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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

JANUARY 11, 2022

Transcribed by:
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Julie C. Henn, Board Chair

4 Cheryl E. Pasteur, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Lily P. Rowe

13 Makeda Scott

14 Christian Thomas, Student Member

15

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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

5 County for Tuesday, January 11th, 2022. I invite

6 you to recite the Pledge of Allegiance to the

7 Flag to be led by Mr. Christian Thomas. We will

8 then have a moment of silence in recognition of

9 those who have served education in Baltimore

10 County.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Tonight's Board of Education meeting is

14 being held in person and virtually, and broadcast

15 on line through Microsoft Teams and through BCPS

16 TV, Comcast Xfinity Channel 73, Verizon FiOs

17 Channel 34. In order to efficiently conduct this

18 meeting, all voting items this evening will be

19 done by rollcall vote.

20 The first item on the agenda is the

21 consideration of the January 11th agenda.

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1 Dr. Williams, are there any additions or changes
 2 to tonight's agenda?
 3 DR. WILLIAMS: There are none.
 4 CHAIRWOMAN HENN: Hearing none, the
 5 agenda stands as presented.
 6 MS. SCOTT: Ms. Rowe? Excuse me, Ms.
 7 Henn, Chairwoman Henn?
 8 CHAIRWOMAN HENN: Yes, Ms. Scott.
 9 MS. SCOTT: Yes, I had a question. I
 10 wanted to know if it would be appropriate to add
 11 to the agenda a discussion as far as virtual
 12 learning goes, and the health metrics and
 13 testing.
 14 CHAIRWOMAN HENN: If you would like to
 15 make a motion, go ahead, Ms. Scott.
 16 MS. SCOTT: Yes. I move that a virtual
 17 discussion or an update on virtual learning and
 18 health metrics and testing be added to the
 19 January 11th agenda after Item 10.
 20 CHAIRWOMAN HENN: Thank you. Is there a
 21 second?

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1 MS. JOSE: Second.
 2 CHAIRWOMAN HENN: And who made the
 3 second?
 4 MS. JOSE: Ms. Jose.
 5 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 6 Any discussion?
 7 MS. SCOTT: Yes, may I please speak to
 8 my motion?
 9 CHAIRWOMAN HENN: Sure, and then
 10 Dr. Hager. Go ahead, Ms. Scott.
 11 MS. SCOTT: Thank you so much. I feel
 12 that I have been hearing from lots of parents,
 13 staff and the community that there has been a
 14 deafening silence from the Board as far as their
 15 concerns, and there is a lot of confusion out
 16 there, and I feel that it is incumbent upon us as
 17 a board to represent our students, staff, our
 18 community, to ask these questions and to get
 19 answers so that we are fully clear and that we
 20 are able to articulate clearly and there's a very
 21 clear understanding. So that is why I made the

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1 motion, and I appreciate the time. Thank you.
 2 CHAIRWOMAN HENN: Thank you, Ms. Scott.
 3 Dr. Hager?
 4 DR. HAGER: I just wanted to mention
 5 that I know that Dr. Williams is going to address
 6 this in his report, I see that there are a few
 7 slides on this, so could you just let us know if
 8 you are planning to address these issues in your
 9 report this evening, Dr. Williams?
 10 DR. WILLIAMS: That is correct, I do
 11 have slides and an update as part of my
 12 superintendent's report.
 13 DR. HAGER: Thank you.
 14 CHAIRWOMAN HENN: Thank you for that
 15 question, Dr. Hager. And Dr. Williams then, if
 16 you could elaborate on that, would you consider
 17 this motion then redundant based on what you plan
 18 to present in your superintendent's report and
 19 slides, and will there be opportunity for board
 20 member questions following that presentation?
 21 DR. WILLIAMS: So, I do have an update.

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1 Usually a report, there are no discussions or
 2 questions, so after the superintendent gives his
 3 report, the chair gives her report, the student
 4 member gives his, and there are usually no
 5 questions or discussions afterwards.
 6 CHAIRWOMAN HENN: Thank you. Ms. Mack,
 7 and then -- okay, thank you. Ms. Jose?
 8 MS. JOSE: Thank you, Ms. Henn.
 9 Dr. Williams, you just said that there will be no
 10 discussion or no time for us to ask any
 11 questions. As the first and foremost priority of
 12 the Board should be the safety of all of our
 13 students, teachers, staff, and we've got numerous
 14 emails, my concern is that we do not have a clear
 15 understanding of the metrics. These are
 16 extraordinary circumstances, so I think a
 17 ten-minute Q&A to answer and assuage some of the
 18 parents, and I'm a parent as well who will be
 19 concerned, I do have some questions as a parent,
 20 as a board member, and I'm pretty sure you have
 21 the answers because you -- it is great that

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1 schools are opening tomorrow, so I really think
 2 that the agenda item should be added because it
 3 is first and foremost in everybody's minds today.
 4 Thank you.
 5 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 6 Ms. Scott, would you mind restating the motion
 7 please? Ms. Scott?
 8 MS. SCOTT: Apologies, sorry, I was on
 9 mute.
 10 CHAIRWOMAN HENN: Thank you, no worries.
 11 MS. SCOTT: Sorry, I'll start over
 12 again. I said I move that a discussion on
 13 virtual learning and health metrics and testing
 14 be added to the agenda after Item 10.
 15 CHAIRWOMAN HENN: Thank you very much.
 16 Any other discussion, board members? Mr. Thomas?
 17 MR. THOMAS: Thank you. I would just
 18 like to state that I also feel that this is a
 19 topic that does warrant a conversation from the
 20 Board and that we should be involved in a
 21 conversation with the superintendent and staff

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1 about the COVID-19 metrics and about some of the
 2 current practices that are in place, so I will be
 3 supporting this motion.
 4 CHAIRWOMAN HENN: Thank you. I would
 5 like to offer an amendment to Ms. Scott's motion
 6 if I may, to move -- I support this motion. I
 7 would like to offer the following amendment, to
 8 move this agenda item following Item G so that
 9 discussion can follow the superintendent's
 10 report, as it seems to fit with the presentation
 11 that Dr. Williams plans to offer as Item G.
 12 MS. ROWE: Second.
 13 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.
 14 Any discussion?
 15 DR. WILLIAMS: I just want to make a
 16 comment, Chair.
 17 CHAIRWOMAN HENN: Yes, Dr. Williams?
 18 DR. WILLIAMS: So when the question was
 19 asked about discussion, what I answered was what
 20 typically happens with the superintendent's
 21 report. That by no means indicated that I did

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1 not want to discuss or have a further
 2 conversation with the Board. So the question was
 3 about the report, so I just wanted to clarify
 4 that I am not against having a conversation with
 5 the Board regarding this important topic.
 6 CHAIRWOMAN HENN: Thank you,
 7 Dr. Williams. Ms. Scott, would you be amenable,
 8 should we include discussion following
 9 Dr. Williams' report, is that something you would
 10 consider withdrawing your motion, should we
 11 modify the agenda to include discussion following
 12 Dr. Williams' report?
 13 MS. SCOTT: No, I feel like it should be
 14 an agenda item.
 15 CHAIRWOMAN HENN: Fair enough, thank
 16 you. So we have a motion on the floor to amend,
 17 to include your agenda item as offered, following
 18 Item G-1, which is the superintendent's report.
 19 If there's no further discussion, we can call for
 20 a vote. Mrs. Causey, did you have a comment or
 21 question on the motion to amend?

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1 MS. CAUSEY: I was going to say I
 2 support it, and I call the question.
 3 CHAIRWOMAN HENN: Thank you. So we now
 4 have, to call the question requires a two-thirds,
 5 is that correct, Mr. Brousaides? Thank you.
 6 Ms. Gover, would you please call a
 7 rollcall vote on Ms. Causey's calling the
 8 question on the amendment?
 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: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. GOVER: Ms. Pasteur?
 20 VICE CHAIR PASTEUR: Yes.
 21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Yes.

2 MS. GOVER: Mr. Offerman? Mr. Offerman?

3 MR. OFFERMAN: Yes.

4 MS. GOVER: Thank you. Ms. Scott?

5 MS. SCOTT: Yes.

6 MS. GOVER: Dr. Hager?

7 DR. HAGER: Yes.

8 MS. GOVER: Mr. Kuehn? Mr. Kuehn? Ms.

9 Henn?

10 CHAIRWOMAN HENN: Yes.

11 MS. GOVER: Thank you.

12 CHAIRWOMAN HENN: The motion to call the

13 question carries. Now we will vote on the motion

14 to amend the motion. Ms. Gover, may I have a

15 rollcall vote please?

16 MS. GOVER: If I could get

17 clarification, should this be item G-2 or a new

18 Item H?

19 CHAIRWOMAN HENN: It would be Item G-2.

20 MS. GOVER: Thank you. 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: Mr. McMillion?

6 MR. MCMILLION: Yes.

7 MS. GOVER: Ms. Jose?

8 MS. JOSE: Yes.

9 MS. GOVER: Ms. Pasteur?

10 VICE CHAIR PASTEUR: Yes.

11 MS. GOVER: Mr. Thomas?

12 MR. THOMAS: Yes.

13 MS. GOVER: Mr. Offerman?

14 MR. OFFERMAN: Yes.

15 MS. GOVER: Ms. Scott?

16 MS. SCOTT: Yes.

17 MS. GOVER: Dr. Hager?

18 DR. HAGER: Yes.

19 MS. GOVER: Mr. Kuehn? Ms. Henn?

20 CHAIRWOMAN HENN: Yes.

21 MS. GOVER: Thank you.

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1 CHAIRWOMAN HENN: So that motion

2 carries. We will now vote on the motion as

3 amended. Ms. Gover, may I have a rollcall vote?

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: Mr. McMillion?

11 MR. MCMILLION: Yes.

12 MS. GOVER: Ms. Jose?

13 MS. JOSE: Yes.

14 MS. GOVER: Ms. Pasteur?

15 VICE CHAIR PASTEUR: Yes.

16 MS. GOVER: Thank you. Mr. Thomas?

17 MR. THOMAS: Yes.

18 MS. GOVER: Mr. Offerman?

19 MR. OFFERMAN: Yes.

20 MS. GOVER: Ms. Scott?

21 MS. SCOTT: Yes.

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1 MS. GOVER: Dr. Hager?

2 DR. HAGER: Yes.

3 MS. GOVER: Mr. Kuehn? Ms. Henn?

4 CHAIRWOMAN HENN: Yes.

5 The motion carries. The revised agenda

6 is approved and the agenda stands as presented.

7 Earlier this evening the Board met in

8 closed session pursuant to the Open Meetings Act

9 for the following reasons: To one, discuss the

10 appointment, employment, assignment, promotion,

11 discipline, demotion, compensation, removal,

12 resignation or performance evaluation of

13 appointees, employees or officials over whom it

14 has jurisdiction, or any other personnel matter

15 that affects one or more specific individuals;

16 seven, consult with counsel to obtain legal

17 advice; and eight, consult with staff,

18 consultants or other individuals about pending or

19 potential litigation. The minutes of the closed

20 session and information summary can be found on

21 BoardDocs under this board meeting agenda date.

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1 The next item on the agenda is personnel
 2 matters and for that I call on Ms. Anderson.
 3 Good evening.
 4 MS. ANDERSON: Good afternoon,
 5 Chairwoman Henn, Vice Chairwoman Pasteur,
 6 Superintendent Williams and members of the Board.
 7 I would like the Board's consent for the
 8 following personnel matters: Retirements,
 9 resignations, deceased recognition of service,
 10 and certificated appointments.
 11 CHAIRWOMAN HENN: Thank you. Do I have
 12 a motion to approve the personnel matters as
 13 presented in Exhibits D-1 through D-4?
 14 MS. MACK: So moved, Mack.
 15 CHAIRWOMAN HENN: Thank you, Ms. Mack.
 16 Do I have a second?
 17 MR. THOMAS: Second, Thomas.
 18 CHAIRWOMAN HENN: Thank you, Mr. Thomas.
 19 Any discussion? May I have a rollcall vote?
 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: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Yes.
 9 MS. GOVER: Ms. Pasteur?
 10 VICE CHAIR PASTEUR: Yes.
 11 MS. GOVER: Mr. Thomas?
 12 MR. THOMAS: Yes.
 13 MS. GOVER: Mr. Offerman?
 14 MR. OFFERMAN: Yes.
 15 MS. GOVER: Ms. Scott?
 16 MS. SCOTT: Yes.
 17 MS. GOVER: Dr. Hager?
 18 DR. HAGER: Yes.
 19 MS. GOVER: Mr. Kuehn? Ms. Henn?
 20 CHAIRWOMAN HENN: Yes.
 21 MS. GOVER: Thank you.

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1 CHAIRWOMAN HENN: The motion carries,
 2 thank you.
 3 The next item on the agenda is
 4 administrative appointments and for that I call
 5 on Dr. Williams.
 6 DR. WILLIAMS: Good evening, members of
 7 the Board. I am bringing forth the following
 8 administrative appointments for your approval:
 9 Chief information officer in the Office of the
 10 Superintendent; chief financial officer in the
 11 Office of the Superintendent; manager, staffing,
 12 in the Office of Staffing; and specialist,
 13 disciplinary literacy, in the Office of English
 14 Language Arts.
 15 CHAIRWOMAN HENN: Thank you,
 16 Dr. Williams. Do I have a motion to approve the
 17 administrative appointments as presented in
 18 Exhibit E-1?
 19 MS. ROWE: So moved, Rowe.
 20 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 21 Do I have a second?

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1 MS. CAUSEY: Second, Causey.
 2 CHAIRWOMAN HENN: Thank you,
 3 Mrs. Causey. Any discussion? Hearing none, may
 4 I have a rollcall vote?
 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: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Ms. Pasteur?
 16 VICE CHAIR PASTEUR: Yes.
 17 MS. GOVER: Thank you. 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? Ms. Henn?

5 CHAIRWOMAN HENN: Yes.

6 MS. GOVER: Thank you.

7 CHAIRWOMAN HENN: The motion carries,

8 thank you. Dr. Williams?

9 DR. WILLIAMS: Thank you. Our first

10 appointment is Pedro Agosto as the Chief

11 Information Officer. Welcome to BCPS. He brings

12 to us experience as a chief information officer

13 at the D.C. Department of Consumer and Regulatory

14 Affairs. He has had previous experiences as a

15 government contractor, director of client

16 services, program manager and assistant vice

17 president, systems manager. Also, he has served

18 as a senior system integrity analyst for SALLIE

19 MAE for six years. Congratulations, Pedro

20 Agosto.

21 (Applause.)

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1 Our next appointment is Rachel Goisovich

2 as a specialist of disciplinary literacy in the

3 Office of English Language Arts. She brings to

4 us 14.4 years of experience in Baltimore County.

5 Currently she is serving as a resource teacher in

6 the Office of English Language Arts. She served

7 as a resource teacher in the Department of

8 Academics as well as an English teacher at

9 Dulaney High and Dundalk High School.

10 Congratulations, Rachel Goisovich.

11 (Applause.)

12 Our next appointment is Christopher

13 Hartlove as the Chief Financial Officer. Welcome

14 to Baltimore County Public Schools. He is

15 currently the Chief Financial Officer at Carroll

16 County Public Schools, where he served for over

17 13 years. He also served as the director of

18 budget and resource analyst, supervisor of budget

19 and the assistant director of budget and fiscal

20 analysis at the University of Maryland, College

21 Park. Congratulations, Christopher Hartlove.

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1 (Applause.)

2 Our last candidate is Bradley J.

3 Kouyoumjian as the manager of staffing in the

4 Office of Staffing. He brings to us four years

5 in Baltimore County. Currently he's an HR

6 officer in staffing, he served as the HR analyst

7 in staffing in previous experience at Ikea SSC in

8 Baltimore. Congratulations, Bradley Kouyoumjian.

9 CHAIRWOMAN HENN: Congratulations to

10 all, and welcome. Thank you, Dr. Williams.

11 Our next item is public comment. This

12 is one of the opportunities the Board provides to

13 hear the views and receive the advice of

14 community members. The members of the Board

15 appreciate hearing from interested citizens. As

16 appropriate, we will refer your concerns to the

17 superintendent for followup by his staff.

18 The Board of Education will conduct the

19 public comment portion of the meeting by allowing

20 those who registered to speak to attend in

21 person. Registration was open to the public one

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1 week prior to tonight's board meeting and was

2 closed at three p.m. yesterday for anyone wishing

3 to speak at this evening's meeting. Board

4 practice limits to ten the number of speakers at

5 a regularly scheduled board meeting. Speakers

6 are selected randomly using an electronic

7 selection process from all registrations received

8 within the designated timeframe. Each speaker is

9 allowed three minutes to address the Board. Of

10 course if fewer than ten registrations are

11 received, all who registered will be permitted to

12 speak. However, no speaker substitutions will be

13 allowed.

14 While we encourage public input on

15 policy, programs and practices within the purview

16 of this Board and this school system, this is not

17 the proper forum to address specific student or

18 employee matters, or to comment on matters that

19 do not relate to public education in Baltimore

20 County. We encourage everyone to utilize

21 existing dispute resolution processes as

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1 appropriate. I remind everyone that
 2 inappropriate personal remarks or other behavior
 3 that disrupts or interferes with the conduct of
 4 this meeting are out of order.

5 I ask speakers to observe the
 6 three-minute clock, which will let you know when
 7 your time is up. Please conclude your remarks
 8 when you hear the tone or see that time has
 9 expired. The microphone will be turned off at
 10 the end of your time, and it could be turned off
 11 if a speaker addresses specific student or
 12 employee matters, or is commenting on matters not
 13 related to public education in Baltimore County.

14 If not selected the public may submit
 15 their comments to the board members via email at
 16 boe@bcps.org. More information is provided on
 17 the Board's website at bcps.org under board of
 18 education, participation by the public.

19 I now call on our advisory and
 20 stakeholder group leaders to speak. Our first
 21 speaker is Maja Durkovic, of the Baltimore County

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1 Student Council. Good evening, welcome.

2 MS. DURKOVIC: Good evening. It's
 3 wonderful to see everyone. My name is Maja
 4 Durkovic and I am the chief of staff of the
 5 Baltimore County Student Council. Tonight I will
 6 be sharing BCSC's report coauthored by myself and
 7 BCSC President Samantha Warfel.

8 To start, our January executive board
 9 meeting took place on the 5th wherein the BCSC
 10 executive board discussed our upcoming school
 11 safety series and other BCSC initiatives in the
 12 coming months. BCSC and the Baltimore County
 13 Junior Council, our middle school group, also
 14 sponsored a meeting allowing our respective
 15 executive boards to have a conversation with
 16 County Executive Johnny O and Superintendent
 17 Dr. Williams.

18 Students were eager to discuss MYIPAS
 19 with our local leaders, as well as bringing to
 20 focus their personal concerns around the pressing
 21 issues of BCPS's response to the current COVID

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1 situation and other school safety concerns.
 2 Additionally, our school safety series has
 3 advanced in the planning process and will feature
 4 topics including the different classes for school
 5 safety including mental health, physical safety,
 6 personal safety and public safety, implicit bias
 7 and its safety implications, collaboration with
 8 the Maryland Center for School Safety, and
 9 student responsibility and taking ownership of
 10 this, see something, say something. We look
 11 forward to further updating you on our progress
 12 with this important initiative.

13 We are also slated to begin the SMOB
 14 selection progress with the first round of
 15 application screenings underway starting
 16 tomorrow. We are eager to involve more student
 17 voices than ever before in this process. We are
 18 also looking forward to doing all that we can to
 19 bolster student voter turnout in the SMOB
 20 election in March, including updating our
 21 guidelines for SMOB campaigning on social media.

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1 Importantly, we stand by our support of
 2 coming legislative initiatives spearheaded by our
 3 current SMOB Christian Thomas that aim to achieve
 4 full voting rights for the student members. We
 5 plan to use our position as provided by state law
 6 to preside over the SMOB selection process as
 7 well as promoting student education and
 8 involvement with the position, to encourage the
 9 legal acceptance of unrestrictive voting rights
 10 for our student board member.

11 Lastly, concerning COVID safety issues,
 12 BCSC stands with students in a time of vast
 13 uncertainty surrounding COVID safety protocols
 14 while preserving a strong instructional program
 15 for all BCPS students, along with strongly
 16 considering the mental and physical health of
 17 those students and staff in this decision making.

18 Thank you and good evening.

19 CHAIRWOMAN HENN: Thank you. Our next
 20 speaker is Billy Burke, with CASE. Good evening.

21 MR. BURKE: Good evening, Chairwoman

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1 Mrs. Henn, Vice Chairwoman Mrs. Pasteur,
 2 Superintendent Dr. Williams and members of the
 3 Board. I'd like to speak to you tonight on three
 4 subjects.

5 The first is the budget. CASE fully
 6 supports the proposed budget that Dr. Williams is
 7 bringing forward this evening. I know you have
 8 heard from your constituents about behavior, and
 9 that Dr. Williams has held community meetings
 10 asking for support and solutions. My members
 11 have been discussing what behavior support would
 12 look like in a school. I've heard the supports
 13 called many things, from dean of student behavior
 14 to safety team leader. It doesn't matter what we
 15 call them. Schools need support to work with
 16 students during behavior and discipline
 17 interactions.

