well.

4 DR. HAGER: Thank you so much.

5 MR. MUSTIPHER: Yes, ma'am.

6 CHAIRWOMAN HENN: Thank you. Ms. Scott.

7 MS. SCOTT: Thank you. Thank you for the
 8 presentation and for your time and being here. My
 9 question was -- I saw where it was over three years of
 10 data. I just wanted to know: Did you all follow any
 11 of these kids or anything as far as them going to
 12 college? Are they still there? Have they graduated?
 13 I guess if it was a two-year school or does it just
 14 end at them being accepted into college?

15 MS. FERGUSON: So, the data that we have
 16 right here is related to acceptance into college.
 17 That's what we what we shared today. So, certainly the
 18 National Clearinghouse data would show the
 19 persistence. So once kids actually enrolled and then
 20 the persistence. We did not share that data today.

21 MS. SCOTT: Okay. I was just curious about

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1 that. How many after they got in, were there,
 2 completing, graduating and still there? Thank you.
 3 CHAIRWOMAN HENN: Thank you. Mr.
 4 McMillion.
 5 MR. MCMILLION: Ms. Wesloski,
 6 congratulations.
 7 MS. WESLOSKI: Thank you, sir.
 8 MR. MCMILLION: I'm curious, how many
 9 faculty members do you have currently, about?
 10 MS. WESLOSKI: About 103.
 11 MR. MCMILLION: Okay. And do -- now, for
 12 those, you know, I taught there for 25 years. It
 13 looks to me like you're keeping a core of teachers
 14 that are staying there. And do you see there's a
 15 possible correlation there of teacher staying there
 16 and getting more experience and being better at their
 17 skill unit, developing a better skill set and being
 18 better with, you know, developing the relationships,
 19 do you think there's something going on there?
 20 MS. WESLOSKI: Yes, the teachers that get
 21 to know our community, they know where the students

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1 live. We also have had two new employees in the next
 2 -- in the last two months that were graduates of
 3 Chesapeake, which I think is really interesting,
 4 because they've come back to school. My new assistant
 5 principal, Holly Coleman, is a Bayhawk. And we hired
 6 a Spanish teacher and she was a Bayhawk, too. So, I
 7 think that that's -- and we think we have three other
 8 on staff, too, which I think really speaks to people
 9 want to come back into the community. It is the
 10 hidden gem of the eastside (phonetic).
 11 MR. MCMILLION: And, you know, at risk kind
 12 of kids are harder to develop relationships with. And
 13 so I felt that I was a better teacher the last five
 14 years of my career than I was before that. And I
 15 think that because -- that teenagers, you know, hard
 16 to get to know, the better the teacher is at their
 17 skills, development, then they can reach those kids
 18 and maybe through those connections with, with how you
 19 talked everybody had somebody, they might have more
 20 than one.
 21 MS. WESLOSKI: I agree. I think we have so

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1 many faculty members that have touch points on
 2 different kids. And someone mentioned, you know, when
 3 they come into our school and they see the teachers in
 4 the hallway, they aren't just standing there back,
 5 we're engaging with the students all throughout the
 6 hallway, and then classes and just keeping everyone
 7 involved. And we really keep a real big pulse about
 8 what's happening in the building, which I think has
 9 been instrumental this year to making sure we get the
 10 students what they need, whether it's in the building,
 11 or we get them resources that are outside.
 12 MR. MCMILLION: And when they have those
 13 relationships, those tight relationships with the
 14 kids, then that's, to me, is when they can really help
 15 them; you know, whether it's calling them out on their
 16 behavior or assisting them and, you know, whatever it
 17 is that they need to be successful. So thank you very
 18 much.
 19 MS. WESLOSKI: You're welcome.
 20 CHAIRWOMAN HENN: Thank you. Ms. Rowe.
 21 MS. ROWE: Yes. Do we have --

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1 CHAIRWOMAN HENN: We're having trouble
 2 hearing you, Ms. Rowe. Would you mind speaking up?
 3 MS. ROWE: Okay, sorry.
 4 CHAIRWOMAN HENN: That's much better.
 5 MS. ROWE: Do we have data on how many
 6 students enter college and need to take remedial
 7 courses?
 8 MR. CONNELLY: Hi, Ms. Rowe. Part of the
 9 MOU that we're crafting with CCBC is to be able to
 10 share information as one of our most substantial, you
 11 know, transitions from 12th grade students is to go to
 12 CCBC. And through that MOU and data sharing
 13 agreement, part of that will be able to inform us of
 14 students who transition to the CCBC program and the
 15 number of students who need to take remedial courses,
 16 as well as the student's success, and including those
 17 students that the percentage that did not need to do
 18 so. And we disaggregate that by student group and by
 19 high school.
 20 MS. ROWE: Okay, and what do we do to track
 21 students who are not accepted into colleges? Do we

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1 attempt to find out if they found work or some other
 2 training program?
 3 MR. CONNELLY: So just from that
 4 perspective that you just shared, some students go on
 5 college, some choose career, some choose service. We
 6 have many different pathways. And we are taking great
 7 pride and promoting, you know, a variety of different
 8 enrichment and acceleration pathways for college and
 9 career readiness for our students. As far as tracking
 10 all of that data, I'm going to ask Ms. Ferguson if she
 11 has any insight to share as well.
 12 MS. FERGUSON: At this time, what we do you
 13 have is we have the senior survey, so we do know where
 14 they intend to go. So that's why we do have some data
 15 related to military, world of work or college at this
 16 time. We do not have the data related to whether or
 17 not a student who chose to go to work if that student
 18 is actually working. What we can access is the
 19 National Clearinghouse data, which shows whether or
 20 not a child enrolled in college and is persisting in
 21 college. We don't have that information for World of

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1 Work.
 2 MS. ROWE: Okay, thank you.
 3 CHAIRWOMAN HENN: Thank you. Mrs. Causey.
 4 MS. CAUSEY: Thank you. Thank you so much
 5 for the presentation. And thank you for sharing the
 6 successes of your school, we really appreciate that.
 7 So with the discrepancies in the graduation
 8 rates, if you could put up slide eight, please and
 9 then flip -- flip to slide five, where a significant
 10 number of students are English learners, whether
 11 they're Hispanic, Latino, or English learners, we have
 12 so many other nations represented, languages
 13 represented. We have a wonderful amount of cultural
 14 diversity here. We understand that the ESL programs
 15 are supposed to be moving from regional centers to the
 16 home schools. And I believe Dr. Williams had told us
 17 when a future report was going to be on that.
 18 How is that going to be helpful to our
 19 English language learners and what other supports are
 20 being planned?
 21 MS. MCCOMAS: That's my question, so thank

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1 you. So we're very excited about building more robust
 2 opportunities and supports around our English learners
 3 of whatever language background. And part of as we
 4 move from a center model towards students
 5 matriculating in their own home community, we will be
 6 for those schools providing a full year of
 7 professional learning in advance of those students
 8 arriving at their home school. That professional
 9 learning will be extensive, and one of the primary
 10 functions we will do is to teach our general educators
 11 how do you support English learners in their
 12 classroom, and also supporting those schools in
 13 building their schedules and resources to support
 14 various levels of English Proficiency students at
 15 different ELL levels, if you will, throughout their
 16 schedule and the resources within their building. And
 17 so that is part of what we will be doing to help our
 18 students. You know, right now, our English learners
 19 who attend a center, not only are transported some
 20 distance from their home community, to attend their
 21 academic program, but it also makes it very

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1 challenging for them to stay after school for
 2 tutoring, it makes it very challenging for them to
 3 participate in extra curriculars and athletics because
 4 of that distance between their home and where their
 5 academic program is. So as students are able to
 6 matriculate in their home communities, that really
 7 opens up an abundance of resources. We know
 8 simultaneously with community schools, that we have
 9 more and more schools that will be building in
 10 wraparound services as well, that can be customized to
 11 the needs of the schools. So as we have schools
 12 identify -- you know, have English learner
 13 populations, at their home schools, we can also build
 14 supports through community schools to help those
 15 students and their families in the broader community
 16 as well. So it's really a multifaceted approach.
 17 MS. CAUSEY: Thank you for that. I'm going
 18 to jump around real quick. So, earlier in the report,
 19 we were talking about the dropout rate and supports
 20 that tried to help the students to not drop out. But
 21 the word I didn't hear in how that analysis was done

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1 is -- or was parents, family or guardians, and also
 2 relating back to the ELL and having those children
 3 being able to be served in their communities. What
 4 additional resources or programs or outreach do we
 5 need to do to really get those parents and family
 6 members or guardians engaged as early as possible, as
 7 often as possible, to support the family and the
 8 student?