18 Administrators have been handed many new
 19 responsibilities during the pandemic. SROs
 20 support in very specialized situations. Schools
 21 are mindful of the disproportionality of

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1 discipline for students receiving special
 2 education services and our black and brown
 3 students. Discipline is intended to change
 4 behavior through new learning. Administrators
 5 need support in order to do this. Please fund
 6 positions designed to provide this support. In
 7 addition, please support the restorative
 8 practices contract coming before you tonight.

9 The second subject is when schools need
 10 to move to virtual instruction. All of us, the
 11 five unions and the school system want students
 12 to learn in person. COVID is not the reason we
 13 are sometimes moving to virtual instruction; the
 14 staffing shortages in addition to the absences
 15 created by COVID sometimes make it unsafe for
 16 students to learn in person. It's a matter of
 17 safety. Not many decisions are that black and
 18 white during this pandemic but this one is, it is
 19 a matter of safety.

20 The third subject is the unrealistic
 21 workload and hours for CASE members. We often

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1 think about school administrators when we think
 2 of CASE but I need to acknowledge the central
 3 office members in CASE. They have been deployed
 4 to schools to support, they know that this is the
 5 right thing to do, they have been told not to
 6 worry about their office jobs while they are
 7 supporting schools. But they can't do that, they
 8 are professionals, they manage grants, they
 9 supervise employees not deployed to schools, and
 10 they have active projects operating in schools,
 11 and so they will work two jobs. They will work
 12 two jobs at the expense of their health and time
 13 with their families. We've been operating in
 14 crisis mode for two years. It is not
 15 sustainable. Thank you for the opportunity to
 16 speak tonight.

17 CHAIRWOMAN HENN: Thank you. Our next
 18 speaker is Bash Pharoan with the Central Area
 19 Education Advisory Council. Good evening.

20 DR. PHAROAN: Good evening to all. The
 21 Central Area Council teamed up with Northwest and

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1 Southwest Advisory Councils yesterday. 32
 2 persons attended our combined meeting. Ms. Sue
 3 Hann was the presenter and she has done a great
 4 job. Special thanks to Marlana Pearsell, chair
 5 of Southwest, and also Clinton Collins, chair of
 6 Northwest, for their organization and thoughts.

7 Two common threads came from the meeting. The
 8 public wants more communication from BCPS and
 9 also we want to address our state representatives
 10 for more funding for building and maintaining our
 11 schools.

12 My team Central met in a work session
 13 last Wednesday. The team likes to sell you the
 14 idea of foreign exchange program, and adult and
 15 teaching multiple foreign second languages from
 16 elementary school up. Why? A second language is
 17 about culture, it does open the eyes, because
 18 reading and living in other cultures makes us
 19 less likely to discriminate and misunderstand
 20 other ethnicities. It does make the students
 21 more mature, more rounded, more ready to tackle

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1 the future.

2 One member put it in this way. If

3 effectively competing with others is not a good

4 enough reason to adopt foreign languages, then

5 what is good enough? Another member put it in a

6 different way, we really do not need to convince

7 the Board of Education for the merits of our

8 proposal, we need the Board to dedicate enough

9 funding to carry this program. So team Central

10 basically requests that you consider adding

11 Chinese, Arabic and Italian as second languages.

12 Our student member Logan Fell wrote

13 applauding the school system for flexibility on a

14 case-by-case basis. He said it is good to know

15 that BCPS is working together with individual

16 schools to help reach decisions regarding safety

17 of students and staff. Many of my classes, my

18 classmates and I, he said, either have gotten

19 sick or been in close contact with someone who

20 was sick, thus requiring time away from school in

21 quarantine. This would have made the workload --

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1 well, I really hope you will read my email from

2 the student member, I honestly love his writing

3 and I'm sending it to you by email. Thank you.

4 CHAIRWOMAN HENN: Thank you. Our next

5 speaker is Cindy Sexton with TABCO. Good

6 evening.

7 MS. SEXTON: Good evening, Chairwoman

8 Henn, Vice Chair Pasteur, Dr. Williams and

9 members of the Board. I look forward to the

10 report on the proposed operating budget tonight.

11 As I have said in I think every Board of Ed

12 meeting, every meeting with Dr. Williams, county

13 executive, county council members, and quite

14 frankly anyone who will listen, the budget must

15 put people first. We must do all that is in our

16 power to retain the educators we have and to

17 attract new educators to BCPS.

18 We know our educators are fraught,

19 overwhelmed and many other adjectives. I hope

20 the budget shows educators that BCPS is the place

21 they want to start or continue their careers.

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1 Now to getting safely through COVID. We

2 do agree on many things, including that

3 instruction must take place in a safe

4 environment. We agree there's a staffing crisis

5 not just in BCPS, not just in education, and that

6 is affecting us greatly. We agree that some

7 students are still struggling with the return to

8 school buildings and that in-person instruction

9 is best for the majority of our students. We

10 know these are just the tip of the iceberg and we

11 have the opportunity to be sure that we address

12 these topics and continue our collaborative work

13 for all students and staff in our county.

14 In a message to TABCO members this

15 afternoon I shared that the safety of our

16 students, staff and school community is our

17 priority and we need to make sure we are as safe

18 as possible and have the resources and conditions

19 to provide the best possible education for our

20 students and for the staff who support them. For

21 the past week especially TABCO has been actively

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1 engaged in many discussions with BCPS to try to

2 come up with the best most logical response to

3 the omicron phase of the pandemic. It's a

4 confusing difficult situation and for many it

5 continues to be a scary situation, but the school

6 system is working with TABCO and the other

7 bargaining units so we can come together for the

8 best solution given all the circumstances around

9 COVID and all the involved parties who play a

10 part, including health experts, state

11 superintendent, elected officials, students,

12 educators, parents and more.

13 Everything about COVID continues to be a

14 challenge. We keep hoping we are nearing the end

15 and then we aren't. For almost two years our

16 health, careers, students, families, every facet

17 of our lives has been affected. Educators

18 continue doing what is best for students and I

19 want to publicly thank them again for all they

20 do. It hasn't been easy but we are all here

21 because we want what is best for our students,

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1 and will keep working collaboratively with that
 2 as our goal. Thank you.

3 CHAIRWOMAN HENN: Thank you. Next is
 4 general public comment and our first speaker is
 5 Don Blakely. Don Blakely? Our next speaker is
 6 Jessica Longley. Julie Wissman. Good evening.

7 MS. WISSMAN: My name is Julie Wissman,
 8 I am the parent of two Baltimore County Public
 9 School students, and I wanted to take this
 10 opportunity to discuss the importance of
 11 maintaining in-person learning for all BCPS
 12 students.

13 I want to start by requesting that BCPS
 14 adopt the current CDC quarantine guidelines if
 15 they have not already been adopted during the
 16 closed session or prior. These new guidelines
 17 will help keep staff and students in school where
 18 they belong. As we have learned over the past
 19 two years, virtual learning did not provide an
 20 adequate education. Test scores, attendance,
 21 GPAs and behavior were all negatively impacted.

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1 To say that we have had a rough start to the
 2 school year is an understatement. The results of
 3 the year of isolation came crashing down. We
 4 have seen an uptick in school violence,
 5 discipline issues and mental health breakdowns.
 6 The answer to fixing some of these behaviors is
 7 not more virtual learning, it is actually quite
 8 the opposite. They need to have consistent and
 9 reliable in-person learning. This on and off
 10 again approach damages any progress that they
 11 have made over the last few months of in person.

12 As medical specialists all over the
 13 world have stated, we must learn to live with
 14 this virus. This virus will not magically
 15 disappear if you shut schools for one week, two
 16 weeks or longer, as we have seen after a full
 17 year of school closures. We did not magically
 18 get rid of the virus. Closing schools again has
 19 been a fear of mine as a parent, and I was very
 20 encouraged when the guidelines were updated and
 21 released in December that say that the only

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1 reason that we would have a systemwide closure
 2 would be if it was mandated by the county or
 3 state. There was no mention of any of the
 4 bargaining units being key players in this
 5 decision.

6 As a result, I was shocked to receive
 7 the letter Friday from BCPS, signed by
 8 Dr. Williams and all five of these associations,
 9 to whom I don't belong. At no point should
 10 disruption of in-person learning be a topic for
 11 negotiation. We have to figure this out other
 12 ways. I agree that negotiations need to be made
 13 to protect the teachers and staff. However, this
 14 should not be at the expense of our children.
 15 The students are the reason you all have jobs.
 16 The students are your customers and you are who
 17 they depend on for providing them with an
 18 education.

19 I understand that this year is hard and
 20 we've had staffing challenges. However, with all
 21 due respect, every profession, especially every

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1 single job in public service has experienced
 2 these same shortages and they have all remained
 3 open and in person to serve the citizens of
 4 Baltimore County. The county receives more than
 5 enough money from the state and federal
 6 government to use towards keeping schools in
 7 person. Why do we continue to collapse?
 8 Surrounding counties are open. Kids are learning
 9 and participating in sports and activities. Some
 10 of these schools have the highest numbers of
 11 students and staff with COVID in the entire
 12 state, yet they are still in person.

13 Tell me what's different. How can they
 14 figure it out but we can't? As a parent, I'm
 15 tired of hearing the reasons why we can't be in
 16 person, I want to start hearing the reasons that
 17 we can, and we should. In closing, I would like
 18 to say that our students are our future doctors,
 19 lawyers, teachers, leaders, just to name a few.
 20 Help them succeed, help them be great, and let
 21 them know that they matter. Thank you for your

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1 time.

2 CHAIRWOMAN HENN: Our next speaker is

3 JaNel Alston. Good evening.

4 MS. ALSTON: Good evening, my name is

5 JaNel Alston and I'm a parent of three BCPS

6 students, but I am also a teacher. I am here to

7 tell that you there is a hole in the bucket. In

8 one of the governor's most recent press

9 conferences he asserted there is absolutely no

10 situation, there's absolutely no substitute for

11 in-person learning, and as an educator and a

12 parent I cannot in good faith argue with that.

13 However, I do question the definition of

14 in-person learning and what it means during these

15 unprecedented times. Does this include pulling

16 para-educators and central office staff from

17 their normal duties to cover classes? Does this

18 include combining multiple classes in auditoriums

19 or gymnasiums with substitutes? Does it include

20 having students arrive hours late or not at all

21 because bus drivers are also affected by this

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1 surge? These are all things that have already

2 happened this year and there is a hole in the

3 bucket.

4 This has been since the staffing

5 shortage at the beginning of the year and now the

6 situation is considerably worse. In the same

7 press conference the governor mentioned that only

8 33 percent of students between the ages of five

9 and 11 have been vaccinated. This means 66

10 percent of elementary age students are more

11 likely to contract and spread the virus, and that

12 66 percent of those students must quarantine if

13 exposed, and 66 percent of the students are

14 missing valuable class time, which increases the

15 learning lag, even with the push for vaccinations

16 as soon as possible. Meanwhile, if half or more

17 of the class is absent, how does one progress?

18 It doesn't, and instead we get another hole in

19 the bucket.

20 The governor urges all Marylanders to

21 use common sense and do things that keep us safe,

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1 such as avoiding crowds, keeping your distance

2 and yes, wearing the mask. However, how is any

3 of this possible in a 2,200-person high school

4 with students routinely bottlenecked in hallways,

5 students and staff both need to eat, and that

6 necessitates the removal of the masks? When this

7 happens, students in cafeterias are less than two

8 feet apart from each other with someone directly

9 in front, directly to the left, directly to the

10 right, which causes no social distancing and more

11 potential to spread.

12 For this reason I am urging and

13 imploring you to put a two-week pause in

14 in-person instruction for all BCPS schools. And

15 I know this is not a perfect solution, but it

16 will allow time to work on more permanent

17 solutions instead of repeatedly trying to use the

18 leaking bucket to whet the stone to sharpen the

19 ax to cut the straw to fix the very same bucket.

20 Thank you.

21 CHAIRWOMAN HENN: Thank you. Our next

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1 speaker is Jean Souliere, and I hope I pronounced

2 that correctly. Thank you.

3 MR. SOULIERE: I'm Jean Souliere, CEO

4 and founder of Bus Patrol, the world's most

5 deployed school bus safety program. We're a

6 national provider that employs over 400 people.

7 At a board meeting on December 7th, BCPS

8 transportation staff and Baltimore County Police

9 requested approval to sign an agreement with Bus

10 Patrol to improve the safety of your students as

11 they travel to and from school. They were not

12 successful.

13 I was compelled to come speak today in

14 an effort to clear up some of the misconceptions

15 I heard in the debate. Firstly, a claim was made

16 that Bus Patrol is affiliated with the failed

17 company Force Multiplier Solutions. This is

18 patently false. I'm a technologist from Canada.

19 Backed by a group of Canadian investors we bought

20 FMS Technology assets and contracts in a

21 competitive bid process. In fact, our

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1 intervention saved programs as we supported
 2 school districts and law enforcement in their
 3 transition.
 4 Secondly, a claim was made that
 5 Montgomery County had not received any revenue
 6 from their programs. This is false. An
 7 exhaustive audit demonstrated that MCPS received
 8 over \$13 million which they invested in
 9 technology and related services. The audit's
 10 main purpose was to validate the program's
 11 break-even point so that revenue sharing could
 12 begin as anticipated by the contract. That has
 13 resulted in the county receiving significant
 14 revenue; so far this school year Montgomery
 15 County has received more than \$2 million.
 16 Setting aside those commercial
 17 considerations, the reason we have succeeded in
 18 establishing a dominant position in the school
 19 bus safety industry is our focus on child safety.
 20 The programs we run are known for their integrity
 21 and known for protecting every student on every

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1 bus. In Maryland alone, this has earned us
 2 contracts in Montgomery County, Prince George's
 3 County, Howard County, Charles County, Carroll
 4 County, Queen Anne's County, with more to be
 5 announced shortly.
 6 During December's board meeting, the
 7 proactivity of the program was put into question.
 8 When every bus is equipped we can generate and
 9 use meaningful data to identify problem areas.
 10 We can then proactively advise on moving stops,
 11 installing additional warning signs, plan ongoing
 12 public awareness campaigns. The proof is in our
 13 recidivism rate. 98 percent of people who get a
 14 ticket from Bus Patrol do not get a second one.
 15 By reengaging with your transportation
 16 staff and approving this contract, you will make
 17 your students safer. BCPS will receive over \$15
 18 million in technology and related services at no
 19 up front cost. Enforcement cameras will change
 20 driver behavior. Internal safety cameras will
 21 protect kids on the bus. Parent apps will

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1 reassure parents. Turn-by-turn navigation
 2 systems will help speed up driver training to
 3 better manage driver shortage issues.
 4 Over and above all of those benefits,
 5 Bus Patrol expects this program to generate \$3
 6 million in net new funding per year for BCPS.
 7 Your transportation professionals did their work
 8 in evaluating all of the options; now they need
 9 your support so they can enjoy the benefits
 10 currently being enjoyed by the largest district
 11 in the state. Thank you for your time.
 12 CHAIRWOMAN HENN: Thank you. Our next
 13 speaker is Sheena Bittner. Sheena Bittner? Our
 14 next speaker is William Blackford. Good evening.
 15 MR. BLACKFORD: Good evening. Madam
 16 Chair, Superintendent Williams, I rise to speak
 17 to you this evening as a parent of two children
 18 who have been enrolled in BCPS since
 19 kindergarten. I have supported the idea of an
 20 institution of public education my entire life.
 21 My wife and I have donated time, money, and

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1 volunteered and supported teachers at every step
 2 of our children's education. Like thousands of
 3 other reasonable parents and families throughout
 4 Baltimore County, my wife and I remained patient,
 5 understanding and silent as BCPS continued to
 6 adapt to the COVID pandemic. That patience and
 7 my faith in BCPS was broken last Friday around
 8 five p.m. when Dr. Williams issued his letter
 9 closing schools for yesterday's day.
 10 As I read the email aloud and I watched
 11 my daughter cry, I realized the staggering lack
 12 of candor and transparency that parents have
 13 received from BCPS in the communications, as well
 14 as the lack of accountability of the accumulating
 15 record of failures to which no one seems to
 16 accept responsibility, not for a cyber attack and
 17 the responses that had unfair effects on our
 18 teachers, not for some of the toxic ongoing
 19 partisan infighting regarding policies that seek
 20 to advance political goals at the expense of our
 21 children. There are many other failures.

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1 But all of those failures, there's one
 2 victim, and children have been the silent victim
 3 of our collective bungled response to COVID-19.
 4 Experts have agreed, and in fact I refer you to
 5 Dr. Ashish Jha of Brown who just said there's no
 6 reason, there's no tenable reason to close
 7 schools at all again, which was just aired on
 8 This Week on ABC. He confirmed that there is no
 9 tenable reason to close schools, that schools are
 10 safe, and that children remain best served by
 11 in-person instruction.

12 We know that the virtual schooling does
 13 not work, we have witnessed it throughout the
 14 country. We know and see the mental health
 15 issues and effects on our children. We see how
 16 students are unfairly falling behind locally,
 17 nationally and internationally, as you can see
 18 public school systems in other states remained
 19 open in both this country and throughout Europe,
 20 as well as most gallingly the fact that we know
 21 that local private schools have remained staffed

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1 and have remained open throughout, which
 2 continues to widen the gulf and the unfair
 3 achievement gap between children in Maryland.

4 Now we sit here with the prospect of
 5 shuttering schools yet again in the request we've
 6 heard here today to close, in the service of
 7 what? I came here because my daughter proposed,
 8 my daughter asked me to speak, and on behalf of
 9 countless other families to who feel the same.

10 (Microphone turned off.) In closing --
 11 CHAIRWOMAN HENN: That's time,
 12 Mr. Blackford.

13 MR. BLACKFORD: I would ask and
 14 encourage --

15 CHAIRWOMAN HENN: That's time, sir. If
 16 you have any additional comments, please email
 17 them to us, boe@bcps.org. Thank you.

18 Our next speaker is Sharon Saroff. Good
 19 evening.

20 MS. SAROFF: My name is Sharon Saroff
 21 and I am a parent and a stakeholder in Baltimore

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1 County Public Schools. It is not true that
 2 students are in person all across the country.
 3 As a matter of fact, school districts such as Ann
 4 Arbor, Michigan, Cincinnati and Cleveland, Ohio
 5 are currently virtual. Prince George's County,
 6 Charles County here in Maryland went virtual.
 7 Why is the BCPS not doing a temporary virtual?
 8 We currently have a record high amount
 9 of cases in this state, 89,000 as of last week,
 10 that equals a positivity rate of 28 percent, and
 11 there are 362 deaths. We know that it does come
 12 into the schoolhouse, there are students at
 13 record numbers that are getting this virus. Our
 14 hospitals are full, that includes the pediatric
 15 hospitals, they're turning people away. And kids
 16 are dying. Just last week there was a child of
 17 ten that passed away from this virus. Why are we
 18 open?
 19 We can't do what we need to do in the
 20 schoolhouse, and I've witnessed it because I've
 21 been in the schoolhouse. We have students in the

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1 classrooms crammed in more than 20 students in a
 2 classroom, more than 30; sometimes when we have
 3 to combine because teachers are out sick we have
 4 45 kids in a classroom. We can't social
 5 distance. We can't enforce masking. And we
 6 certainly can't enforce it in a cafeteria or a
 7 bus when we're next to each other or sitting
 8 three to a seat.

9 Parents, I might add, are tired on both
 10 sides of the way things are going. It is
 11 confusing at best when I hear constantly this
 12 school is closed, that school is closed, this
 13 school is open, that school is open. I don't
 14 know from one day to the next if I'm going to
 15 have an IEP meeting, if my goddaughter is going
 16 to be able to go to school. As one child who was
 17 interviewed on Sunday put it, I can't learn if
 18 I'm dead. I don't think I have anything further
 19 to say.