9 MR. CONNELLY: So one of the things that a
 10 lot of our principals are doing is reaching out to
 11 some of the community based organizations to provide
 12 support, and that's really working well in those
 13 communities. So when they are teaming up with these
 14 community based organizations, then they're having --
 15 and especially prior to the pandemic, we were on a
 16 very good roll with this work because we were having
 17 community meetings in the school buildings, we were
 18 hosting different events in the school buildings, we
 19 were utilizing support from our social workers and our
 20 counselors with regards to some of the -- what would
 21 what are the kitchens named that we're opening up,

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1 Kim, providing food support services through that?

2 MS. FERGUSON: With the food banks.

3 MR. CONNELLY: Yes, with the food banks.

4 So, some of those community organizations were helping
 5 us to reach out to those families to bring them into
 6 the schools. Because, of course, we were having the
 7 language barriers, we were always tapping into our
 8 world languages teachers. And so now when we're able
 9 to use the community organizations in order for us to
 10 facilitate those relationships with the parents, we're
 11 seeing some very, very positive gains with the number
 12 of Hispanic speaking families coming into the schools.
 13 And so those are things that we're trying to get
 14 ramped up once again. Once Dr. Williams told us the
 15 doors are open, we need to bring the visitors in. So
 16 that's what our principals are really trying to do.
 17 Trying to utilize the supports of those community
 18 organizations. Because we know that there was some
 19 relationship issues, that we -- there are some good
 20 things that happened with the centers, but there are
 21 also a lot of cons that Dr. Boswell-McComas has talked

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1 about. So we want to ensure that we follow through
 2 with the plan that Dr. Williams has outlined for us
 3 and ensure that as we open up the centers and the
 4 students are matriculating back to their home schools,
 5 that the principals and their staffs in those home
 6 schools are prepared for their students. And as Mr.
 7 Thomas stated, we saw some great gains in the VLP
 8 program from our ELL students. So again, another
 9 initiative that we're about to roll out. Dr. Williams
 10 put on our table to reimagine the use of time. So the
 11 communities are going to see some letters from some of
 12 our school and some of them are ESOL centers, where
 13 they're going to have their own distance learning
 14 program within the schools to support our ELL
 15 students, because they've already demonstrated that
 16 virtual learning is a way that they have been
 17 successful with their work.

18 So we're thinking outside of the box, as I
 19 should say. We are having weekly meetings with Dr.
 20 Yarbrough and Dr. Zarchin around that work. And so
 21 hopefully, once we come back to you next year as a

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1 school board, we'll be able to see some more gains,
 2 reduction in the dropout rate and a significant
 3 increase in the graduation rate. So I'm looking
 4 forward to the work. Again, principals like Amy are
 5 doing some wonderful work. And the principals who are
 6 in charge of the ESOL centers are going to assist Dr.
 7 Boswell-McComas with the professional development to
 8 the home school principals.

9 So, looking forward to the work. And I'm
 10 pretty sure we're going to share some wonderful news
 11 with you, Ms. Causey, and the rest of the board
 12 members.

13 MS. CAUSEY: Thank you.

14 CHAIRWOMAN HENN: Thank you. Any other
 15 questions, Board members? Hearing none, thank you all
 16 very much. Outstanding presentation. Have a great
 17 evening.

18 The next item on the agenda is information
 19 items, which include the Financial Report for February
 20 2022, the Revised FY 2022 School Calendar, which
 21 reflects the new election date in July and a

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1 correction to the commencement end date in June, and
 2 the update on key school legislation.
 3 Yes, Mrs. Causey.
 4 MS. CAUSEY: Thank you. I just wanted to
 5 have a clearer -- for the calendar what the revision
 6 is. We know anything about the calendar can be very
 7 exciting. So we just -- I just wanted to understand
 8 fully what that was. Because I looked over it and I
 9 didn't see any highlighted changes.
 10 CHAIRWOMAN HENN: I just summarized the
 11 changes to the calendar.
 12 MS. CAUSEY: I'm sorry, could you repeat
 13 them?
 14 CHAIRWOMAN HENN: They're there in
 15 Information. The calendar and the changes that I just
 16 read from are in Information. Can you hear me? Okay.
 17 Okay. The next item on the agenda is Board
 18 Member Comments and Consideration of Agenda Items for
 19 Future Board Meetings. Board members please note that
 20 items at past meetings have been received and are
 21 being reviewed. Ms. Rowe.