20 CHAIRWOMAN HENN: Our next speaker is
 21 Carol Vidal. Good evening.

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1 DR. VIDAL: Thank you for the
 2 opportunity to speak tonight. I'm a parent of
 3 two children in BCPS and a physician in clinical
 4 and adolescent psychiatry. I first want to thank
 5 Dr. Williams for sending out a letter before the
 6 holidays stating that the goal was to avoid
 7 systemwide closures and to allow schools to make
 8 the decision case by case. I also want to thank
 9 Ms. Deb Somerville for implementing aggressive
 10 COVID testing in the schools. My very competent
 11 principals and staff have been doing an excellent
 12 job staying open and retaining staff and they
 13 should be used as a model to keep schools open.
 14 This is why other parents and I were
 15 surprised to see the need for asynchronous
 16 training to prepare for potential future
 17 closures. Let's remember that President Biden,
 18 Dr. Fauci, Secretary of Education Cardona,
 19 Governor Hogan, Dr. Choudhury from the Maryland
 20 State Department of Education, Dr. Walensky from
 21 the CDC, and the vast majority of reputable

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1 health experts have recommended that schools stay
 2 open.
 3 The reason they should stay open is
 4 based on data and studies that I'm willing to
 5 share, and that kids are still at very low risk
 6 for COVID effects. The teachers are one of the
 7 professions with less risk for COVID infection
 8 according to studies in the UK. South Africa is
 9 already showing a steep decline in new cases and
 10 that has not increased, meaning that omicron is a
 11 milder variant than the others and will be short
 12 lived.
 13 We have a relatively high vaccinated
 14 population. School transmission is lower than
 15 community transmission. There is no shortage of
 16 money to make schools safe, and the negative
 17 effects of remote learning have been devastating
 18 for children. Most of the workplaces are back in
 19 person, making school closures like the last two
 20 days very difficult on working parents.
 21 I invite you to hear some of the parents

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1 testimony on needing to work and having to leave
 2 their young children alone at home. Especially
 3 designed obstacles to keeping schools open, some
 4 recommendations are to adopt a five-day
 5 quarantine like many have done, including school
 6 districts like Howard County and D.C. has
 7 recommended, increase the pay of substitutes and
 8 make it easier for them to be hired, allow for
 9 volunteer parents to come help in the building as
 10 many schools are doing, allow for simultaneous
 11 learning so that children who need to quarantine
 12 can still receive instruction, and have school
 13 communities see the number of teachers who are
 14 sick and the number of bodies needed so that we
 15 can all pitch in and make keeping schools open a
 16 community effort.
 17 We also need to follow the state board
 18 of education's resolution to count 180 days of
 19 teaching in person and with a teacher in the
 20 classroom, which was not the case the last two
 21 days. Virtual and remote learning are not

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1 schools.
 2 Finally, groups advancing their own
 3 agenda at the cost of our children should be
 4 stopped by this Board of Education and by the
 5 administration. For the last two years we have
 6 been shut out of meetings, schools and divisions,
 7 and parents will only regain their trust in a
 8 system that does best for the students, which is
 9 to keep schools consistently open. Thank you for
 10 listening.
 11 CHAIRWOMAN HENN: Thank you. Our final
 12 speaker is Erica Feldenzer. Good evening.
 13 MS. FELDENZER: Thank you all for
 14 allowing me to speak today. My name is Erica
 15 Feldenzer and I'm an art teacher in Baltimore
 16 County Public Schools. I am also a trans person
 17 and so every day I go to school, whether that is
 18 in person or virtual over Google Meet, many
 19 students that are a part of the LGBTQIA+
 20 community come in to my space whether that's
 21 Google Meet or my classroom as a safe place.

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1 They trust me and so I allow them to come in and
 2 speak with me about their day.
 3 Some of the things that I am hearing
 4 from them are alarming. Many of the things that
 5 they tell me about their experiences oftentimes
 6 include bullying and harassment based on their
 7 identity, being hurt in different transitional
 8 spaces such as hallways, bathrooms, but also on
 9 social media, and oftentimes the invalidation of
 10 their identity is very painful to hear.
 11 It hurts me that many of my students do
 12 not feel safe around their peers or in their
 13 school community, afraid to speak openly about
 14 their experiences, and they feel very isolated.
 15 It can be very draining to hear a lot of these
 16 experiences and, so oftentimes I've also heard
 17 that LGBTQIA+ students must travel a very long
 18 distance, all the way across the entire building,
 19 to use a restroom that would allow them to feel
 20 safe and offer privacy.
 21 Myself and a couple of my colleagues are

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1 working on developing a professional development
 2 program that would allow these conversations to
 3 occur amongst adult staff surrounding gender
 4 identity and sexual orientation. These resources
 5 could be made widely available to all staff
 6 across BCPS school sites through the
 7 implementation of equity teams.
 8 There needs to be time and resources
 9 allocated to protecting the safety of LGBTQIA+
 10 students in Baltimore County Public Schools.
 11 Thank you so much for allowing me to speak
 12 tonight, thank you.
 13 CHAIRWOMAN HENN: Thank you. The next
 14 item on the agenda is the superintendent's report
 15 and for that I call on Dr. Williams.
 16 DR. WILLIAMS: Good evening, Board Chair
 17 Henn, Vice Chair Pasteur and members of the Board
 18 of Education. I am pleased to present my
 19 superintendent's report to the Board and Team
 20 BCPS. My team and I will regularly update the
 21 Board, our community and Team BCPS during this

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1 time of change. Our partnership is critical to
 2 insuring high quality services to the students,
 3 staff and families of Baltimore County. Next
 4 slide please.
 5 As a system, we continue with our
 6 efforts to recover, rebuild and heal. While many
 7 would like it to be business as usual, there
 8 continues to be signs that this year presents
 9 unprecedented challenges. Our partnership is
 10 vital to achieving our system's goals.
 11 BCPS continues to utilize several safety
 12 measures to preserve and protect in-person
 13 learning in a safe and supportive environment.
 14 These include providing COVID-19 resources to
 15 students, staff and families to insure shared
 16 understanding and promote safe learning
 17 environments, implementing a layered testing
 18 response including diagnostic testing of students
 19 or staff who develop symptoms during the school
 20 day through nurses and our external testing
 21 partner will continue to provide onsite PCR

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1 testing for schools experiencing persistent or
 2 school-wide COVID-19 outbreaks. Routine
 3 screening testing of unvaccinated staff and
 4 student athletes, all staff members regardless of
 5 vaccination status will continue to have access
 6 to CIAN Diagnostics weekly testing.
 7 Additionally, we are continuing to require
 8 masking in all schools and facilities, and
 9 provide KN95 masks for staff and students as an
 10 additional option, implementing rolling temporary
 11 school transitions to virtual learning using a
 12 collaborative huddle process, providing central
 13 office emergency substitute coverage to maintain
 14 school operations, and expanding access to weekly
 15 screening testing to all middle and high school
 16 unvaccinated students who participate in after
 17 school activities. More information is
 18 forthcoming.
 19 School buildings were closed on Monday,
 20 January 10th, and today, Tuesday, January 11th,
 21 to provide staff with the time needed to access

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1 PCR testing, pick up rapid test kits, KN95 masks,
 2 and prepare instructional lessons in the event of
 3 a temporary transition to virtual learning for
 4 their specific schools. Schools, except for
 5 those temporarily providing virtual instruction,
 6 will reopen tomorrow, Wednesday, January 12th,
 7 for in-person instruction. Athletic practices
 8 will resume, and an announcement about
 9 extracurricular activities is forthcoming.

10 COVID-19 rapid antigen test kits were
 11 distributed to families today. We have ordered
 12 additional test kits and the Office of Health
 13 Services will use these kits in cases of
 14 suspected outbreaks. Distribution of KN95 masks
 15 as an additional option for students and staff
 16 began Wednesday, January 5th, 2022. Additional
 17 orders for KN95 masks have been placed to build
 18 our current PPE supplies. We are pleased that we
 19 have been able to provide these high demand short
 20 supply resources to our communities so that they
 21 feel safe. As a reminder, masks are required in

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1 all of our buildings. We appreciate your help in
 2 reinforcing this message so that we can maintain
 3 in-person learning.

4 Decisions to move an individual school
 5 or groups of schools to virtual learning are made
 6 after careful consideration and close
 7 collaboration with the BCPS Office of Health
 8 Services. A decision to pause in-person learning
 9 and activate remote learning is made only after a
 10 group of school and central office leaders meet
 11 to discuss critical factors, including the number
 12 of staff and students who have tested positive
 13 for COVID-19 in a 14-day period, the number of
 14 staff and students currently in quarantine, the
 15 number of staffing vacancies at the school,
 16 special program considerations, and overall
 17 impact on a school's ability to maintain its
 18 normal daily operations, the availability of
 19 substitute teachers and whether the school can
 20 provide in-person instruction in a safe and
 21 supportive environment. In the event -- next

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1 slide please.

2 In the event of a temporary transition
 3 to virtual learning, our process includes
 4 community notification from Baltimore County
 5 Public School and the principal. This letter
 6 includes date, bill distribution information and
 7 details about the bell schedule. Community
 8 notice is available in multiple languages. In
 9 addition to community notification, school status
 10 is published to our COVID-19 dashboard web page
 11 for the broader BCPS community.

12 Our schools continue to take proactive
 13 measures that foster safe, secure and supportive
 14 environments. So prior to winter break we hosted
 15 a series of town hall meetings to hear from our
 16 communities. Our next steps to help schools
 17 focus on teaching and learning include, this week
 18 we will send out a reinforcing message about
 19 student behavior expectations. Schools will
 20 share copies of the discipline plan with
 21 families. We will continue to work with our BCPS

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1 student council for student-led campaigns. This
 2 month the Parent Teacher Association Council of
 3 Baltimore County will meet to sign
 4 discipline-related community outreach. And we
 5 will host virtual multidistrict roundtable
 6 sessions to problem solve. The nature of trauma
 7 means that there are no predictors to these
 8 challenges. We all need to work together to
 9 insure optimal learning environments for our
 10 students. We will continue to update the Board,
 11 our community and Team BCPS during these changing
 12 times. Our partnership is critical to insuring a
 13 safe and successful year for all of our students.
 14 Thank you.

15 CHAIRWOMAN HENN: Thank you,
 16 Dr. Williams. And now I will open it up to board
 17 members for questions and comments.

18 DR. WILLIAMS: I will ask Dr. Zarchin,
 19 Dr. Yarbrough, Ms. Charley-Greene and Deb
 20 Somerville to be on standby, as well as our
 21 community superintendents.

<p style="text-align: right;">Page 66</p> <p>1 CHAIRWOMAN HENN: Thank you. And I ask 2 those board members participating remotely to 3 please indicate in the chat if you have 4 questions, and our first board member is 5 Ms. Scott. Ms. Scott, would you like to start? 6 MS. SCOTT: Yes, thank you so much, 7 Chair Henn. And thank you, Dr. Williams, for the 8 presentation and for staff for everything that 9 you all are doing, I know it is not easy, it 10 can't be easy as there's no playbook for how to 11 run a school during a pandemic. 12 My question was, and I wanted to know if 13 you could explain what are the metrics that, the 14 health metrics, and I've seen this, it's been on 15 the website, but I would like for you to say and 16 explain, what are the health metrics that 17 determine a school going virtual? Does that 18 apply, are they the same for high school, middle 19 school, elementary school, and if you could just 20 speak further about that and explain what 21 determines whether or not a school stays in</p>	<p style="text-align: right;">Page 68</p> <p>1 Health, State Department of Health over and over 2 again, schools should be the last to close and 3 the first to open, students need to be in school. 4 We're doing everything we can to keep them in 5 school with in-person learning. So ultimately we 6 go through a list, we have a conversation, if 7 it's safe to open the school, we keep the school 8 open. 9 DR. WILLIAMS: I would just add if you 10 recall a year ago, that we had metrics as the 11 health professionals were learning more about 12 COVID, and then at that point we moved away from 13 those health metrics based on the health 14 professionals such as the Maryland Health 15 Department, and CDC guidelines. And so just to 16 reiterate as you said, Ms. Scott, there is no 17 playbook for all of this, we all have worked 18 collaboratively within the system and across the 19 state to insure that we can maintain in-person 20 learning, but it requires that collaborative 21 process as one of the slides references, a huddle</p>
<p style="text-align: right;">Page 67</p> <p>1 person or goes virtual. 2 DR. WILLIAMS: Yes, I will call 3 Ms. Somerville and Dr. Zarchin. What we look at 4 is the totality of that individual school, the 5 number of staff testing positive as well as 6 students, the quarantine numbers, the number of 7 vacancies and special program considerations, but 8 I will ask Ms. Somerville and Dr. Zarchin to add 9 additional information. 10 MS. SOMERVILLE: Thanks, Dr. Williams, I 11 think you captured it very well. I think it's 12 the totality of the situation, there's no single 13 metric that we devised on school closure. We 14 know that we're operating during a surge in the 15 pandemic and so we need to look at how that surge 16 is affecting the student attendance, the staff 17 attendance, and our ability to provide a safe 18 learning environment for our students. 19 DR. ZARCHIN: And that's the ultimate 20 deciding factor, is it safe. So we have heard 21 from our health experts, the County Department of</p>	<p style="text-align: right;">Page 69</p> <p>1 consideration, those closest to really have those 2 conversations to see what those options may be. 3 MS. SCOTT: Thank you for that. And my 4 other question would be as far as the option for 5 virtual learning for parents, let's say their 6 child is not symptomatic or they're not feeling 7 sudden COVID, what is I guess the likelihood or 8 probability, or maybe feasibility of us having an 9 optional virtual learning program that parents 10 can opt in to. 11 DR. WILLIAMS: Optional learning? 12 MS. SCOTT: Virtual learning program. 13 DR. WILLIAMS: So at some point as you 14 recall last year, we opened virtually, and we 15 went into a hybrid model where we had concurrent 16 teaching, students were home, some students were 17 in class, and as we were visiting schools and 18 many of the staff did that as well, we saw the 19 challenge of trying to maintain that concurrent 20 model. And thanks to our Board in supporting our 21 efforts and thanks to an ESSER grant, we</p>

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1 proceeded with a virtual learning program that
 2 we're implementing this year. And so at this
 3 point I don't see the expansion at this time, but
 4 at some point if this continues and we see more
 5 and more schools unable to operate, I think we
 6 would have to just explore as many options as
 7 possible.
 8 MS. SCOTT: Okay, great, thank you for
 9 that. And I just wanted to say, you know, I
 10 understand, like I said, there's no playbook, you
 11 all are doing an exceptional job, and I just
 12 wanted to know how we as a board can make sure
 13 that we are supporting the system and supporting
 14 you in the efforts to make sure that we are
 15 ultimately supporting our children.
 16 DR. WILLIAMS: So I would say, I would
 17 encourage the vaccine, that's very important. I
 18 would also encourage the wearing of masks. As we
 19 have worked with our staff as we shared with the
 20 Board, there are times where students and staff
 21 may need a break in wearing their masks. We have

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1 purchased KN95. I shared with staff the other
 2 day the cloth masks, the surgical masks and the
 3 KN95, they are still resources, and so that's why
 4 we went ahead and tried to provide these
 5 resources for our staff and our students.
 6 The decision to go asynchronous learning
 7 for the last two days, supplies were coming in
 8 and the kits, and we wanted to give the schools
 9 the resources, and then the bad weather of
 10 course, I don't know whether that helped or
 11 hindered, but I know it delayed some of our
 12 shipments. But we utilized these two days to
 13 really get everyone on the same playing field
 14 that if, if we have to do virtual, that students
 15 and our staff were prepared as well as our
 16 students. And so I would just continue to help
 17 support what the Office of Health Services and
 18 the Baltimore County Health Department are
 19 providing to our community, that we can encourage
 20 students and staff to continue to use mitigation
 21 strategies, I would appreciate that from the full

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1 Board.
 2 And you have, you have shared
 3 information, you've been speaking to other
 4 constituents, and I would just ask that you
 5 continue to do that. Our goal is to preserve
 6 in-person learning. This is about operations,
 7 that the last thing we want to do, as Dr. Zarchin
 8 said, is close the schools. But we have to look
 9 at the operations, and what's happening with
 10 COVID is one piece of the big puzzle, as we
 11 started the year with staffing shortages as I
 12 reported back to you. So this is an area that we
 13 are working collaboratively, so your voice to
 14 educate, to inform, will be greatly appreciated.
 15 MS. SCOTT: Thank you, Dr. Williams, to
 16 you, your staff, and all that you're doing for
 17 our children. Thank you.
 18 CHAIRWOMAN HENN: Thank you, Ms. Scott.
 19 Ms. Jose, and then Ms. Rowe and Ms. Mack.
 20 MS. JOSE: Thank you, Ms. Henn.
 21 Dr. Williams, I saw that the athletics section

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1 will begin January 11th and practices will be
 2 beginning January 14th. So will all these
 3 athletes be tested on January 14th regardless of
 4 vaccination status?
 5 DR. WILLIAMS: Ms. Somerville,
 6 Dr. Zarchin?
 7 MS. SOMERVILLE: So testing is open to
 8 all athletes, it's required of unvaccinated
 9 athletes.
 10 MS. JOSE: Okay, thank you. I also
 11 wanted to point out that I, if teachers and staff
 12 that are sick or under quarantine, there will be
 13 definitely lost learning in terms of specialty
 14 instructions that staff might not be able to
 15 carry out. What would trigger something like
 16 that, would that be a method you would consider
 17 if X amount of staff have been called out?
 18 And I also wanted to give a shout out to
 19 the C&I team and central office because I know
 20 through you, Dr. Williams, you have all been
 21 stepping up and providing instruction. I know

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1 it's hard because it takes away from your regular
 2 work, so thank you. I also know many of the
 3 teachers are being maligned, that they are
 4 pushing for schools to be closed. That is not
 5 true, it is a pandemic and we need to be
 6 cognizant of that and support our teachers and
 7 staff. So if you could answer my question about
 8 what would trigger a school to go virtual with
 9 the amount of staff that's absent?

10 DR. ZARCHIN: So again it comes down to
 11 safety. We look at schools, for that specific
 12 school what they have available, what their needs
 13 are. One of the beauties of going into schools
 14 and helping with that coverage is you see how
 15 important that time, just students together,
 16 students in class, the socialization, the
 17 relationships, when we can open schools safely
 18 and keep them open safely, that's our priority.
 19 If there's a safety issue, we're not going to
 20 take the chance of putting a student or staff
 21 member at risk. That's the conversation in those

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1 huddles, that's what's worked through. We err on
 2 the side of safety but we understand the mental
 3 health needs of having not just our students but
 4 our adults in the buildings in a routine of going
 5 to school.

6 One of the fears of having a set metric
 7 that you look at is that becomes the focus. We
 8 want the focus to be on learning and focusing on
 9 what's going on in the classroom.

10 DR. WILLIAMS: So it's really -- thank
 11 you, Dr. Zarchin. In addition, just the
 12 operational process. So when you saw we started
 13 to close certain schools, the big chunk of them
 14 were elementary, so you kind of think about our
 15 elementary schools are a little bit smaller and
 16 may not have the staff to cover that second third
 17 grade class or that third fourth grade class.
 18 Many of our secondary larger schools would have
 19 maybe more staff in the ideal world, but we've
 20 had, we started the year with vacancies, we
 21 started the year with substitutes. And as

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1 Dr. Zarchin said, that's when we pool our school
 2 leaders and representatives to come to the table,
 3 and working with our executive directors and
 4 community superintendents to look at what's best
 5 for this school, how can we proceed. We ask
 6 questions, we have these dialogues, sometimes
 7 these huddles are not one and done, they're
 8 multiple huddles.

9 But I must also answer your other
 10 question, Ms. Jose. Kudos to our central office
 11 staff, because we put out that request, we need
 12 bodies, that's what the principals said, we need
 13 bodies in buildings to help in a variety of ways.
 14 And so our central office staff from a variety of
 15 offices, especially including C&I, have made the
 16 time and effort to report to schools and to be of
 17 service to those schools and to those principals.
 18 And if there is a specialty course, an advanced
 19 level course and that staff member is out, we do
 20 look at our resources not only in the building
 21 but also within central office and sometimes our

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1 staff, I'm going to look at HR to make sure I can
 2 say this, sometimes our staff are willing to
 3 support even when they may not be under the
 4 weather and they're willing to report remotely.
 5 Let me clarify that with HR, I just wanted to
 6 make sure. So when it comes to these specialty
 7 courses we work with the principal, we work with
 8 C&I to provide the best support that we can, but
 9 in an ideal world schools would be able to cover,
 10 but in addition to what we're dealing with with
 11 the pandemic, we're dealing with shortages. And
 12 so that's why as Dr. Zarchin said, we have to
 13 look at the totality. The last thing we want to
 14 do is close the school.

15 MS. JOSE: Thank you, Dr. Williams, and
 16 thank you, staff.

17 DR. WILLIAMS: Yes, thank you.

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

20 MS. ROWE: So one of the things I've
 21 heard from the public is that there seems, I

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1 don't even know actually if this is true, maybe
 2 you can confirm this, is that Baltimore City and
 3 some other school districts are doing weekly PCR
 4 pool testing of all students and staff, and I
 5 would like to know why we are not doing that and
 6 if that's something that's feasible, and if it's
 7 not, why.

8 MS. SOMERVILLE: So there are some
 9 districts that are doing weekly testing but none
 10 of those districts are doing it more than 50
 11 percent, so it's a small number, so to test a
 12 child you have to have parent content, so the
 13 parents that opt in to weekly testing, by in
 14 large it's not the majority of students.

15 As we looked at whether weekly testing
 16 was a strategy we wanted to take on, we looked at
 17 a number of factors. The first is when you do
 18 pool testing, we were not interested in a pool
 19 test. What happens, it actually works from my
 20 perspective, our perspective against student
 21 learning because when the pool is positive, it

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1 takes all the swabs from the classroom, puts them
 2 in one test tube, runs it, it's typically large
 3 numbers of tests that you run, which is why the
 4 labs prefer that strategy. But when the pool or
 5 the classroom is positive, the school stays
 6 closed until you can confirm which member of the
 7 pool was positive.

8 And what was being rolled out in the
 9 summer in pool testing and right now it's still
 10 true because of the availability of rapid tests
 11 is the whole school is then out two days for one
 12 case, so that was a concern of ours about whether
 13 that was an important strategy.

14 The second part about the use of testing
 15 as a primary strategy is that when you do PCR
 16 tests you get the results two days later. What
 17 we've learned from the CDC is our most infectious
 18 time is in those initial days. So if -- and what
 19 we find even from our employee testing is a lot
 20 of the folks are mildly symptomatic and say oh, I
 21 just thought it was my cold. So by the time the

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1 test comes back, the person has been infectious
 2 in school for several days. So do you pull them
 3 out at some point, yes, because there's a
 4 benefit.

5 So then we looked at feasibility, the
 6 very point you brought up, how much staff and
 7 human resource time does it take and what does it
 8 detract from learning, and overall what we
 9 decided was to be targeted testing of higher risk
 10 groups for screening and not to do broad-based
 11 screening, we didn't think that it would make a
 12 big impact. And when I look at the data each
 13 week, we get data from MSDE, the districts that
 14 do the pool testing, I don't believe have any
 15 difference really in transmission rates than we
 16 do.

17 So we continue to look at it, we have a
 18 testing partner through the state testing
 19 program. If we see data trends that suggest we
 20 need to do more screening tests our partner can
 21 roll that out, but right now it's not the

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1 cornerstone of our strategy.

2 MS. ROWE: Do we know approximately how
 3 much of our student body is fully vaccinated?

4 MS. SOMERVILLE: So you're catching one,
 5 I haven't looked at that in a couple days, but
 6 before the holidays I think overall at the
 7 secondary level it was roughly in the 60 percent,
 8 and it's lower in the elementary, closer to 40,
 9 but I can get you that detailed report later.

10 MS. ROWE: Okay. And can you confirm
 11 for me, one of the things that I've heard is that
 12 when you do the rapid test, that sometimes the
 13 rapid test does not show positive until after a
 14 person is symptomatic and already staying home
 15 anyway. Is that true?

16 MS. SOMERVILLE: So rapid test,
 17 particularly with omicron, seems to be of
 18 concern, there's a lot of discussion in the
 19 literature. We still think a rapid test is an
 20 important tool but like all of our tools, there's
 21 not a single strategy that's going to help. We

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1 know the most effective strategy is masking,
 2 we're in now, and we've seen from schools that
 3 have been open during the pandemic, masking
 4 reduces transmission. Staying home when we're
 5 sick or have been exposed is probably the next
 6 strategy, and adding that testing to know what
 7 you've got is a really important piece. But
 8 it's, you know, it's all these kinds together to
 9 build a web that helps keep our schools open and
 10 safe.

11 MS. ROWE: So do you think that there is
 12 a method of early testing or like -- because I
 13 guess the idea is if you tested the student body
 14 you could catch people that were asymptomatic,
 15 and what it sounds to me like you're saying is
 16 that theoretically but that isn't really what
 17 happens. Is that what you're saying?

18 MS. SOMERVILLE: I'm saying -- yes,
 19 ma'am. I am saying that that in theory would
 20 require, with the transmission rates we have
 21 right now almost daily testing to pick up the

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1 cases and almost immediate results, and neither
 2 of those are really worth looking at.

3 MS. ROWE: Okay, thank you.

4 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 5 Ms. Mack?

6 MS. MACK: Thank you both very much, I
 7 can't imagine being in your jobs right now.
 8 Former CDC Director Scott Gottlieb said that with
 9 the increased transmission rate of omicron that
 10 he does not suggest that people continue to wear
 11 cloth masks even if they're good cloth masks with
 12 like three layers, and he suggests KN95.
 13 Dr. Williams discussed that in the slide, but are
 14 we going to require KN95 or we're going to offer
 15 them?

16 MS. SOMERVILLE: So the consensus seems
 17 to be that the most important mask is a well
 18 fitting mask that you will keep on all day. So
 19 whether that -- and so a KN95 for some people is
 20 an excellent option and again, why the district
 21 has sought to procure those immediately.

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1 However, many folks cannot tolerate the high
 2 filtration of a KN95, it becomes uncomfortable
 3 for them. A well fitting cloth mask or surgical
 4 mask is acceptable, and what I've read most
 5 recently is many health experts suggest people
 6 who are concerned may consider adding a second
 7 layer.

8 MS. MACK: Okay. And given the
 9 increased transmission of omicron, are we making
 10 any changes in how we're dealing with children in
 11 congregate settings like cafeterias?

12 MS. SOMERVILLE: Not at this point. We
 13 have not seen real changes in transmission at
 14 school, except for more cases in school because
 15 of the rates in the community.

16 MS. MACK: And my final question is, on
 17 my way here tonight I was notified that there's a
 18 problem with the liquid in the test kits that we
 19 plan to send home with children. Is that -- I
 20 have not researched it, I just want to know if
 21 there's truth to that and we won't be sending

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1 them home.

2 MS. SOMERVILLE: We will be sending them
 3 home. They need to be under adult supervision.
 4 So whenever we send, distribute things to little
 5 people, our littlest people tend to be curious
 6 and not wise. And so we did, the test tube, it
 7 would take a very energetic little person to open
 8 the test kit, rip off the label and then pour it
 9 in their eyes, but the chemical that's in there
 10 could burn an eye. So for our youngest students
 11 we are not distributing them, you know, by
 12 backpack, the parents picked them up today.

13 MS. MACK: And what are we going to do
 14 for parents who really don't have access, ready
 15 access to transportation if we want the kids and
 16 the families to have those tests?

17 DR. ZARCHIN: That's something we're
 18 working through now, that is an important
 19 question, we're trying to find a solution for
 20 that.

21 MS. MACK: Thank you. Thank you again,

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1 thank you for all you've been doing.
 2 CHAIRWOMAN HENN: Thank you. Dr. Hager?
 3 DR. HAGER: Yes, I also want to thank
 4 you. Every time I hear a media guideline, or
 5 media headline about how many schools are closed,
 6 I always want to say but look how many are open,
 7 because so many are open, it's an overwhelming
 8 majority that stayed open because of all the work
 9 you guys have done. Thank you so much for
 10 setting these guidelines and keeping our
 11 children, and of course thanks to all the staff
 12 who have been working so hard all this time.
 13 So speaking of needing bodies in
 14 schools, you mentioned that you have been able to
 15 get central office staff in schools. Is there an
 16 opportunity for vaccinated parent volunteers to
 17 also help out during this challenging time?
 18 DR. WILLIAMS: So we have been working
 19 with our principals and executive directors on
 20 that. That was an issue that the Board raised
 21 about volunteers, I want to say in November or

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1 December. And so one concern we had, and certain
 2 areas had higher percentages than others, but
 3 definitely if we can go out, central office,
 4 absolutely we would encourage the volunteers to
 5 work with their principals in particular on the
 6 needs, and so yes.
 7 DR. HAGER: So there's no BCPS reason
 8 that parents can't volunteer in schools at this
 9 point?
 10 DR. WILLIAMS: Let me check with my
 11 team. The last time we talked there was no
 12 reason. And remember, we talked before winter
 13 break, we had questions, but we clarified with
 14 our executive directors, our community
 15 superintendents and principals, so we looked at
 16 that additional option.
 17 DR. HAGER: That would be wonderful, I'm
 18 sure it would help.
 19 And my next question may go into
 20 operations, so stop me if I get too far ahead of
 21 myself. We heard a lot about the five-day

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1 quarantine guidance from the CDC, and I've heard
 2 that we're kind of waiting for some kind of
 3 higher level guidance on whether we can adopt
 4 that. Is that something the Board could move to
 5 adopt from some kind of system up, or is it
 6 something that we should wait until we get
 7 guidance from above to be able to do that?
 8 DR. WILLIAMS: So it goes back to, I
 9 think it was Ms. Jose's question. I would say
 10 give us a few more days to work with our
 11 partners. Again, we still meet weekly as
 12 Ms. Somerville said, we meet with our Baltimore
 13 health experts and our Johns Hopkins and
 14 University of Maryland doctors. So give us some
 15 opportunity to -- we do have the suggested CDC
 16 guidelines, we see some systems, smaller systems
 17 have moved forward, some other systems are doing
 18 this blend. I would just say at this point we've
 19 had some conversations on yesterday; if you'll
 20 allow us just a few more days to get that support
 21 from our local health officer and that will be

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1 great, and if not, I will circle back to the
 2 Board.
 3 DR. ZARCHIN: And I want to thank you
 4 for that question because I know that's a
 5 question that continues to come up with parents.
 6 We want kids in school, but also we want to do
 7 this strategically, we want to continue to work
 8 with our partners, medical experts. Dr. Branch
 9 and his team have been phenomenal from day one,
 10 they've been working with us, they're doing the
 11 same with this decision. We want to do it
 12 together and move forward and look at any
 13 potential issues that we may face, but they have
 14 been working as recently as today, I spoke with
 15 Dr. Branch, and he has been a great supporter.
 16 DR. HAGER: Great, thank you so much.
 17 CHAIRWOMAN HENN: Thank you, Dr. Hager.
 18 Ms. Pasteur?
 19 VICE CHAIR PASTEUR: Thank you.
 20 Dr. Williams and staff, as everyone has said,
 21 thank you very much for the work that you all are

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1 doing with the testing trying to make sure
 2 everyone is as safe as possible. And I hope this
 3 hasn't been asked, but if it has, please humor me
 4 and repeat it. What is the instructional model
 5 for students who for example might be
 6 asymptomatic who might have been exposed, but
 7 they have not shown to be positive or they're
 8 waiting for a test result, what happens while
 9 they are out of school, what does the
 10 instructional model look like for those children?
 11 DR. WILLIAMS: So we're going to call
 12 Dr. Boswell-McComas.
 13 DR. MCCOMAS: Good evening, Chair Henn,
 14 Dr. Williams, members of the Board, and good
 15 evening, Ms. Pasteur and our members who are
 16 joining us virtually. Our model for instruction
 17 for the students who have been quarantined is
 18 really worked out in a very unique way at each
 19 school because it depends on the number of
 20 students that are quarantined, what the teaching
 21 situation is, and so we really customize that

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1 approach so that we can provide as much optimal
 2 instruction for those students. In some
 3 instances it may involve tutoring after school
 4 that may be done virtually, it may involve in
 5 some instances students who can observe
 6 classrooms. And I don't know, Dr. Williams, if
 7 Dr. Roberts or someone may want to explain how
 8 that unique process is tailored really to each of
 9 those customized situations.
 10 DR. WILLIAMS: Dr. Roberts, thank you.
 11 DR. ROBERTS: Good evening. So
 12 Ms. Pasteur, the process is to
 13 Dr. Boswell-McComas' statements, the schools, the
 14 principal will set up a system working with their
 15 educational advisory councils and working with
 16 their staff to offer tutoring for students who
 17 are out on quarantine. So you could have
 18 depending, at the elementary level you could have
 19 it by grade level so there could be two or three
 20 teachers at a grade level, one of those teachers
 21 would offer it on a rotating basis through the

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1 grade level. At the high school level or the
 2 secondary level you could do it by department so
 3 on any given day you would have X number of
 4 departments offering tutoring for those students.
 5 So that's really set up by the schools based on
 6 their size, the staff and certainly the level.
 7 DR. MCCOMAS: One of the key pieces I
 8 could add if I may, Dr. Roberts, one of the key
 9 pieces in working to tailor that is to help
 10 optimize and keep students moving forward on pace
 11 with the standards of that unit, so that it's
 12 less in isolation, so that's really why we're
 13 trying to take as much of a tailored approach to
 14 that as possible.
 15 VICE CHAIR PASTEUR: Okay. And with
 16 that, what happens when the students return? I'm
 17 sure it's tailored based on the school and the
 18 courses as well, but when they come back, what
 19 might they expect from the school in terms of
 20 making sure that whatever was given to them while
 21 they were quarantined puts them in a place where

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1 they can go back into their classes and you know,
 2 feel comfortable that they're at least close to
 3 where their classmates are?
 4 DR. ROBERTS: That's a great point,
 5 Ms. Pasteur, so certainly not dissimilar to when
 6 a student is out for any illness for a medium to
 7 extended period of time. Because of Schoology
 8 and because we transformed over the years to a
 9 digital platform and a digital ecosystem we're
 10 able to, students are able to submit work as
 11 they're doing the work, so that work is graded,
 12 feedback is provided to those students as they
 13 are at home. When they do return, teachers still
 14 do offer coach classes so those students can
 15 still take advantage of coach classes for a
 16 particular area that they may feel they need some
 17 extra support on or the teacher feels they need
 18 extra support on. So we have that avenue still
 19 available for the students.
 20 And then certainly, again depending on
 21 the level, the grade level, there is peer

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1 tutoring offered by the National Honor Society
 2 and other groups. So there's certainly support
 3 offered for the students, but again, because of
 4 our digital platform students are able to submit
 5 work and get feedback while they're in
 6 quarantine.

7 VICE CHAIR PASTEUR: Thank you both, I
 8 appreciate that.

9 DR. MCCOMAS: Thank you.

10 CHAIRWOMAN HENN: Thank you.
 11 Mrs. Causey?

12 MS. CAUSEY: Thank you, Madam Chair. I
 13 also want to reiterate the, our dedication to the
 14 students to get through this situation, and I do
 15 appreciate all of the staff and the parent input
 16 as well, and everyone that is just so interested
 17 in our students just doing as well as they can.

18 To dovetail with the previous question,
 19 is there a minimum number of hours of instruction
 20 that is necessary for the student to align with
 21 the MSDE so it counts for an instructional day?

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1 DR. MCCOMAS: Well, I think we can talk
 2 about how attendance fits into this, so I think
 3 your question around the hours really ties into
 4 attendance requirements. What's really
 5 fundamental from the instructional lens is that
 6 whether a student is in person or a student may
 7 be on quarantine for a while, or out sick and
 8 back in, is that instructionally we need to
 9 constantly be monitoring and paying attention to
 10 those standards as we set forward in accelerated
 11 learning, right, so we need to understand what
 12 those prerequisites are for the students to
 13 perform against standards, and where they're not
 14 at that proficiency to build out opportunities to
 15 provide small group instruction and extra
 16 practice, coaching and feedback on that. So I
 17 know that's not answering your question around
 18 the hours, right, but I just want to communicate
 19 that the essence of this is really how do we
 20 insure that learning is progressing within the
 21 timeframe that we need them to make that

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1 progress.

2 So in terms of the hours, I'm going to
 3 defer, my colleague here I think works with
 4 attendance and I don't know what the, you know,
 5 how MSDE's guidance has been around attendance,
 6 because I believe when they're in quarantine
 7 that's considered in attendance.

8 DR. WILLIAMS: So Ms. Causey, let me
 9 just respond to that question, and then if
 10 Dr. Zarchin wants to add to it. You know, we're
 11 treating it like a student who's been out sick,
 12 so we can't assume that that student can actually
 13 do what he or she needs to do as if they were in
 14 the school building. So it goes back to what I
 15 believe Ms. Pasteur was saying that, what
 16 resources are available while they are
 17 quarantined and what resources are available with
 18 the transition. And so I would say stay tuned,
 19 these questions we all have, and we need a little
 20 bit more discussions with MSDE regarding
 21 attendance. The hours conversation has not been

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1 discussed and I think folks know that we're not
 2 going to set down the number of hours per student
 3 even though the calendar year, the speaker talked
 4 about the 180 days which also adds hours as well.
 5 But we are in the midst of a pandemic, and so I
 6 would just say tuned to that as we are now in
 7 January, we are having more discussions across
 8 this state to talk about attendance and days and
 9 hours, so I would just say stay tuned for that,
 10 we may be able to provide some updates once we
 11 hear from MSDE.

12 MS. CAUSEY: Thank you for that
 13 clarification. So is there a different
 14 attendance code that tracks students that are
 15 absent for quarantine where they're not sick but
 16 they have an exclusion and they have to be
 17 quarantined?

18 DR. WILLIAMS: Dr. Zarchin, can you give
 19 a brief update on that?

20 DR. ZARCHIN: Yes, so we do have a code
 21 for quarantine absences now, and that's new this

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1 year.

2 MS. CAUSEY: Okay, thank you, and that's

3 been communicated to parents so they know in

4 terms of writing notes and that sort of thing.

5 Okay, thank you. The other thing I --

6 DR. WILLIAMS: Well, keep in mind how

7 we're capturing the data, so if it's related to

8 isolation quarantine, there's the communication.

9 So it's one thing to capture that data as

10 Dr. Zarchin mentioned, versus a regular

11 appointment or illness, so the communication is

12 between the parent and school because they're

13 having those conversations if that student is

14 going to be out due to quarantine, due to the

15 pandemic.

16 DR. ZARCHIN: And often the school

17 nurse.

18 DR. WILLIAMS: Yes. Yes, thank you.

19 MS. CAUSEY: Okay, thank you, because I

20 know many parents and students are concerned

21 about what their attendance looks like,

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1 especially as they're applying for magnet

2 applications or college.

3 DR. ZARCHIN: And I want to touch on

4 that because that's an important piece and really

5 a mind shift. The days of striving for perfect

6 attendance are long gone, we are not encouraging

7 that, it's a focus on health. So there was a

8 time where that was important to many, we're

9 discouraging that and really trying to move away

10 from that.

11 MS. CAUSEY: Thank you. And thank you

12 for the explanation about the instruction.

13 So is it possible, because again, I

14 heard concerns from teachers at the TABCO

15 legislative virtual meeting, and also support

16 personnel, that the students come back behind, so

17 is there plans to increase students observing the

18 classroom instruction so that they can gain more

19 instructional time while they're on quarantine or

20 if they're isolating but feel well enough to

21 attend?

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1 DR. MCCOMAS: In terms of students like

2 tele watching into the classroom, just to make

3 sure I understand your question, I believe that's

4 something that needs to be discussed with our

5 union to make sure that that's a, you know, an

6 agreement with our partners.

7 MS. CAUSEY: Okay, and I'm certainly not

8 suggesting concurrent teaching.

9 DR. MCCOMAS: Thank you.

10 MS. CAUSEY: That's very difficult,

11 absolutely not.

12 The other thing is in terms of

13 substitute teachers, is there an opportunity to

14 increase pay this year?

15 DR. WILLIAMS: I think we looked at a

16 variety of options, Ms. Causey, about our

17 vacancies, and so we've actually worked with some

18 of our other staff members who may have

19 significant training that can go in, so we're

20 looking at all options. So we provided some

21 increases, we looked at retention bonuses and we

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1 reported that, so we've provided a lot of

2 incentives. We'll continue. You know,

3 substituting is challenging, you know, and versus

4 hall duty, lunch duty, bus duty, just being in

5 the office, and so we're looking at all options,

6 but we started with opening up for central office

7 to come in. We had the conversation about

8 volunteers with a variety of incentives, we're

9 looking at our retirees and what we can do to

10 entice them to come back to work, so we're

11 looking at all options, Ms. Causey.

12 MS. CAUSEY: Thank you, I'm smiling

13 because I heard the bell.

14 CHAIRWOMAN HENN: Thank you.

15 Mr. Thomas?

16 MR. THOMAS: Thank you, Ms. Henn, and

17 thank you all so much for your dedication during

18 this time, especially with the past two days,

19 with the snow days and everything, continuing to

20 make sure that we have proper mitigation methods

21 in our schools.