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1 MS. ROWE: I have no items. Thank you.
 2 CHAIRWOMAN HENN: Thank you. Any comments?
 3 Ms. Rowe?
 4 MS. ROWE: No, no, thank you. It's late.
 5 We'll let people go.
 6 CHAIRWOMAN HENN: Thank you, ma'am. Ms.
 7 Causey.
 8 MS. CAUSEY: Thank you. I would like to
 9 hear a presentation on how the school system is
 10 working with our area councils but also PTA and other
 11 school organizations to really, especially after the
 12 pandemic, engage with parents, guardians, families,
 13 with their students in order to promote and recover
 14 but also to increase academic achievement.
 15 I wanted to just take a moment to say I was
 16 deeply moved by the comments we heard earlier. This
 17 situation regarding students and staff being injured
 18 at school is heartbreaking. And I know that we have
 19 just dedicated staff that will do anything, jump in
 20 the middle of students fighting, to try and make
 21 things better for students. And I just really hope

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1 that we're going to have some time to talk about that
 2 as well. Dr. Williams made some points tonight, and I
 3 would like to hear more, because this is a very
 4 serious issue. And that's all I'll say about that at
 5 this time.
 6 I was also encouraged to be at the National
 7 School Board Association Conference this last weekend
 8 with Mr. Thomas and other board members. It really
 9 was a time to connect and get re-inspired about why we
 10 do the hard work nationwide. It's been a very
 11 difficult time for education and for the students and
 12 the families and the staff and for the boards and the
 13 administrative staff that are here late at night
 14 talking about all these things. So, that was
 15 wonderful. And there is a lot of work still to be
 16 done. And I am re-inspired and dedicated to get it
 17 done. So thank you.
 18 CHAIRWOMAN HENN: Thank you. Ms. Jose.
 19 MS. JOSE: Thank you. I hope everyone has
 20 a good spring break and take time to recharge and
 21 rest. This month is Earth Day. And it's also Water

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1 Week this month. So with that, I would like to add to
 2 the agenda our lead in the school water, updates and
 3 next steps to reduce our annual costs on bottled water
 4 from both fiscal point of view and also from an
 5 environmental sustainability point. So thank you and
 6 good night.
 7 CHAIRWOMAN HENN: Thank you. Ms. Mack.
 8 MS. MACK: Um, yes, as far as comments, I
 9 was pleased to see the presentation on Lansdowne High
 10 School. I know that many of you on the Board, even
 11 before you were on the Board, advocated for a new
 12 Lansdowne High School. I know the community members
 13 and Lansdowne High School staff advocated for many,
 14 many years. And I want to acknowledge that advocacy
 15 and the hard work of BCPS staff that allowed this to
 16 become a reality. I know people are very excited.
 17 And as far as agenda items, I would like to
 18 see a presentation on retention trends over five
 19 years, that includes the number of students retained
 20 each year at elementary school, middle school and high
 21 school, broken out by the student groups that are

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1 shown on slide four of the graduation presentation and
 2 any reasons for retention.

3 And I'd also like to see an informational
 4 presentation on Watershed Charter School that includes
 5 data like MCAP, MAP, attendance, both standalone data
 6 and how Watershed compares to our noncharter
 7 elementary schools. Thank you. And please,
 8 everybody, have a great break.

9 CHAIRWOMAN HENN: Thank you. Mr.
 10 McMillion.

11 MR. MCMILLION: I want to echo the comments
 12 about a spring break. It's very deserving time away
 13 for people.

14 I'd like to see something on the Virtual
 15 Learning Program and what we're going to do with it
 16 next year and if it's going to increase or decrease or
 17 just an update on the Virtual Learning Program. Thank
 18 you.

19 CHAIRWOMAN HENN: Thank you. Mr. Thomas.

20 MR. THOMAS: Thank you, Ms. Henn. Some of
 21 the things I'd like to see are: one, I think someone

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1 -- today we had the conversation about the Pikesville
 2 High School contract for the track and field. And it
 3 did bring up that question of equity and how our track
 4 and fields and how all of our schools are being funded
 5 by private sources or from our legislatures. And
 6 maybe I want to see a way that we can kind of figure
 7 out how we are -- we can, I don't know, make sure
 8 we're equitably using those private funds.

9 Another one was, in the Equity Committee,
 10 we talked a lot about providing opportunities -- or
 11 the Equity Council meeting for more stakeholders to
 12 participate. It was mentioned a few times to have
 13 board meetings move around the county, but I think it
 14 might be better to just have a virtual option for our
 15 stakeholders to give public comment because we have 10
 16 slots, and so they could be a hybrid or virtual or in
 17 person like, you know, we as board members are hybrid
 18 or virtual and in person.

19 And lastly, I'll say it again, but
 20 procurement of a contract that would allow for us to
 21 have more safety features in our buses and more

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1 cameras and would allow for live streaming of cameras
 2 so that our principals and administrators can see
 3 what's happening in our schools in lifetime, and then
 4 be able to assist our bus drivers and our staff
 5 members in managing those safety issues.