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1 One of the questions that a lot of
 2 students have been having which might have
 3 already been answered but I just want to ask
 4 again is, you know, why are we still congregating
 5 in the cafeterias with our masks off while we're
 6 eating lunch? When I did a bunch of school
 7 visits in the past few months, in some schools
 8 like the elementary schools there were
 9 opportunities for students to eat in different
 10 places where they were more spread apart. So I
 11 was just wondering why, if we have the ability to
 12 go back to class, why are we still in lunchrooms?
 13 DR. ZARCHIN: It's a challenge, we're
 14 trying to do the best we can. Every once in a
 15 while we'll get a request, can we move to
 16 classrooms. Sometimes that means that students
 17 are actually closer. I know parents have
 18 volunteers to help manage classroom lunches;
 19 unfortunately, that brings other folks into the
 20 classroom. It has been a challenge, we're
 21 continuing to work and be creative, but right now

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1 across the board that's our best solution right
 2 now. And we're not seeing great spread, and
 3 that's probably the most important part, maybe I
 4 should have led with that, in school and in the
 5 cafeterias, when we look at our contact tracing
 6 rates, those are close contacts, our percentage
 7 is 1.4. So again, when we look at closing the
 8 school and keeping the school open, we feel that
 9 the kids are safest in school.
 10 Now they're wearing masks, we're putting
 11 mitigation strategies in place wherever we can,
 12 and that's a 1.4 percent of close contacts. So
 13 we're monitoring it closely. If that changes and
 14 we've been concerned with omicron that it may,
 15 we're not seeing it yet, but we may have to come
 16 up with other options.
 17 DR. WILLIAMS: And keep in mind, that's
 18 the work of our school principals. If you never
 19 ran a school of 500 versus 2,000 -- actually I
 20 ran 2,800 -- we're trying to move 2,800 bodies
 21 into classrooms to have lunch, you know, it's the

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1 operations, it's not just COVID, it's the
 2 operations that we look at in the totality. Our
 3 principals have been working nonstop, we call it
 4 a huddle, and we ask the questions. They are
 5 working with their educator councils, they're
 6 working with their schools. You know, they're
 7 being very creative. Remember, our school
 8 buildings don't all look the same, so we can't
 9 just put a blatant statement out there, this is
 10 what you're going to do, because it's not
 11 necessarily going to work. We have to rely on
 12 that team that will come together, and I have
 13 seen some very creative ways in which our
 14 principals are doing just for that reason around
 15 the lunch. And again, secondary is a little bit
 16 different than elementary, but it's the
 17 operations.
 18 MR. THOMAS: Okay, thank you for that
 19 answer. And I know that in previous community
 20 updates extracurricular activities have been
 21 paused. I may not have read anything recently

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1 but is there plans to resume them, and what date
 2 is that?
 3 DR. WILLIAMS: Dr. Yarbrough?
 4 DR. YARBROUGH: Yes, good evening, and
 5 thank you for that question, Mr. Thomas. There
 6 is a plan to resume extracurricular activities.
 7 As stated in Dr. Williams' statement on December
 8 30th, we're expanding the opportunities for
 9 middle school and high school students to
 10 participate in screening vaccination regardless
 11 of vaccination status, so in the same way that
 12 for the student athletes we needed a few weeks to
 13 set that up and ramp it up with our vending
 14 partner, we have to do the same thing. So the
 15 first communication went out December 30th, there
 16 are going to be reminders from the schoolhouse,
 17 the link is already there embedded in that
 18 document, there will be reminders as well as on
 19 our website, and the next communication that
 20 comes out will give the start date of when we
 21 hope to start that, but we want to make sure that

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1 we do that as safely as possible, make sure that
 2 we recognize not only our student athletes but
 3 also the students involved in extracurricular
 4 activities and give them the opportunity to
 5 participate.
 6 MR. THOMAS: Thank you for that. What
 7 are some of -- this might again go into
 8 operations, so please stop me if that is the
 9 case. A lot of students have also voiced
 10 concerns with masking and how they don't feel
 11 like masks have always been enforced, and
 12 especially right now they feel they're not being
 13 enforced in the way that they should be. We've
 14 mentioned those mask breaks, but I was wondering
 15 if maybe you could provide more insight on the
 16 enforcement of masking in schools.
 17 DR. WILLIAMS: So we have been working
 18 with our principals to look at options to get the
 19 message, and during the Baltimore County Student
 20 Council is when I shared, I said students, this
 21 is where we need your help and your leadership to

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1 get that message out to mask, they do help. And
 2 so we're having the conversations where, and this
 3 is a little bit of a philosophical concern that I
 4 have, clamping down on no masks, then there's
 5 disciplinary action.
 6 If you recall back in the day it was
 7 cell phones, you got the cell phone disciplinary
 8 action. So we want to have a good balance, we
 9 want to encourage, we want to educate, we're
 10 providing the resources where we're working with
 11 our principals, but I know that is a concern that
 12 came up as a concern from some of our
 13 stakeholders about what happens if a student
 14 chooses not to, then we will have to deal with
 15 the individual. This is a health pandemic so
 16 this is, we don't want to take that lightly as
 17 well. So I would just turn to see if
 18 Dr. Yarbrough, Dr. Zarchin want to add anything
 19 about the masks.
 20 DR. ZARCHIN: I just want to share, in
 21 having the opportunity to be in schools and see

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1 students and staff, I was really pleased. Not
 2 only were the masks being worn but they were
 3 being worn properly. We don't always see that
 4 here, unfortunately, at this table, but the
 5 students almost to a student in an elementary
 6 school and a middle school, I don't know that I
 7 saw one student with a mask down or off,
 8 certainly, not off completely. I think there's
 9 an awareness that it's important by our students.
 10 DR. WILLIAMS: So to that point I want
 11 to take a page out of Dr. Hager's point. We want
 12 to thank the students and the staff, but there's
 13 those exceptions, and in the schools that I
 14 attended and visited and supported, the staff
 15 kind of know who the students are, it's not the
 16 majority, it's could potentially be that same
 17 group of students who have been busy all year, so
 18 they know the names, and now outreach and support
 19 from the families would be important. So it is a
 20 concern but we're trying to educate and we're
 21 trying to make sure everyone knows the importance

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1 of wearing their mask.
 2 MR. THOMAS: Thank you. And yesterday
 3 was allotted for teachers to prepare for the
 4 possibility of virtual learning. I was wondering
 5 what kind of guidance was maybe given to teachers
 6 as to how they could prepare, what they should be
 7 kind of doing in the event their school has to go
 8 to temporary virtual learning, what kind of
 9 guidance were teachers given with regards to
 10 creating lessons?
 11 DR. WILLIAMS: Well, just to be short,
 12 you know, our staff has gone through this before,
 13 so they've learned by no choice they had to go
 14 through this. Just like anything, I would say
 15 that the digital platform, Schoology, there's a
 16 lot of resources. We've learned from our staff,
 17 they've been updating suggestions, but that's the
 18 work of C&I and the schools to provide those
 19 resources. But we wanted the staff to have the
 20 time to transition if we have to go into a
 21 virtual learning situation.

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1 MR. THOMAS: Thank you, and those were
 2 all the questions I had. Thank you so much.
 3 CHAIRWOMAN HENN: Thank you, Mr. Thomas,
 4 and thank you all for your extraordinary efforts.
 5 I'm well aware the goalposts keep moving, the
 6 guidance keeps moving, everything keeps moving,
 7 and this approach, and it's the right approach,
 8 involves so much more work than a one size fits
 9 all. It would be so much easier to shut us down,
 10 you know, apply the same solutions to every
 11 school. This is the right approach. I've heard
 12 from so many in the community that are
 13 appreciative that we're looking at every school
 14 as Dr. Williams said as a unique situation, and
 15 we truly are preserving in-person learning for
 16 every student by doing so, but the amount of
 17 work, it is operations, it absolutely is, and the
 18 challenges that go along with it, I appreciate
 19 our principals and school-based staff and just
 20 everyone. As Ms. Mack said, I think, I wouldn't
 21 want to be in your shoes right now, and I'm

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1 appreciative of all the work that has gone into
 2 making this possible, so I want to start by
 3 saying thank you to you and your teams and
 4 everyone involved.
 5 And for a question I want to turn --
 6 it's great that my board members have asked most
 7 of my questions already so it's helpful to go
 8 last here. But Dr. Hager asked a question that I
 9 want to return to, and that's about parent
 10 volunteers. We have so many parents with so much
 11 energy around this who want to be our partners in
 12 preserving in-person learning and want to help,
 13 and that energy much like our students, when it's
 14 not expended in a productive way can turn into
 15 negative energy, and that's something that's very
 16 concerning to me because having that positive
 17 relationship between teachers and home school
 18 relationships have suffered as a result of this
 19 pandemic, and one of my goals this year is how do
 20 we rebuild that, how do we rebuild that trust,
 21 how do we rebuild that partnership, because

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1 that's something that COVID has also damaged.
 2 How do we start to rebuild and repair
 3 that relationship, how can parents help, and
 4 whether it's volunteering in schools, working
 5 with principals, I've heard a lot of variation in
 6 what parents are able to do in their schools and
 7 it's great to hear Dr. Williams say let's do
 8 this, let's go for it, but at the same time some
 9 principals are more open to receiving that help
 10 than others. Is there anything that we as a
 11 board can do, that we as a system can do to
 12 provide more formal opportunities for parents to
 13 help? Because the energy's there, the
 14 willingness is there, how can we formalize that
 15 and invite them in?
 16 DR. ZARCHIN: So I would like to start
 17 by acknowledging the great work, if you call it
 18 work, that the parents are doing. Getting
 19 students vaccinated, the other children
 20 vaccinated when they can, keeping students home
 21 from school when they're sick, that's not an easy

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1 thing to do. Many of our parents are managing
 2 not only one job but multiple jobs, and it's a
 3 great impact and we know that. We want our kids
 4 to be in school learning, but there are times
 5 right now we just, we can't have that the way we
 6 want it. So those two things alone, we really
 7 need to recognize and kind of honor the work and
 8 love the parents are showing at home. These are
 9 not easy times for anyone.
 10 Another piece that I would like to add,
 11 when you're working with a nurse who's calling
 12 and saying that your child is not well, we know
 13 it's not easy, please don't take it out on the
 14 nurse. They are doing incredible work, they are
 15 stretched thin. It's in the best interests of
 16 the students, the staff, our community, but they
 17 are taking heat and getting pushback that is not
 18 appropriate, it's not needed and it's not
 19 helping. That's just a small group, I want to
 20 share that, but it's enough that it's impacting
 21 the morale of our nurses who we need in schools.

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1 So that's those three things for me.
 2 The first two they're doing, parents or family
 3 members, guardians are doing incredible things to
 4 keep our students safe. Thank you. Please
 5 continue to do that.
 6 The third, show honor for the work our
 7 nurses are doing. They have been there as many
 8 of you have. Early in this at the State Fair
 9 grounds when we did vaccinations, when there was
 10 a real health concern being out there, our nurses
 11 were there, front lines, putting needles in arms,
 12 doing amazing things. Deb Somerville is leading
 13 a group that I could not be prouder of.
 14 DR. WILLIAMS: I would like to just
 15 associate myself with those comments from Mike
 16 Zarchin. We do want to thank our parents. It
 17 has been a roller coaster for all of us. They
 18 have stepped in and did what they did knowing
 19 what's best for their child. But in addition,
 20 please acknowledge the staff and definitely our
 21 nurses who are interacting with situations, and

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1 we want to commend them, and Deb Somerville, your
 2 leadership with all of them, and of course Mike
 3 Zarchin, so thank you. We can clap on that one.
 4 (Applause.)
 5 CHAIRWOMAN HENN: Thank you. Ms. Jose?
 6 MS. JOSE: I'll pass in the interest of
 7 time, thank you.
 8 CHAIRWOMAN HENN: Thank you. Any other
 9 board members, and then we'll wrap it up?
 10 Ms. Rowe.
 11 MS. ROWE: I just had one question. I
 12 understand that staff has been given leave
 13 specific for COVID, and I wondered that if they
 14 don't use that leave from now until the end of
 15 the year that's specific for COVID, and they had
 16 been asked to quarantine earlier in the school
 17 year, will that leave be allowed to be
 18 retroactively applied? So like if they used
 19 personal leave earlier in the year, do you
 20 understand what I'm asking?
 21 DR. WILLIAMS: Yes. Ms. Anderson -- is

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1 this the last question.
 2 CHAIRWOMAN HENN: Yes.
 3 DR. WILLIAMS: Okay.
 4 MS. ANDERSON: Could you repeat the
 5 question, Ms. Rowe?
 6 MS. ROWE: So my understanding is that
 7 staff and teachers have been given leave to use
 8 that's specific for COVID, and my question is, if
 9 they use that leave from now until the end of the
 10 year, but if they have been asked to quarantine
 11 for COVID earlier in the school year and they
 12 don't use that COVID leave from now until the end
 13 of the year, will they be able to apply that
 14 COVID leave to the quarantine they were required
 15 earlier in the year so they can get their
 16 personal sick time back?
 17 MS. ANDERSON: Okay. So what we did, we
 18 granted leave earlier in the school year if those
 19 individuals did have COVID, and we were contact
 20 tracing early on. If we were able to determine
 21 that they either had COVID or were required to

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1 quarantine from COVID due to a BCPS confirmed
 2 contact, those individuals were provided with
 3 other board business. If an employee were
 4 required to quarantine, and we did not verify
 5 that that was a BCPS contact, then that employee
 6 was required to use their personal leave. So we
 7 have been extending other board business leave to
 8 employees that did contact COVID possibly through
 9 BCPS, or were required to quarantine possibly
 10 through a BCPS contact trace process.
 11 MS. ROWE: Okay, so that doesn't come
 12 out of their time?
 13 MS. ANDERSON: No, that didn't come out
 14 of their time, they were afforded other board
 15 business.
 16 MS. ROWE: Okay, and that continues for
 17 the rest of this year?
 18 MS. ANDERSON: That is continuing for
 19 the rest of the year, yes.
 20 MS. ROWE: Okay, thank you.
 21 CHAIRWOMAN HENN: Thank you.

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1 DR. WILLIAMS: Thank you both.
 2 CHAIRWOMAN HENN: And thank you all.
 3 The next item on the agenda is the
 4 chair's report. In the interest of time I'm
 5 going to postpone my formal remarks and just say
 6 that I hope everyone can be kind to one another.
 7 These are tough times and the negative energy can
 8 be used for the good of our students who really
 9 need every adult they can get right now, and I
 10 hope that that energy can be turned into positive
 11 for their sake, so thank you.
 12 The next item on the agenda is the
 13 student board member's report and for that I call
 14 on Mr. Thomas.
 15 MR. THOMAS: Thank you, Ms. Henn. In
 16 the interest of time I will also condense my
 17 report. I just wanted to say that the rise in
 18 COVID-19 cases brings a new wave of issues as
 19 students and staff are remaining in person with
 20 school this year. Students are scared, we're
 21 worried as cases are on the rise. We are also

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1 incredibly thankful for the work the system is
 2 doing to mitigate the spread and continuing to
 3 provide a safe learning environment. So just
 4 again, thank you to everyone who is helping to
 5 lead this charge and keeping our schools open and
 6 safe, and please continue to do such an
 7 incredible job. Thank you.
 8 CHAIRWOMAN HENN: Thank you. The next
 9 item on the agenda is action taken in closed
 10 session, and for that I call on Mr. Broussides.
 11 MR. BROUSAIDES: Good evening. Earlier
 12 tonight the Board met in closed session in its
 13 quasi-judicial capacity, it decided an appeal in
 14 Case No. H.E. 21-06. Now would be an appropriate
 15 time to confirm the vote taken in closed session.
 16 CHAIRWOMAN HENN: Thank you. May I have
 17 a motion to approve the action taken in closed
 18 session on hearing examiner's Case H.E. 21-06 and
 19 authorize Ms. Gover to sign for those board
 20 members not physically present?
 21 MS. MACK: So moved, Mack.

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1 CHAIRWOMAN HENN: Thank you, Ms. Mack.
 2 Is there a second?
 3 MR. OFFERMAN: Second, Offerman.
 4 CHAIRWOMAN HENN: Thank you,
 5 Mr. Offerman. Any discussion? Hearing none, may
 6 I have a rollcall vote?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey? Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Ms. Pasteur?
 16 VICE CHAIR PASTEUR: 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: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Ms. Henn?
 5 CHAIRWOMAN HENN: Yes.
 6 MS. GOVER: Thank you.
 7 CHAIRWOMAN HENN: The motion carries,
 8 thank you.
 9 The next item on the agenda is the
 10 report on the Superintendent's proposed FY-2023
 11 operating budget and for that I call on
 12 Dr. Williams.
 13 DR. WILLIAMS: So good evening,
 14 everyone. I'm pleased to present my proposed
 15 fiscal year 2023 operating budget to you this
 16 evening. I would like to begin with a short
 17 video highlighting our commitment to BCPS
 18 students, staff and families.
 19 (Video playing.)
 20 So I would like to thank the BCPS TV and
 21 the communications team for that inspirational

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1 video. As this slide illustrates, the next
 2 slide, our strategic plan guides our priority
 3 work and serves as the framework for the fiscal
 4 year 23 budget request.

5 In June of 2020 I presented and the
 6 Board approved the new strategic plan for the
 7 system called The Compass, Our Pathway to
 8 Excellence. The strategic plan development was
 9 guided by insight we received from Team BCPS
 10 during my first 100 days as superintendent. From
 11 the various engagement efforts, five priorities
 12 emerged, forming the foundation of the strategic
 13 plan: Learning, accountability and results; safe
 14 and supportive environment; high-performing
 15 workforce and alignment of human capital;
 16 community engagement and partnerships; and
 17 operational excellence.

18 As part of our continued efforts to
 19 recover and rebuild, we must collaboratively
 20 create the climate and conditions necessary for
 21 collective healing for our systems.

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1 The FY-23 budget must address the
 2 impacts of COVID-19 in our school community. We
 3 know that the last 20 months have been a period
 4 of exponential change. This challenging time
 5 serves as an important reminder of how critical
 6 it is for us to strengthen our efforts to insure
 7 high quality teaching and learning for every
 8 student in a safe and supportive learning
 9 environment.

10 The pandemic continues to impact our
 11 students' academic progress and social emotional
 12 wellbeing. We have also seen a drop in
 13 elementary enrollment. Additionally, we are
 14 experiencing staffing shortages and challenges
 15 with retention that further impact morale. The
 16 proposed FY-2023 budget lays out a strategy to
 17 address these concerns through targeted and
 18 significant investments.

19 We have taken several steps to keep our
 20 students safe in the classroom while offering a
 21 remote learning option to those students who

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1 cannot yet return to in-school personal learning.
 2 The COVID-19 pandemic has underscored the need to
 3 deepen our focus and investment in two
 4 overarching areas, one, high quality teaching and
 5 learning, social emotional learning and community
 6 building, specifically teaching and learning
 7 aligned with state and national standards; and
 8 two, equity resources and additional support that
 9 help us identify and mitigate barriers to
 10 engagement.

11 The proposed FY-2023 operating budget
 12 will provide the critical foundation BCPS needs
 13 to align its work with the Blueprint for
 14 Maryland's Future and insure the success of our
 15 school system.

16 The Blueprint. The Blueprint for
 17 Maryland's Future establishes in law the policies
 18 and accountability recommendations of the
 19 Commission on Innovation and Excellence in
 20 Education. The law took effect July 1st of 2020
 21 and has five major policy areas, early childhood

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1 education, high quality and diverse teachers and
 2 leaders, college and career readiness pathways
 3 including career and technical education, more
 4 resources to insure all students are successful,
 5 and governance and accountability.

6 The clear alignment between the
 7 Blueprint and our strategic plan presents new
 8 opportunities to reimagine public education,
 9 leverage resources and make significant
 10 investments that will bolster our ability to
 11 provide world class teaching and learning for
 12 every BCPS student.

13 In the time of our potential change, it
 14 is vital that we remain focused on high yield
 15 priorities that help us reach our goals. This
 16 year we are focused on four key goals,
 17 accelerated learning, promoting social emotional
 18 wellness, setting standards of excellence, and
 19 increasing data literacy.

20 This laser-like focus on key areas is in
 21 direct response to the changing needs of our

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1 system. Our student population continues to grow
 2 in diversity and we celebrate our rich and varied
 3 background. Take a look at the students we
 4 served in 1986 compared with our student
 5 population this year. We are now educating a
 6 much more diverse population. 40.4 percent of
 7 our students identify as African American, 7.1
 8 percent Asian, 14.0 percent Hispanic and 5.2
 9 multiracial. This significant demographic shift
 10 mirrors that seen across our state and across the
 11 nation.

12 Since school year 1977, BCPS student
 13 demographics have shifted from a predominantly
 14 white school system to one that demonstrates
 15 considerable diversity.

16 While mobility rates have improved from
 17 ten years ago, they persist. Currently one out
 18 of every five children is moving within the
 19 system. During the pandemic we saw a significant
 20 spike in FY-2020, followed with a deep decline in
 21 FY-2021. The FY-2023 budget proposal takes into

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1 consideration the need to respond to demographic
 2 and mobility trends.

3 In the midst of ongoing change, the
 4 spotlight remains on our BCPS students. Our
 5 students are counting on all of us to work in
 6 tandem to meet their dynamic and unique needs.
 7 While our student population only grew slightly
 8 this year, the needs of our students are
 9 increasing. We have a rapidly growing second
 10 language population and an increase in students
 11 who are eligible for free and reduced price
 12 meals. As of September 30th, our enrollment was
 13 111,120 students with 53.9 percent of our
 14 students eligible for free and reduced price
 15 meals.

16 We have seen a 44 percent increase in
 17 the number of students eligible for free and
 18 reduced price meals over the past decade. Our
 19 English language learners have grown by 205
 20 percent overall and by 17 percent in the past
 21 year. The number of homeless children increased

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1 by 20.6 percent over the past 12 years.

2 Our FARMS rate took a steep increase
 3 last year, likely related to pandemic-associated
 4 economic disruptions.

5 The BCPS graduation rate of 88.5 percent
 6 for the class of 2020 exceeds the Maryland state
 7 average of 86.8 percent. Class of 2021 data will
 8 be available from MSDE in the next few months.

9 While we celebrate the achievements of our
 10 students, we know we have more work to do to
 11 insure our students are college and career ready.

12 Although we have seen improvement in our
 13 overall graduation rates, we know that
 14 significant gaps between student groups still
 15 remain. Our data confirms that some students
 16 need more time to develop a positive trajectory
 17 and graduate. I believe that extra time can help
 18 prepare our students to access postsecondary
 19 career and college options.

20 Dropout rates for the class of 2020 went
 21 from 8.8 percent the previous year to 8.3

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1 percent. Yes, we will continue to identify root
 2 causes for our student groups and strive to
 3 lessen these rates. I believe targeting students
 4 as early as middle school and developing a
 5 six-year plan with accented opportunities can
 6 help improve dropout rates.