6 So with that, Good night, everyone, and
 7 thank you for tuning into this meeting.

8 CHAIRWOMAN HENN: Thank you. Ms. Scott.

9 MS. SCOTT: Thank you. Well, again, I wish
 10 everyone a wonderful spring break. Couple things, I,
 11 too, attended the National School Board Association
 12 Conference. And I was happy to work with MABE on
 13 educational equity, and to present the equity lens
 14 there that we all have this at our desk, and it's
 15 something that was created by MABE as a lens or filter
 16 by which we should measure our work through and give
 17 thought to. So, it was very nice to share this with
 18 other boards from across the nation.

19 Also, I would like to mention in equity,
 20 also at our last Equity council meeting, we had a
 21 presentation by Ms. Ramadan Sonali (phonetic). And

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1 she was able to provide background information and
 2 debunk myths and stereotypes about Arab and Muslim
 3 students, discuss the importance of countering anti-
 4 Muslim harassment and bias in schools and review
 5 strategies on how to help increase awareness on
 6 creating safe school environments for Muslim and Arab
 7 students. And that was very informational to all of
 8 us. And it was titled The Duality of Arab and Muslim
 9 Students. So I think that we're doing some really
 10 good work there. Thank you to the committee and to
 11 Ms. Sonali and to everyone who has been participating
 12 as we grow and learn.

13 And lastly, I would also like to thank Dr.
 14 Williams and also Dr. Scrivens, before he left in
 15 working to make sure that the basketball hoops were up
 16 in the fourth district because that's something that
 17 has not been up at the schools. It's been up in other
 18 parts of Baltimore County, but not up in the fourth.
 19 So it became an issue of inequity. And they are up
 20 now. And it has been well received. And so I thank
 21 you for coming up with the program and executing that

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1 so that we can have equity throughout Baltimore
 2 County. So that's it. Thank you all very much.
 3 CHAIRWOMAN HENN: Thank you. Dr. Hager.
 4 DR. HAGER: Thank you. I just want to give
 5 a plug for our local school health council in
 6 Baltimore County. So I've mentioned this before that
 7 there's a state school health council and then each
 8 district has a local school health council. And they
 9 do a lot of really great work. And it's a legislative
 10 entity among the Department of Health and local school
 11 system. And so I think it would be great to hear from
 12 the school health council at some point, to hear what
 13 they're working on. And one thing that they often
 14 have focused on over the years is water access. So I
 15 was going to bring up water access as well. And
 16 that's often where that has been discussed in the
 17 past. I think it should be discussed in the full
 18 board as well. But that is, I know, often where it
 19 gets discussed. So I don't know if that's worth
 20 connecting those dots.
 21 And I was not able to attend the Lansdowne

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1 design presentation. I'd love to -- I look forward to
 2 seeing it, though. I know it's not posted yet, but
 3 I'm looking forward to seeing it. Okay, thank you.
 4 CHAIRWOMAN HENN: Thank you. That leaves
 5 my comments. And I just want to first thank my fellow
 6 board colleagues, especially for their hard work in
 7 each of the committees. Our committees are working
 8 extremely hard. I want you to know that I see you and
 9 for staff for supporting our board committees. I
 10 know the harder our board members work, the harder you
 11 work. And that's an understatement. So thank you all
 12 for supporting our board members with their work in
 13 the committee's. If I could attend each one of those
 14 meetings, I would because I just love tuning in and
 15 hearing about all the amazing work you're doing in
 16 your committees. That's when a lot of our work
 17 happens. And I know that we can be rather demanding
 18 on staff at times. And that's an understatement as
 19 well. So thank you for your work in supporting us.
 20 Thank you to our school staff sticking in there.
 21 We're counting down with you for spring break. Hope

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1 you have a wonderful spring break. And that concludes
 2 my comments. So thank you, all.
 3 Which takes us to our final item on the
 4 agenda. Get everybody home. And that is
 5 announcements. The board will hold a special virtual
 6 meeting on Tuesday, April 26, 2022, at 6:30 p.m. More
 7 information may be found on the Board's participation
 8 by the public website or in BoardDocs in this agenda
 9 item.
 10 Thank you for joining us tonight. The
 11 meeting is now adjourned.
 12 (Meeting adjourned.)
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1 TRANSCRIBER'S CERTIFICATE
 2 I, Vivian Saxe, hereby certify that I
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 10 April 12, 2022.
 11
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 13 Vivian Saxe
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