7 Our students receiving special ed
 8 services saw a rapid growth from FY-2015 to
 9 FY-2020. Although those populations have
 10 declined along with the overall enrollment, needs
 11 still exceed resources.

12 Our population of English language
 13 learners has increased by 205 percent since
 14 FY-2010 and 16.6 percent in the past year. We
 15 will continue to provide the necessary resources
 16 and supports for our English language learners to
 17 insure equitable access to all programming.

18 Our enrollment losses are concentrated
 19 with our youngest learners, who last year were
 20 challenged the most by remote learning.

21 Enrollment is projected to bounce back to

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1 pre-pandemic positive growth trends.
 2 So, the proposed budget focuses on two
 3 key areas of our school system, people and
 4 progress. It is centered on our core purpose of
 5 increasing achievement for all students in a
 6 variety of pathways to prepare students for
 7 college and careers.
 8 We are addressing learning acceleration
 9 through high quality teaching and learning,
 10 social emotional learning, and community
 11 building. This budget proposes increasing
 12 compensation to address vacancies. It
 13 responsibly identifies \$7.7 million in cost
 14 reductions and includes a proposed increase of
 15 356.3 FTEs and \$178.4 million. Additionally, the
 16 proposal includes specific requests in the
 17 following areas: Special education, English
 18 language learners and additional staff; magnet
 19 support and school per pupil allocation or school
 20 budget increases; emotional support staff; and
 21 critical maintenance and transportation.

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1 Through the COVID-related grants of
 2 \$395.6 six million received primarily via the
 3 Elementary and Secondary School Emergency Relief
 4 Fund, or ESSER, we have been able to fund
 5 critical initiatives BCPS, that could not have
 6 otherwise afforded. These initiatives include
 7 classroom supports, extended days, summer school,
 8 tutoring, special ed, and a virtual learning
 9 program known as VLP.
 10 In alignment with the efficiency review
 11 this budget proposal includes responsible cost
 12 reductions in the amount of \$7.7 million. These
 13 savings include a reduction of 9.0 FTEs totaling
 14 \$1.7 million through the reorganization of
 15 cabinet, and \$6.0 million through device cost
 16 reductions.
 17 So the focus areas. The FY-2023
 18 proposed budget is closely aligned to the BCPS
 19 strategic plan. Significant proposals are geared
 20 towards our goal of raising the bar, closing gaps
 21 and preparing for our future.

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1 To accelerate learning across the
 2 pandemic-driven learning loss I am proposing a
 3 variety of targeted initiatives under learning,
 4 accountability and results. The budget includes
 5 210.5 special ed positions including elementary
 6 IEP chairs, teachers, para-educators and related
 7 services, 44 ESOL positions, 34.3 positions
 8 required for the new northeast elementary school,
 9 \$400,000 for Red House Run startup expense and
 10 moving costs for the new school, 8.5 FTEs and
 11 \$1.5 million to support expanded magnet programs
 12 previously supported by a grant. As mentioned
 13 earlier, reduced contracts and conversions of
 14 high school students to Chromebooks will result
 15 in a savings of \$6 million.
 16 In addition, 12 assistant principals and
 17 support staff, 1.0 FTEs for the Watershed Charter
 18 School, a five percent increase in school per
 19 pupil funding of \$600,000, and 22 staff
 20 development teachers for elementary schools. We
 21 can clap if you think that's a good idea.

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1 (Applause.)
 2 Safe and supportive environment, BCPS is
 3 taking a comprehensive approach in addressing the
 4 social and emotional wellbeing of our students
 5 and the FY-23 proposed budget reflects that.
 6 Significant resources are proposed to support
 7 students impacted emotionally by the pandemic,
 8 including 33 school counselors, 22 health
 9 assistants and two health supervisors, 1.0 fiscal
 10 assistant for psychological services, ten social
 11 workers and 1.0 social worker supervisor.
 12 (Applause.)
 13 This budget addresses critical staffing,
 14 hiring and retention issues through increased
 15 targeted compensation, so this budget includes
 16 \$18.1 million for salary steps, \$52.1 million for
 17 cost of living adjustments, \$28.5 million for
 18 employee incentives and wage scale restructuring,
 19 \$1.3 million to cover mandatory minimum wage
 20 increases, \$3.4 million for extended day support,
 21 long-term subs and lunchroom assistants.

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1 Positions such as AAs, lunchroom assistants or
 2 kindergarten assistants will see their hourly
 3 wages increase to \$14 an hour under this
 4 proposal; \$2.9 million to increase substitute and
 5 temporary employee wages above minimum wage,
 6 \$200,000 to provide step equivalent increases for
 7 executive directors and chiefs, and \$100,000 to
 8 adjust the central office budget wage scale.
 9 (Applause.)
 10 I'm not done yet. \$3.4 million to
 11 contract with Kelly Services to manage the
 12 substitute placement and hiring process; \$600,000
 13 for increases in national board certification
 14 associated with the Blueprint legislation; a
 15 transfer of 24.0 Blueprint funded positions to
 16 special revenue; benefit increases for new and
 17 existing employees of \$16.8 million; as
 18 previously noted, the reorganization of my
 19 cabinet will yield a net reduction of nine
 20 positions and \$1.7 million. Now we can clap,
 21 that's a big one.

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1 (Applause.)
 2 We also must invest in our critical
 3 infrastructure needs. This budget does that.
 4 Transportation replacement vehicles for \$300,000;
 5 3.0 FTEs for facility construction Build to Learn
 6 staffing; increase current bus contractor fees by
 7 \$2.0 million; nine FTEs and \$3.8 million for
 8 preventative maintenance personnel and contracts;
 9 contract maintenance, housekeeping and ground
 10 services for \$6.7 million; 1.0 facility school
 11 support specialist; \$300,000 for energy
 12 management software; \$900,000 for air purifier
 13 filters; \$1.5 million for information technology
 14 security software; \$4.9 million for technology
 15 support contractors to support student devices;
 16 \$2.7 million for classroom display panels;
 17 \$400,000 for transportation vehicle lifts;
 18 \$100,000 for transportation safety vans; \$800,000
 19 for school flooring; \$500,000 for construction
 20 document management; and \$900,000 to cover
 21 utility costs and installation.

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1 You can see here a summary of all the
 2 initiatives in the proposed budget. The grand
 3 total of new initiatives includes 381.3 positions
 4 and \$172.4 million.
 5 So my request for FY-23 is very
 6 significant, but we must address our critical
 7 needs. The general fund budget which contains
 8 the majority of the day-to-day spending for
 9 schools and offices includes, including most
 10 salaries, is proposed at \$1.86 billion for
 11 FY-2023, which is \$178.4 million above FY-2022
 12 and 20.9 percent above required local maintenance
 13 of effort or MOE.
 14 The BCPS FY-23 proposed budget for all
 15 funds including general fund, special revenue or
 16 grant funds, capital project funds, debt service
 17 and enterprise, food services fund, totals \$2.43
 18 billion, which is an increase of \$115 million
 19 versus FY-22.
 20 So, upcoming FY-23 budget meetings
 21 include a public hearing on January 18th, board

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1 work session on January 25th, and the board vote
 2 to adopt the FY-2023 budget on February 8th.
 3 This concludes my presentation on the proposed
 4 FY-23 operating budget.
 5 (Applause.)
 6 CHAIRWOMAN HENN: Thank you,
 7 Dr. Williams. Board members, questions related
 8 to the proposed FY-2023 operating budget are due
 9 to Dr. Williams by the close of business on
 10 Tuesday, January 18th, for preparation of the
 11 work session on January 25th, 2022. Following
 12 the work session the second round of questions
 13 for the proposed FY-2023 operating budget are due
 14 to Dr. Williams by the close of business on
 15 Tuesday, February 1st, 2022. The board is
 16 scheduled to vote on the budget on February 8th,
 17 2022. Yes, Dr. Hager?
 18 DR. HAGER: Could you specify how the
 19 public hearing will work next week, will it just
 20 be public comments?
 21 CHAIRWOMAN HENN: The public input

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1 hearing on the budget is next Tuesday, January
 2 18th. It's a virtual --
 3 DR. HAGER: And the public can sign up?
 4 CHAIRWOMAN HENN: And they can sign up
 5 for that one through the normal process.
 6 DR. HAGER: I was just wondering if you
 7 could say how that could happen.
 8 CHAIRWOMAN HENN: Yes, on the BoardDocs
 9 under announcements, and there is a link for
 10 public signup. Thank you.
 11 Yes, Ms. Mack?
 12 MS. MACK: Is there any limit to the
 13 number of people who will be able to testify on
 14 the budget next week?
 15 CHAIRWOMAN HENN: There is no limit to
 16 the number that can testify, as is customary for
 17 the public input on the budget.
 18 MS. MACK: Is it a three-minute time
 19 limit?
 20 CHAIRWOMAN HENN: Yes.
 21 MS. MACK: Okay, thank you.

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1 CHAIRWOMAN HENN: Thank you. The next
 2 item on the agenda is contract awards and for
 3 that I call on Ms. Jose, chair of the building
 4 and contracts committee.
 5 MS. JOSE: Thank you, Ms. Henn. Members
 6 of the Board, the board's building and contracts
 7 committee met Monday, January 10th, 2022. Items
 8 L-2 through L-23 are being forwarded to the full
 9 board for approval. Item L-1 is being forwarded
 10 to the Board without a recommendation from the
 11 committee.
 12 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 13 Do I have a motion to approve Items L-2 through
 14 L-23?
 15 MS. SCOTT: So moved, Scott.
 16 CHAIRWOMAN HENN: Thank you, Ms. Scott.
 17 No second is needed since the recommendation
 18 comes from the committee. Any discussion?
 19 Hearing none, may I have a rollcall vote?
 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: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Yes.
 9 MS. GOVER: Ms. Pasteur?
 10 VICE CHAIR PASTEUR: Yes.
 11 MS. GOVER: Mr. Thomas?
 12 MR. THOMAS: Yes.
 13 MS. GOVER: Mr. Offerman?
 14 MR. OFFERMAN: Yes.
 15 MS. GOVER: Ms. Scott?
 16 MS. SCOTT: Yes.
 17 MS. GOVER: Dr. Hager?
 18 DR. HAGER: Yes.
 19 MS. GOVER: 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 Is there any discussion on Item L-1, questions or
 5 discussion? Mr. Thomas?
 6 MR. THOMAS: Yes, thank you. Why wasn't
 7 this moved forward with a recommendation from the
 8 committee, and I guess I would be asking
 9 Ms. Jose.
 10 CHAIRWOMAN HENN: Ms. Jose?
 11 MS. JOSE: Yes, thank you, Mr. Thomas.
 12 The committee did not approve it. We were, had
 13 two absent committee members and we only got two
 14 votes to approve it and send it to the Board so
 15 it comes to the Board for discussion.
 16 And I actually at this point would like
 17 to move Item L-1 for approval from the full
 18 Board.
 19 CHAIRWOMAN HENN: Thank you, Ms. Jose,
 20 no second is needed since --
 21 MS. JOSE: Actually we do --

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1 CHAIRWOMAN HENN: I'm sorry, we do need
 2 a second, thank you. Is there a second?
 3 MR. OFFERMAN: Second, Offerman.
 4 MS. PASTEUR: Second, Pasteur.
 5 CHAIRWOMAN HENN: And Mr. McMillion
 6 raised his hand, so thank you all for the second,
 7 that would be Mr. McMillion for the second. Any
 8 discussion?
 9 VICE CHAIR PASTEUR: Yes.
 10 CHAIRWOMAN HENN: Is that Ms. Pasteur?
 11 VICE CHAIR PASTEUR: Yes, it is.
 12 CHAIRWOMAN HENN: Go ahead, Ms. Pasteur.
 13 VICE CHAIR PASTEUR: I don't, I didn't
 14 look at the contracts meeting so I have no idea
 15 what the discussion or the problem was, or if it
 16 was just people there. But I need to say that
 17 with all of the questions and concerns about
 18 behavior in school, the issues with our students,
 19 that we understand that social emotional needs
 20 didn't just happen with the pandemic. If you
 21 look at our policies, you will see that a

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1 previous board created a number of restorative
 2 practices, many of which teeter on the brink of
 3 not being restorative practices for real, but a
 4 school to prison pipeline behavior if we really
 5 did them.
 6 We need to train our teachers and
 7 administrators, they need this, they need that
 8 kind of service, the training, the implementation
 9 so that we now more than ever are able to work
 10 with our students. Anyone who has ever worked in
 11 a school knows that it's not just about being
 12 warm and fuzzy, and oh Johnny and oh Suzy, you
 13 have to know what the right words are, what the
 14 right behaviors are. Our staff members need to
 15 know what kinds of things we say that will
 16 trigger certain behavior.
 17 Again, I didn't watch, so I don't know
 18 what the discussion was, but I did read the
 19 contract, and anything that is going to give our
 20 staff the kind of training and support so that
 21 they can really really reach out and be an

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1 integral part of what our students are doing and
 2 feeling and need to become is critical. So I
 3 will be interested in hearing what some of the
 4 negatives were.
 5 CHAIRWOMAN HENN: Thank you,
 6 Ms. Pasteur. Ms. Jose?
 7 MS. JOSE: Thank you, Ms. Causey, or
 8 thank you, Ms. Henn, and Ms. Pasteur, thank you,
 9 you explained that so eloquently as only an
 10 educator could.
 11 With full disclosure, I actually did a
 12 lot of research into this contract since this is
 13 not my wheelhouse, and I have to say that I have
 14 questions for staff. Number one, how important
 15 is this contract and if it's part of a federal
 16 mandated policy, would we lose funding? So that
 17 question's to Mr. Sarris or any staff that can
 18 answer, and I do have a follow-up question.
 19 DR. WILLIAMS: So I'm going to ask
 20 Ms. Mustipher, I see her in the audience,
 21 Dr. Zarchin and Mr. Sarris to come forward. The

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1 funding source, since this is a grant, and I
 2 think Mr. Sarris can just speak to the grant, and
 3 then anything Ms. Mustipher or Dr. Zarchin want
 4 to add.
 5 MR. SARRIS: Yes. The primary focus,
 6 the primary funding for this program is part of
 7 our Title IV grant, which is oriented towards
 8 safe and healthy students, and so that
 9 application featured this program. If it's not
 10 approved, we would need to amend that grant
 11 application, try and allocate those dollars in
 12 some other manner with the hope that USDOE and
 13 MSDE would approve it.
 14 But I would also add that these services
 15 are available to individual schools, so many of
 16 those take advantage of them, and I think the
 17 largest percentage of schools which use their own
 18 Title I funds for the same services are an
 19 important factor here, so -- and even Title II,
 20 teacher education grants can be used for this
 21 contract.

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1 DR. WILLIAMS: Thank you, Mr. Sarris.
 2 Ms. Mustipher or Dr. Zarchin, anything to add?
 3 DR. ZARCHIN: I would first like to
 4 thank Ms. Pasteur for her comments, I think that
 5 was an excellent overview of the importance of
 6 the work. The contract really supports training
 7 of staff, a trainer of trainer model. I'll let
 8 Ms. Mustipher share details but that's the focus,
 9 a lot of the work is in the summer over the past,
 10 I think since 2017, 2,500 staff members have
 11 benefited from similar training.
 12 MS. MUSTIPHER: Thank you. The
 13 restorative practices that we're pursuing is
 14 professional learning complemented by the
 15 materials that are required to support training,
 16 as well as referencing operating schools or
 17 working directly with students. So in late 2017,
 18 yes, we did use funding to fund actually moving
 19 forward with establishing training, and at that
 20 time we saw the opportunity to develop a cadre of
 21 trainers in Baltimore County. So actually we

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1 still see the structure with reset to having
 2 trainers and having a train the trainer model to
 3 actually train other staff across Baltimore
 4 County and so in doing so, that allows for not
 5 only our central office team to train, but it
 6 also allows us to expand that to members of the
 7 BCPS community to train outside and into the
 8 schoolhouse.
 9 And what I want to offer is that many
 10 times when we think about restorative practices,
 11 we think about training just on formal
 12 conferencing, when something's gone wrong or
 13 something, we have harm that's been done.
 14 Actually, restorative practices is a continuum of
 15 practices. And I love what Ms. Pasteur said in
 16 that she said it's about using language, it's
 17 about effectively questioning when we engage our
 18 students or other individuals and how we approach
 19 those situations. But it's also those impromptu
 20 conversations, how we structure those
 21 conversations to be optimal, what language do we

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1 use, and then how do we circle up and create
 2 community, and that's really the premise of
 3 restorative practices, it is about creating
 4 community, relationships where we are community.
 5 We problem solve in our community but we benefit
 6 from the strength of the community as well. So
 7 just offering that, that's what it's for.
 8 DR. WILLIAMS: Thank you all.
 9 CHAIRWOMAN HENN: Thank you. Ms. Scott?
 10 MS. SCOTT: Yes, thank you for that, and
 11 I just wanted to understand, this contract, I
 12 wanted to understand, is it federally mandated?
 13 It sounded like from what I heard that it is.
 14 MR. SARRIS: Well, it's part of our
 15 proposal under the Title IV grant, but I guess,
 16 it's obvious but I'll say it anyway, that safe
 17 and healthy environments are part of our Compass,
 18 so I think it goes to the core of what the Board
 19 has set as our plan forward.
 20 MS. SCOTT: Thank you. And then my
 21 second question is, how does it fit into our

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1 equity lens? I know I placed, the equity
 2 committee placed the equity lens checklist in
 3 front of all board members, staff, and so I just
 4 want to know how it fits into our equity lens in
 5 making sure that we are equitable across BCPS.
 6 DR. ZARCHIN: So one of the things that
 7 this works on is insuring that all students have
 8 a voice, that is a big part of our equity work.
 9 It's social skills, making sure that folks have
 10 models for problem solving, models for
 11 empathizing with others, so it's very closely
 12 aligned with the equity work. And I don't know
 13 that you can separate the restorative practices
 14 from our SEL work or from the equity work, they
 15 all run together, and it's important that we
 16 bring them together and it's a part of what we do
 17 as a school system.
 18 MS. SCOTT: Thank you for that, and I
 19 guess my last question would actually be to the
 20 building and contracts committee. What was the
 21 reason why this one, I guess contract, was not

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1 approved? Was their conversation, and I
 2 apologize, I didn't listen to the meeting, were
 3 there dissenting votes? I guess that would be to
 4 the current chair of that committee.
 5 MS. JOSE: We didn't have enough votes,
 6 Ms. Scott, to approve it, but I'm glad that it
 7 has come to the full board because this is such
 8 important work and this is not my wheelhouse. I
 9 have looked into it, and I know Dr. McComas
 10 thinks I don't listen to her but I've heard her
 11 use restorative practices a lot, Dr. McComas, I
 12 do listen to you, and thank you, Ms. Mustipher as
 13 well, you always talk about meeting our students
 14 where we are and where they are is in crisis, so
 15 this is a very important contract and I'm glad
 16 that it actually came to the Board so we are
 17 better educated about it. So thank you
 18 everybody, Dr. Williams, Dr. Zarchin, Mr. Sarris,
 19 Ms. Mustipher, and Dr. McComas and Ms. Pasteur.
 20 MS. SCOTT: What were the votes please?
 21 CHAIRWOMAN HENN: That's public record,

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1 and Mr. McMillion has his hand up to ask a
 2 question, so --
 3 MS. SCOTT: Yeah, but I asked the
 4 question of the chair. What were the votes
 5 please, Ms. Jose?
 6 MS. JOSE: Ms. Henn, is it okay?
 7 CHAIRWOMAN HENN: That's public record
 8 and those are reflected in the committee minutes
 9 so I believe it's out of order, and Ms. Scott, we
 10 need to move on to other board member questions
 11 at this point. So if you have questions of the
 12 staff who are here to answer questions on this
 13 contract, those do not pertain to the contract
 14 being discussed at hand.
 15 MS. SCOTT: Yes. Staff, could you break
 16 down the dissenting votes in regards to the
 17 contract please?
 18 CHAIRWOMAN HENN: Excuse me.
 19 Mr. Brousaides, is that germane to the
 20 discussion?
 21 MR. BROUSAIDES: No.

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1 CHAIRWOMAN HENN: Okay, legal says
 2 that's not germane so I'm ruling that out of
 3 order. Mr. McMillion, your question?
 4 MR. MCMILLION: Yes. Dr. Zarchin, would
 5 you agree that this is one tool in the
 6 disciplinary toolbox?
 7 DR. ZARCHIN: Yes.
 8 MR. MCMILLION: And it's been my
 9 experience, I just want you to count it as
 10 anybody in the crowd can, I don't care, it's been
 11 my experience that street tough kids will tell
 12 you what you want to hear so that they can get
 13 out of your little meeting and go about their
 14 business. How do you respond to that?
 15 DR. ZARCHIN: That's where the training
 16 comes in. Truly, it's working so you know
 17 students and you can break through a facade of
 18 toughness or resistance, whatever it may be.
 19 That's why the training is so important.
 20 MR. MCMILLION: Thank you very much.
 21 CHAIRWOMAN HENN: Thank you. Board

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1 members who haven't had a chance to speak yet,
 2 Ms. Rowe?
 3 MS. ROWE: So I just want to say I
 4 support restorative practices. The General
 5 Assembly had a commission that did a lot of work,
 6 I forwarded that document to the other board
 7 members. I wouldn't have really thought this
 8 would be controversial.
 9 And one of the first tours that I had
 10 when I first got on the Board was the Halsted
 11 Academy where they demonstrated how restorative
 12 practices work. And I really have to honestly
 13 say, I wish that was the way we did things when I
 14 was a kid at school, because essentially the way
 15 that it works is that instead of this you did
 16 this, you get this punishment, there's in depth
 17 conversations about why did you do that, and
 18 separating kids to get them to each think about
 19 it on their own, then maybe getting them to talk
 20 to each other. And the time it takes to actually
 21 work through teaching kids the consequences for

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1 their actions but also how to repair
 2 relationships once damage has been done, I just
 3 don't think that in today's world we can omit
 4 that from education and say that we've educated
 5 anyone, because children need to learn this and
 6 if they're not learning it anywhere else they
 7 should learn it in school.
 8 CHAIRWOMAN HENN: Ms. Causey?
 9 MS. CAUSEY: Thank you, Madam Chair. I
 10 appreciate that this contract was discussed by
 11 the full board and that's why sometimes things
 12 happen so we do have these full discussions. I
 13 appreciate the board members' questions and staff
 14 and all the answers. So I don't know really have
 15 a question, I just want to say thank you for all
 16 of that explanation. I also wanted to thank
 17 Mr. Billy Burke from CASE for informing us that
 18 he supports this as the executive director of
 19 CASE that has its members, principals, assistant
 20 principals who have to deal with the students and
 21 teachers and the interaction between staff and

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1 employees and between employees and employees,
 2 it's very helpful to know that this is an
 3 important part of the tools as Mr. McMillion
 4 said, that they use to help our students, so
 5 thank you.
 6 CHAIRWOMAN HENN: Thank you, Ms. Causey.
 7 Ms. Mack?
 8 MS. MACK: Yes. Dr. Zarchin, do we
 9 measure the efficacy of this program in any way
 10 and if so, how, and what does the data show us?
 11 DR. ZARCHIN: We have, and I'm going to
 12 let Ms. Mustipher speak to that. Thank you for
 13 the question though.
 14 MS. MUSTIPHER: So when we started
 15 training individuals across BCPS we did look at
 16 pre and post assessments. So we looked at
 17 initially how it was being applied and really it
 18 wasn't being applied, and so then we started most
 19 recently looking at what's the responsiveness in
 20 use, either be it monthly, weekly or daily, and I
 21 will offer to you that we got that data. But

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1 what I will also offer to you is that restorative
 2 practices as one element of social emotional
 3 learning is embedded across our social emotional
 4 learning. When you talk about conscious
 5 discipline, if you're go into a classroom in the
 6 morning, you will see students circling up,
 7 that's part of the restorative practice. You
 8 will hear language that's used, effective
 9 language in how we speak, how we notice what
 10 folks are doing versus pointing out the negative
 11 aspects of their behavior, that is part of the
 12 restorative practices continuum.
 13 So having said that, when we looked at
 14 the data, and the implementation and how that did
 15 range, we looked at is it being used either
 16 monthly, weekly or daily at a rate of 63 percent
 17 of those folks that we did train, and again,
 18 there are individuals participating in practice
 19 that we may not have trained, these are the folks
 20 that we trained from the central office, some
 21 schools did their independent training and we

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1 have to remind you of that.
 2 Effective use and effective questions is
 3 those folks are using it at a rate of a little
 4 over 89 percent and effective statements are
 5 being used at a little bit over 90, it's 90.3
 6 percent. And impromptu conversations are one of
 7 our highest areas, which is simply having the
 8 conversation using that effective language at 93
 9 percent. So we do see that this is occurring and
 10 we're continuing to look at measures to be able
 11 to implement it.
 12 CHAIRWOMAN HENN: Thank you. Dr. Hager?
 13 DR. HAGER: Thank you. I am a big fan
 14 of this approach. My only question is
 15 specifically about the contract. So there were
 16 six bidders and the contract was for about
 17 \$70,000 a year and it says it will be awarded to
 18 all six, so how does that work?
 19 MR. SARRIS: Correct. So we have
 20 proposals based on established rates and we have
 21 the ability to start with the lowest cost option

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1 and hope that that meets with our scheduling
 2 needs. If we can't schedule it appropriately, we
 3 move to the next highest provider and so forth.
 4 So we have six different providers here with
 5 different rates, three of which are, were also in
 6 the most recent prior competitively bid contract,
 7 and three are new and three are existing.
 8 DR. HAGER: And they're not all
 9 splitting the \$70,000?
 10 MR. SARRIS: No.
 11 DR. HAGER: Okay, that seemed a little
 12 confusing to me.
 13 MR. SARRIS: And it's a price per day
 14 for the training typically.
 15 DR. HAGER: That makes sense, thank you.
 16 CHAIRWOMAN HENN: Thank you. So I
 17 appreciate Ms. Mack's question as it speaks to,
 18 one, the discussion that was held in the
 19 committee which was about the measurement of this
 20 program, and she and I are thinking along the
 21 same vein in terms of looking at the outcomes and

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1 how do we measure the impact of and the return on
 2 our investment. It's a very business like thing
 3 to say, but we know that there's an opportunity
 4 cost and we want to make sure that we are
 5 spending taxpayer dollars wisely and are
 6 maximizing the effect on our school climate
 7 because that's a concern of many, and we want to
 8 make sure that we are doing the absolute best,
 9 investing in the very best programs that we can
 10 to improve that. And these past two years have
 11 been hard. We know that the social emotional
 12 needs have never been higher of our students and
 13 we want to make sure that we are spending in the
 14 very best areas possible, whether it's human
 15 capital, whatever that looks like.
 16 So that was the one concern that I had
 17 raised in committee. I appreciate the responses.
 18 I appreciate Mr. Burke speaking tonight on behalf
 19 of CASE and all of our educators, Ms. Pasteur and
 20 everyone speaking in favor of this. So certainly
 21 it's no criticism of the program itself, but

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1 rather are we being selective in where we spend
 2 our dollars, because we know that we need to
 3 face, so that's why it was concerning to me, and
 4 this is a very helpful discussion. I agree with
 5 Ms. Causey, this is why we have these discussions
 6 as a full board, so that we can hear from
 7 multiple perspectives, so I just wanted to share
 8 that, and thank you for the additional
 9 information. Mr. McMillion?
 10 MR. MCMILLION: This question is for
 11 Dr. Williams. If this contract passes, can I go
 12 through the training? And if you allow me to go
 13 through the training, I'll come back and report
 14 to the Board about the training.
 15 DR. WILLIAMS: So, sure, but, I think
 16 it's doable, we just have to look at the process
 17 of how many staff there are. So I hear what
 18 you're saying, I think that might be good for
 19 board members to participate in restorative
 20 practices. And if you think about the title, if
 21 you've ever operated a school and had to deal

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1 with situations, you want to restore the
 2 environment for learning is what positive climate
 3 is, so if you think about the title in itself, it
 4 makes sense, right, because situations happen in
 5 a workplace, in a school building, you have to
 6 address it, but then how do you bring those
 7 individuals back into the environment, and these
 8 are the tools and the resources available. So
 9 we'll find out, we'll add Mr. McMillion on the
 10 list.
 11 CHAIRWOMAN HENN: Thank you. Ms. Jose?
 12 MS. JOSE: I believe Ms. Pasteur was
 13 before me.
 14 CHAIRWOMAN HENN: Okay, you were first
 15 in the chat, but if you would like Ms. Pasteur to
 16 go next. Ms. Pasteur, I'm told you're out of
 17 time.
 18 VICE CHAIR PASTEUR: Okay, thank you. I
 19 wanted to sign up too, Mr. McMillion, you will
 20 love it. As many conversations as we've had,
 21 this is the kind of thing that will reach those

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1 children that we always talk about trusting.

2 CHAIRWOMAN HENN: Thank you. Ms. Jose?

3 MS. JOSE: Yes, thank you. Actually,

4 Mr. McMillion raised a good point and

5 Dr. Williams, if it is open to board members, I

6 would like to sign up and educate myself as well.

7 DR. WILLIAMS: Board members, we need

8 this contract to be passed before we sign up

9 anybody.

10 CHAIRWOMAN HENN: Any further

11 discussion, board members? Hearing none, we have

12 a motion on the floor. May we have a rollcall

13 vote?

14 MS. GOVER: Ms. Rowe?

15 MS. ROWE: Yes.

16 MS. GOVER: Ms. Causey?

17 MS. CAUSEY: Yes.

18 MS. GOVER: Ms. Mack?

19 MS. MACK: Yes.

20 MS. GOVER: Mr. McMillion?

21 MR. MCMILLION: Yes.

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1 MS. GOVER: Ms. Jose?

2 MS. JOSE: Yes.

3 MS. GOVER: Ms. Pasteur?

4 VICE CHAIR PASTEUR: Absolutely.

5 MS. GOVER: Mr. Thomas?

6 MR. THOMAS: Yes.

7 MS. GOVER: Mr. Offerman?

8 MR. OFFERMAN: Yes.

9 MS. GOVER: Ms. Scott?

10 MS. SCOTT: Yes.

11 MS. GOVER: Dr. Hager?

12 DR. HAGER: Yes.

13 MS. GOVER: Mr. Kuehn?

14 MR. KUEHN: Yes.

15 MS. GOVER: Ms. Henn?

16 CHAIRWOMAN HENN: Yes.

17 MS. GOVER: Thank you.

18 CHAIRWOMAN HENN: The motion carries

19 unanimously. Thank you all.

20 DR. WILLIAMS: Thank you, Ms. Mustipher,

21 Dr. Zarchin, Mr. Sarris.

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1 CHAIRWOMAN HENN: The next item on the

2 agenda is the work session on the fiscal year

3 2023 county capital budget request, and for that

4 I call on Mr. Dixit. Good evening.

5 MR. DIXIT: Good evening, Chair Henn,

6 Vice Chair Pasteur, Dr. Williams and members of

7 the Board. So as you recall, in the meeting of

8 December 21st, 2021, we introduced the county's

9 capital program for fiscal 23. We had made a

10 brief presentation to you to go over that, I

11 wouldn't do it again, but I will summarize what

12 we said in there.

13 So there were two projects that were

14 removed from the list from the previous year's

15 list. That was northeast area elementary school

16 at Ridge Road and Red House Run Elementary

17 School, because they were funded under the

18 capital program.

19 Build to Learn funds were used for

20 Bedford Elementary School, Summit Park Elementary

21 School, northeast area middle school and Pine

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1 Grove Middle School, so those projects have been

2 removed from last year's list.

3 The changes that were made to this

4 year's program was an addition of \$5.4 million --

5 and I am rounding the figures. If you look in

6 your spreadsheet, it is the second blue column

7 from the extreme right, so that will show you the

8 amounts that have been added and remember, it's

9 the county's capital program and the county's

10 capital funds. So \$5.4 million for Scotts Branch

11 Elementary School because we had changed it from

12 renovation addition to replacement as a result of

13 the feasibility study.

14 There is a request for \$13.5 million for

15 an addition at Dundalk High School, \$5 million

16 for a design for northeast area school, that

17 study is still being done, it's just recently

18 been initiated, \$5 million for southeast area

19 design, both of them are recommendations under

20 MYIPAS. And two design requests that have been

21 added, one for \$9 million for Towson High School,

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1 and the other for \$10 million for Dulaney High
 2 School. At this time the scope of work is not
 3 available but we hope that by the time we get
 4 that money that the picture will be clear and we
 5 will find out actually where the design will go.
 6 In addition to that, there's \$500,000
 7 added for a northwest center for technical
 8 education, it is one of the recommendations under
 9 the MYIPAS and it has been discussed here by
 10 community members in the past.
 11 So we had asked for questions to be
 12 forwarded to us, and there are three questions
 13 that we have received and I'll go over that. One
 14 of the questions is that we had requested \$15
 15 million for Lansdowne High School for planning
 16 and design, and why are planning dollars less for
 17 Towson and Dulaney. The response is that right
 18 now we do not know the scope of work as much as
 19 we did about the Lansdowne when we requested.
 20 And also at the time we made the request for
 21 Lansdowne, the state was not participating in

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1 design, now the state is, so by the time it's all
 2 done, the total design costs should be
 3 comparable. In the case of Lansdowne we do not
 4 plan to spend all \$15 million, more than likely
 5 it's going to be less than that, and for Towson
 6 and Dulaney after the scope of work is
 7 determined, we believe that the design costs will
 8 be very similar to what we have for Lansdowne.
 9 And also, I'd like to mention that if
 10 there are any changes, if additional funds are
 11 needed from anyplace, we have the support of
 12 county executive's finance and budget team, they
 13 have always cooperated with us in providing funds
 14 for that, and we don't expect anything different
 15 this time.
 16 The second question had to do with FARMS
 17 percentage in the sixth column. So the first
 18 statement I have is that these percentages do not
 19 impact priorities, they have no other relevance
 20 other than information item. In one of the
 21 meetings in the past the Board requested that we

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1 include that so we include that, but it has no
 2 other relevance other than an information item.
 3 The numbers that have been used are the FY-23
 4 state budget documents and they're based on the
 5 October 31st, 2019 enrollment, and low income
 6 counts published by the MSDE school and community
 7 nutrition program. The BCPS school profile
 8 dashboard contains FARMS percentages from
 9 September 30th enrollment files, so it's the
 10 difference in the date and source, so that's what
 11 you're seeing.
 12 The final question that came to us is
 13 that, why were delays in submission of FY-2022
 14 capital program last year, and that question is
 15 not relevant because there was no delay, so I
 16 don't know the rationale for the question. All
 17 of our information to state last year and this
 18 year has been submitted on time, and if there is
 19 additional time needed, we will request the state
 20 for additional time, give the rationals, and in
 21 most of the cases we get additional time. But

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1 the question I don't know why it was asked,
 2 because there was no delays for that.
 3 So those were the questions that we
 4 received. If there are any other questions that
 5 you have now, we will do our best to answer those
 6 questions. If we don't have answers, we will get
 7 back to you, and with that, the floor is yours.
 8 CHAIRWOMAN HENN: Thank you, Mr. Dixit.
 9 Mr. McMillion, and then Ms. Rowe.
 10 MR. MCMILLION: Mr. Dixit, has a vendor
 11 been chosen for the southeast area overcrowding
 12 analysis?
 13 MR. DIXIT: Yes, the vendor has been
 14 chosen. We followed the same process that we
 15 have used in the past, and it is a board mandated
 16 process.
 17 MR. MCMILLION: And the Baltimore County
 18 government is paying for that, right, that
 19 \$500,000?
 20 MR. DIXIT: That's correct.
 21 MR. MCMILLION: And when can the

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1 community expect that analysis to begin?
 2 MR. DIXIT: So we have started the
 3 process in the last month or so and they are
 4 still in the early stages of that. As part of
 5 the scope of work, there will be at least
 6 community sessions or community engagements, and
 7 meetings will be scheduled very soon.
 8 MR. MCMILLION: Thank you.
 9 MR. DIXIT: We don't have the dates
 10 right now, but the community engagement will be
 11 very similar to what you saw in the preparation
 12 of MYIPAS, that's our goal?
 13 MR. MCMILLION: Can you share the name
 14 of the company now, or no?
 15 MR. DIXIT: DMT Corporation. They are a
 16 big company that has done a lot of work for us,
 17 with exceptional qualifications.
 18 MR. MCMILLION: Thank you.
 19 CHAIRWOMAN HENN: Thank you. Ms. Rowe,
 20 and then Ms. Mack.
 21 MS. ROWE: So, I just want to say,

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1 Mr. Dixit, I'm very happy to see all of these
 2 routine maintenance projects on here and that
 3 we're not longer using the bulk allocation method
 4 to where we can't see what the projects are, so I
 5 think this is really great.
 6 The question I have is for the northwest
 7 area CTE school, it says study for renovation or
 8 addition. What school were you planning to do
 9 the renovation or addition to?
 10 MR. DIXIT: That's a very good question,
 11 thank you for asking that. Just like we are
 12 doing for northeast and southeast area high
 13 schools, we're going to hire an independent
 14 consultant to help us, number one, working with
 15 Dr. McComas' team, to find out what are the CTE
 16 programs that are needed, because there is, I
 17 understand there is concern about equity of
 18 access to CTE programs. So we have to work on
 19 what programs are needed in there and if there
 20 are any other programs that should be considered,
 21 what is the space requirement for those programs

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1 and if we can fit into any of the existing
 2 schools, or if it is better to meet our goals by
 3 either leasing a facility, buying a facility, or
 4 doing something like we did for the Rosedale
 5 Center program. All of that will be studied by
 6 an independent consultant. Again, there will be
 7 community interaction, we will be meeting with
 8 the community folks, we are going to get a lot of
 9 help from Dr. McComas' team to find out exactly
 10 what path we have to take. So there's some work
 11 required over the period of the next six to nine
 12 months and that's what we are going to be doing.
 13 So these three studies, the southeast,
 14 the northeast and the CTE program, that's going
 15 to take some time, and when we are at a point to
 16 share information with the Board we will come and
 17 share it with you.
 18 MS. ROWE: Okay, so it sounds like this
 19 is basically the preliminary, we know you want to
 20 do a CTE program and now you're trying to figure
 21 out how, where --

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1 MR. DIXIT: And what programs and how to
 2 put those programs, what kind of spaces are
 3 needed, what kind of equipment is going to be
 4 needed. So it is similar to the educational spec
 5 that we prepare for a new school, but it is a
 6 little bit more because we also have to find out
 7 what educational specs we will need.
 8 MS. ROWE: Okay, so you don't even know
 9 what building yet.
 10 MR. DIXIT: No, we don't.
 11 MS. ROWE: Okay, thank you.
 12 CHAIRWOMAN HENN: Thank you. Ms. Mack?
 13 MS. MACK: Mr. Dixit, I just wanted to
 14 set the record straight. When I looked at all
 15 three questions under my name I thought, and you
 16 said to me I don't know what the third question
 17 is, I wanted to say to you I don't either,
 18 because I didn't ask that question.
 19 MR. DIXIT: So thank you very much.
 20 MS. MACK: So I just wanted to clarify,
 21 I asked the first two but I didn't ask the third

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1 one.

2 MR. DIXIT: So because once you, anybody

3 asks a question it's part of the record, so I

4 want to let them know that this question is not

5 relevant.

6 MS. MACK: Right, but it's under my name

7 and when I looked at it I thought that doesn't,

8 oh, I don't think I asked it anyway.

9 DR. WILLIAMS: Well, we'll correct that,

10 thank you.

11 CHAIRWOMAN HENN: Ms. Pasteur?

12 VICE CHAIR PASTEUR: Okay. I just

13 wanted Mr. Dixit, and maybe Dr. McComas and

14 Dr. Williams to clarify. We spent over a year

15 under Mr. Handy with college folks, business

16 people, people in various fields identifying

17 several programs that, where students could get

18 their certificates before leaving high school,

19 where they could go on to real college coming out

20 of this. So I hope that we are going to use that

21 information so we're not going to start all over

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1 again, because that's time that we have already

2 spent, we've been working on this for years, but

3 about three years ago we actually did that kind

4 of work, so I hope we're going to just start with

5 seeing whether those courses are still as

6 relevant as they were then, but we brought in for

7 a year groups of people to have this discussion.

8 I just wanted to point that out.

9 MR. DIXIT: So Ms. Pasteur, thank you

10 very much for asking that question. Because of

11 the --

12 DR. WILLIAMS: Let me just -- it really

13 wasn't a question, but maybe it was. I just want

14 to respond by saying yes, Ms. Pasteur, this is

15 not an opportunity to reinvent the wheel. I

16 think to what was shared by Mr. Dixit,

17 Dr. Boswell-McComas and team did some extensive

18 work, we have that information, we just need to

19 update that work and have those conversations

20 with Mr. Dixit and his team.

21 VICE CHAIR PASTEUR: Thank you.

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1 DR. WILLIAMS: You're welcome.

2 CHAIRWOMAN HENN: Thank you. Mr. Kuehn?

3 MR. KUEHN: Thank you, and Mr. Dixit,

4 thank you for providing your answers, and I'm

5 looking at the previous presentation you shared

6 in December, and it was well done and you

7 highlighted exactly what was changing and I

8 really appreciate that. The only question I

9 really have for you is, so we're now down to, I

10 think it's project 15, the northwest area CTE

11 school, and that's the last new or replacement

12 school, and then everything else is some kind of

13 maintenance activity. And as I've been on the

14 Board over the years, this list has fluctuated

15 with a lot of buildings, a lot of maintenance, it

16 kind of grows and changes.

17 My question is, when do we add the next

18 new school to be built and when will that happen?

19 MR. DIXIT: So thank you very much and

20 good evening to you again. The list will be

21 updated in the next session when we come to you

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1 for the state's plan in August September. And

2 also in addition to that, I wanted to share that

3 the superintendent's team is working with the

4 county executive's team to explore the

5 possibility of getting additional funds above and

6 beyond what the state has approved. And should

7 that happen, we will create a list of systemic

8 projects and share that with you in the time

9 there. So there are three different initiatives

10 going on, that is the northeast area, the

11 southeast area and then the CTE, and the list of

12 systemics that have been recommended by MYIPAS.

13 All of that will be seen next time we come to the

14 Board, or some of it the next time we come to the

15 Board in August or September.

16 MR. KUEHN: And just to be clear,

17 Mr. Dixit, that list may start in August, but we

18 won't be making decisions regarding it until this

19 January timeframe '23, so this is the last list

20 that this Board as a unit is actually going to be

21 voting on, is that accurate?

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1 MR. DIXIT: Yes, this is for the funding
 2 of the projects, and there's a lot of work to be
 3 done after the funds are received, and this is
 4 continuously updated. Our guiding document is
 5 MYIPAS that has been shared with the Board.
 6 MR. KUEHN: All right, thank you.
 7 CHAIRWOMAN HENN: Thank you, Mr. Kuehn.
 8 Other discussion, board members? Mrs. Causey?
 9 MS. CAUSEY: Thank you, and good
 10 evening. Attached to BoardDocs is a
 11 presentation, but is it in the interest of time
 12 you're not showing it within the meeting?
 13 MR. DIXIT: So the presentation was --
 14 MS. CAUSEY: The one from last time?
 15 MR. DIXIT: Yes.
 16 CHAIRWOMAN HENN: Mrs. Causey, it was
 17 presented last time.
 18 MS. CAUSEY: Thank you. Related to the
 19 priority order currently, you have, the
 20 spreadsheet shows that the studies are currently
 21 above the Towson and Dulaney High School

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1 projects, and how will that impact the requests
 2 for funding and their priority in completion?
 3 MR. DIXIT: So this priority was
 4 approved by the Board and in mind the priority is
 5 what was approved by the board. Also, we had the
 6 projects below that, which is the Towson, Dulaney
 7 and new area CTE school, they are still under
 8 review by fiscal partners, so we hope to get more
 9 information in the near future and based on that
 10 information, we will again make recommendations
 11 to the Board. All of the recommendations are
 12 presented to the Board and approved by the Board
 13 before we can do anything.
 14 MS. CAUSEY: So are you saying that by
 15 those studies being above Towson and Dulaney High
 16 Schools, that may result in Towson and Dulaney
 17 High School having other schools stay above them?
 18 MR. DIXIT: I don't have the answer to
 19 that because I don't have all of the information,
 20 okay? I don't have the results of the northeast
 21 area study, I don't have the results of the

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1 southeast area study. The funding for Towson and
 2 Dulaney is still being reviewed by state and
 3 county fiscal partners, so the question that you
 4 are asking, I don't have all of that information
 5 to answer that question.
 6 MS. CAUSEY: Thank you. And I
 7 appreciate that so many of the requests were
 8 fulfilled by the Healthy School Facilities
 9 funding for systemic projects. The question is,
 10 currently Build to Learn does not cover systemic
 11 projects?
 12 MR. DIXIT: That's our understanding,
 13 that's right.
 14 MS. CAUSEY: But it does cover the
 15 planning as you mentioned.
 16 MR. DIXIT: Yes.
 17 MS. CAUSEY: And was there approval for
 18 funding, state planning funding, for any of these
 19 projects?
 20 MR. DIXIT: So for the priority one
 21 through six, the answer is yes, we are -- and

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1 help me with this question if I'm wrong. One
 2 through six, they will participate in the state's
 3 planning effort. My understanding is that
 4 Lansdowne High School, which is five and six, we
 5 are going to resubmit to get whatever state funds
 6 we can get so we'll get that. Beyond that, we
 7 haven't applied for any of the design funds.
 8 MS. CAUSEY: Didn't the Board request
 9 that you apply for design funds for some of these
 10 projects, including Towson and Dulaney?
 11 MR. DIXIT: So Towson, this is the first
 12 time we are requesting design funds from the
 13 county, and in the next submission you'll find
 14 that the -- this, the process is that the design
 15 funds, and help me with that answer, they are
 16 part of our state allocation. So when we go for
 17 the state allocation, design and FF&E is all part
 18 of that request, so they come to us but slightly
 19 in a different manner.
 20 So Lansdowne is a good example, in that
 21 we'll get design funds but they will be part of

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1 the construction state share. That's where you
 2 will see in the next time when we come to you for
 3 state submission.

4 MS. CAUSEY: Thank you. And then how
 5 can communities know when school major
 6 renovations and/or improvements are planned
 7 within the list of needs countywide? So for
 8 instance, Hereford High School, I know has been
 9 communicating with staff about track repairs and
 10 tennis courts, or replacements. Dulaney's track
 11 is still, excuse me, they still have no turf
 12 field, and other projects from other schools, so
 13 how do communities know that?

14 MR. DIXIT: So anything that is beyond
 15 this list is included in the county's capital
 16 program, and they have increased the amount in
 17 the recent past, and our teams work with the
 18 school administration to share when the projects
 19 are ready to be started. In the case of
 20 Hereford, we have been in communication with the
 21 principal and informed him of when the process is

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1 going to be scheduled.

2 These days as you know, because of all
 3 of the supply chain issues, our estimates for
 4 construction time, they are not as precise as
 5 they used to be in the past, so we are careful
 6 about sharing any timelines with anybody.

7 MS. CAUSEY: I'm out of time, I wanted
 8 to ask more, but thank you.

9 CHAIRWOMAN HENN: Thank you. Ms. Jose?
 10 MS. JOSE: Thank you, Ms. Henn.
 11 Mr. Dixit, when you were requesting for design
 12 dollars just off the bat, you need to know what
 13 you're requesting. What kind of dollars are you
 14 requesting for Towson?

15 MR. DIXIT: So that's one of the issues,
 16 Ms. Jose, good evening to you and nice to hear
 17 your voice. At this time that is one of the
 18 issues, we still don't know what our funding
 19 partners will approve for the design and once we
 20 have that idea we will be in a better position to
 21 ask for construction and design funds, but I'm

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1 thankful to the county executive for, and his
 2 team for at least considering this part of the
 3 design fee that's included here, it gives us a
 4 chance to start the design process, at least for
 5 the school that has historical issues and it's a
 6 lot longer design process, so that helps us with
 7 that.

8 MS. JOSE: And as a follow-up question,
 9 you know, I always hear about Dulaney and Towson,
 10 but there's another school in District 3, Loch
 11 Raven High School, and I see there's a roof
 12 replacement placed for that. Was that part of
 13 the multiyear improvement plan that was
 14 scheduled, and what are the major improvements
 15 that are planned for Loch Raven High School,
 16 which is in District 3?

17 MR. DIXIT: That's another good
 18 question. What we hope, that when the northeast
 19 area study will be done for the high school, Loch
 20 Raven will be part of that study, and if there is
 21 no result for Loch Raven as a result of that

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1 study, then there are items included in MYIPAS
 2 and in future requests, you might see a lot of
 3 those items that are included in MYIPAS.

4 MS. JOSE: Thank you, Mr. Dixit, I know
 5 you are doing a great job, and thank you for
 6 everything you do. Have a good night.

7 MR. DIXIT: Thank you very much for your
 8 compliment.

9 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 10 Any other discussion, board members? No? Thank
 11 you.

12 MR. DIXIT: Thank you very much, and
 13 next time we will come and request your approval.

14 CHAIRWOMAN HENN: Thank you.

15 DR. WILLIAMS: Thank you, Mr. Dixit and
 16 Dr. Plait and Dr. Wheatley-Phillip.

17 CHAIRWOMAN HENN: Thank you all.

18 MR. DIXIT: Yeah, I forgot to introduce
 19 my team. Everybody knows Dr. Wheatley-Phillip,
 20 and Mr. Merrill Plait, the team has been doing an
 21 outstanding job in our capital improvement

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1 program, so I just wanted to acknowledge that.
 2 CHAIRWOMAN HENN: Thank you all. Have a
 3 good evening.
 4 The next item on the agenda is
 5 unfinished business, consideration of board
 6 policies, and for that I call on the policy
 7 review committee chair, Ms. Rowe.
 8 MS. ROWE: Members of the Board, the
 9 policy review committee asks that the Board
 10 accept the committee's recommendation to amend
 11 the following board policies: Policy 4006,
 12 personnel, general medical evaluations; Policy
 13 4202, personnel, compensation, benefits and
 14 retirement; Policy 5100, enrollment and
 15 attendance, compulsory attendance. And Madam
 16 Chair, I had a request from a board member to
 17 pull out Policy 5100, enrollment and attendance,
 18 and vote on that separately from the other two.
 19 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 20 Ms. Mack, do you have a comment or question?
 21 MS. MACK: I have a motion to make, is

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1 it appropriate to do that now, on 5100?
 2 CHAIRWOMAN HENN: Okay. So let's, I
 3 will separate 5100 out, let's process the other
 4 two first if that's okay with you. Do I have a
 5 motion to adopt the recommendation of the Board's
 6 policy review committee for Policies 4006 and
 7 4202?
 8 MR. OFFERMAN: So moved, Offerman.
 9 CHAIRWOMAN HENN: Thank you,
 10 Mr. Offerman. No second is needed since the
 11 recommendation comes from the committee. Is
 12 there any discussion? Hearing none, may I have a
 13 rollcall vote please?
 14 MS. GOVER: Ms. Rowe?
 15 MS. ROWE: Yes.
 16 MS. GOVER: Ms. Causey?
 17 MS. CAUSEY: Yes.
 18 MS. GOVER: Ms. Mack?
 19 MS. MACK: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Ms. Jose? Ms. Jose?
 2 Ms. Pasteur?
 3 VICE CHAIR PASTEUR: Yes.
 4 MS. GOVER: Mr. Thomas?
 5 MR. THOMAS: Yes.
 6 MS. GOVER: Mr. Offerman?
 7 MR. OFFERMAN: Yes.
 8 MS. GOVER: Ms. Scott?
 9 MS. SCOTT: Yes.
 10 MS. GOVER: Dr. Hager?
 11 DR. HAGER: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: Yes.
 14 MS. GOVER: Ms. Henn?
 15 CHAIRWOMAN HENN: Yes.
 16 MS. GOVER: Thank you.
 17 CHAIRWOMAN HENN: The motion carries,
 18 thank you. We will now process Policy 5100. Do
 19 I have a motion to accept the -- so there was no
 20 recommendation for 5100, Ms. Rowe?
 21 MS. ROWE: There is a recommendation, I

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1 believe it did pass PRC, but it was asked that, a
 2 board member asked that we pull it out to vote
 3 separately.
 4 CHAIRWOMAN HENN: Okay, we will process
 5 this. Ms. Mack, you would like to make a
 6 separate motion?
 7 MS. MACK: I would.
 8 CHAIRWOMAN HENN: Following the
 9 processing of this motion, or do you wish to make
 10 your motion?
 11 MS. MACK: I would like to send this
 12 back to PRC, so however you want.
 13 CHAIRWOMAN HENN: Go ahead and make your
 14 motion.
 15 MS. MACK: I move that Policy 5100,
 16 enrollment and attendance, compulsory attendance,
 17 be returned to the next PRC meeting for continued
 18 review in conjunction with Policy 5120, which is
 19 student enrollment and attendance, attendance and
 20 excuses.
 21 CHAIRWOMAN HENN: Thank you. Is there a

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1 second? Do we have a second?
 2 MS. CAUSEY: Second.
 3 CHAIRWOMAN HENN: Who, do we have --
 4 DR. HAGER: I'll second, Hager.
 5 CHAIRWOMAN HENN: Thank you, Dr. Hager.
 6 Is there any discussion?
 7 MS. MACK: May I speak to my motion?
 8 CHAIRWOMAN HENN: Yes, Ms. Mack, go
 9 ahead.
 10 MS. MACK: We talked about it quite a
 11 bit tonight and given the conversations that we
 12 continue to have between attendance and academic
 13 achievement, I think it's important for the Board
 14 to review both Policies 5100 and 5120 with an
 15 emphasis on promoting attendance and defining
 16 ambiguous terms like break early, attending
 17 school.
 18 CHAIRWOMAN HENN: Thank you, Ms. Mack.
 19 Any other discussion? Hearing none, may I have a
 20 rollcall vote please?
 21 MS. GOVER: I don't have that.

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1 CHAIRWOMAN HENN: I'm sorry, Ms. Mack,
 2 could you send your motion to Ms. Gover please,
 3 and could you restate it as well.
 4 MS. MACK: Yes. I move that Policy
 5 5100, enrollment and attendance, compulsory
 6 attendance, be returned to the next PRC meeting
 7 for continued review in conjunction with Policy
 8 5120, which is student, enrollment and
 9 attendance, attendance and excuses. Thank you.
 10 CHAIRWOMAN HENN: Thank you.
 11 MS. GOVER: Ms. Rowe?
 12 MS. ROWE: Yes.
 13 MS. GOVER: Ms. Causey?
 14 MS. CAUSEY: Yes.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Jose? Ms. Pasteur?
 20 VICE CHAIR PASTEUR: Yes.
 21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Yes.
 2 MS. GOVER: Mr. Offerman?
 3 MR. OFFERMAN: Abstain.
 4 MS. GOVER: Ms. Scott? She signed off?
 5 VICE CHAIR PASTEUR: Yes, she signed
 6 out.
 7 MS. GOVER: Dr. Hager?
 8 DR. HAGER: Yes.
 9 MS. GOVER: Mr. Kuehn?
 10 MR. KUEHN: Yes.
 11 MS. GOVER: Ms. Henn?
 12 CHAIRWOMAN HENN: Yes.
 13 MS. GOVER: Thank you.
 14 CHAIRWOMAN HENN: The motion carries,
 15 thank you.
 16 MS. ROWE: Madam Chair?
 17 CHAIRWOMAN HENN: Yes, Ms. Rowe?
 18 MS. ROWE: Could I just ask board
 19 members to email me guidance on that Policy 5100
 20 and specifically what terms they would like to
 21 see designed in PRC? That would be very helpful,

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1 thank you.
 2 CHAIRWOMAN HENN: Sure, thank you,
 3 Ms. Rowe.
 4 The next item on the agenda is board
 5 member comments and consideration of agenda items
 6 for future board meetings.
 7 Board members, please note that items
 8 provided at past meetings have been received and
 9 are being reviewed, so we will go around.
 10 Ms. Rowe?
 11 MS. ROWE: I was not here at the last
 12 meeting and I did not get to wish everyone a
 13 happy holiday, so I hope belatedly that everyone
 14 did have happy holidays, and you all look very
 15 tired so that's all I'm going to say.
 16 CHAIRWOMAN HENN: Ms. Mack?
 17 MS. MACK: I would like to thank
 18 Dr. Williams and his staff for implementing the
 19 gift of time process. Yesterday I worked in an
 20 elementary school, in the morning I stuffed
 21 envelopes and in the afternoon I ripped apart the

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1 Open Court books so that when students return, it
 2 will be easier for them to pull out the stories
 3 that support the phonemic learning that they had
 4 for the day.
 5 I am glad to hear, I think Dr. Hager
 6 mentioned it and I brought it up, and I think you
 7 did too, Ms. Henn, that we're looking at allowing
 8 parents to come back to the schools, because what
 9 I did, I think some of what I did could be done
 10 by a parent. I enjoyed it, I look forward to my
 11 next two visits and again, I thank you for that
 12 opportunity.
 13 CHAIRWOMAN HENN: Thank you.
 14 Mr. McMillion?
 15 MR. MCMILLION: I understand that the
 16 previous agenda items have been received and
 17 recorded, but I'd just like to mention again
 18 about the opportunity to take our meetings out to
 19 other buildings, possibly in the springtime when
 20 the numbers go down hopefully. I just want to
 21 keep that on the burner. Thank you.

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1 CHAIRWOMAN HENN: Thank you.
 2 Mr. Thomas, do you have anything you'd like to
 3 add?
 4 MR. THOMAS: Yes, in my comments I'd
 5 like to say that I held my third monthly SMOB
 6 town hall on January 6th and it was really
 7 incredible, we had a very engaging conversation
 8 with Dr. McComas and Ms. Shay about our
 9 curriculum and highlighting diversity, including
 10 a more relevant perspective and devising ideas to
 11 create greater student participation in creating
 12 curricula, so it was really great.
 13 And then on January 7th all SMOB
 14 applications were due, so I'm really looking
 15 forward to seeing the diverse pool of SMOB
 16 applicants and for the vote in March when we vote
 17 for who the next person sitting in this seat will
 18 be. So thank you and have a great night.
 19 CHAIRWOMAN HENN: Thank you.
 20 Ms. Pasteur?
 21 VICE CHAIR PASTEUR: I want to thank all

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1 of the people who presented tonight, just really
 2 great information. Dr. Williams, in your report,
 3 your budget, you included efficiency, Blueprint,
 4 Compass, you took care of how we sustain magnets,
 5 and I just want to thank all of you for your
 6 thoughts on this, and especially coming back off
 7 of a break, the work presented tonight was
 8 exemplary, thank you. And Dr. Williams, thank
 9 you for including us with the testing process and
 10 everything. Good night.
 11 CHAIRWOMAN HENN: Thank you.
 12 Mr. Offerman? Dr. Hager?
 13 DR. HAGER: I just want to thank the
 14 school system and all the folks in school
 15 buildings again for all your help in keeping the
 16 schools open, I think that's been incredibly
 17 important for our children. And I am looking
 18 forward to digging into this budget,
 19 Dr. Williams, and I think it's a big priority, so
 20 I'm looking forward to it.
 21 CHAIRWOMAN HENN: Thank you. Mr. Kuehn?

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1 MR. KUEHN: Thank you. I just wanted to
 2 make a few comments. First of all, I want to
 3 highlight, talk a little bit about our seniors
 4 and the fact that college apps are out for the
 5 most part and I think folks are in wait and see,
 6 I'm excited for our student member to find out
 7 where he decides to go, I'm sure there's a lot of
 8 things going on there.
 9 At the same time families are dealing
 10 with this pandemic, they also have college
 11 students that are about to head back if they
 12 haven't already to school, so just families of
 13 all different sizes and lots of different
 14 situations, so I believe that this pandemic is
 15 spiking significantly now, I believe we need to
 16 continue to talk about it in our meetings so that
 17 everybody understands and communicates clearly
 18 where we are, but I do want to thank Dr. Williams
 19 for focusing school by school, so that we can
 20 keep as many students as we can engaged in the
 21 classroom. Thank you.

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1 CHAIRWOMAN HENN: Thank you.
 2 Mrs. Causey?
 3 MS. CAUSEY: I'll keep my comments brief
 4 given the time. I was very grateful to be able
 5 to spend time at the TABCO-ESPBC virtual meeting
 6 that was held on Saturday and I just wanted to
 7 say directly to staff, everyone here that's
 8 working on behalf of our students every single
 9 day, you are so appreciated. Having a student in
 10 the system, I know how important it is trying to
 11 maintain that in-person instruction, the
 12 in-person athletics, the in-person
 13 extracurricular, those tutoring efforts, and also
 14 the other opportunities they have during the
 15 school day to make connections, not only with
 16 their peers but also adults, so very important.
 17 In continuing forward, I look forward to
 18 the improvements of how we are providing PPE,
 19 also including parents as volunteers to help
 20 support everyone who is working so hard, and
 21 maybe could be that one person that could make

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1 the difference of keeping the school open for
 2 children. I also look forward to any
 3 improvements we can make into the instruction for
 4 students in quarantine or isolating, and so I
 5 just would like to understand more about the
 6 attendance, how that is working with all of these
 7 new circumstances we have to deal with.
 8 And that will be all, so I'm looking
 9 forward to looking at the budget and seeing how
 10 we can continue to make progress for our students
 11 and our families and our communities. Thank you.
 12 CHAIRWOMAN HENN: Thank you.
 13 The last item on the agenda is
 14 announcements. The Board will hold its public
 15 hearing on the FY-2023 operating budget on
 16 Tuesday, January 18th, 2022 at 6:30 p.m. The
 17 meeting will be held virtually and
 18 preregistration will be required to sign up to
 19 speak. More information may be found on the
 20 Board's participation by the public website.
 21 The Board's next meeting will be held on

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1 Tuesday, January 25th, 2022 at 6:30 p.m.
 2 Thank you for joining us tonight, be
 3 safe, and the meeting is now adjourned.
 4 (Meeting adjourned.)
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1 STATE OF MARYLAND.
 2 BALTIMORE COUNTY: SS
 3
 4 I, Paul A. Gasparotti, a Notary Public in and
 5 for the State of Maryland, Baltimore County, do
 6 hereby certify that the foregoing is a true and
 7 accurate transcription of the recording to the
 8 best of my ability.
 9 I further certify that I am not of counsel to
 10 any of the parties nor in any way interested in
 11 the outcome of these proceedings.
 12 As witness, my hand and notarial seal this
 13 18th day of January, 2022.
 14
 15
 16 _____
 17 Paul A. Gasparotti
 18
 19
 20
 21

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