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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

JUNE 14, 2022

Transcribed by:
CRC Salomon

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<p style="text-align: right;">Page 6</p> <p>1 any form jeopardizes the sense of security that school 2 buildings provide and is unacceptable. The Board will 3 continue to provide all necessary fiscal resources and 4 supports to the school system to ensure that they can 5 provide safe and welcoming places of learning for all 6 students and staff. Every day, we know that families 7 across Baltimore County trust this Board and BCPS to 8 keep your loved ones safe. Together, we are committed 9 to doing just that. Thank you.</p> <p>10 The first item on the agenda tonight is 11 consideration of the June 14th agenda.</p> <p>12 Dr. Williams, are there any additions or 13 changes to tonight's agenda?</p> <p>14 DR. WILLIAMS: So Chairwoman Henn, Vice 15 Chair McMillion, and members of the Board, I would 16 like to amend the agenda due to the lateness of the 17 hour. We are able to follow up with the Board 18 leadership and reschedule the following items.</p> <p>19 So the first item I would recommend, Item 20 N, based on consultation with the Board Chair, the 21 report on climate and culture; Item O, the report on</p>	<p style="text-align: right;">Page 8</p> <p>1 those, except for Item P, as that is a matter of some 2 urgency in addressing our staff, our vital staff, for 3 the coming year.</p> <p>4 CHAIRWOMAN HENN: Are you requesting to 5 separate Item P from the motion? 6 MS. CAUSEY: Yes, please. 7 CHAIRWOMAN HENN: I will separate Item P 8 then. 9 May I have a roll call vote on the removal? 10 Yes. May I have a roll call vote, please, on the 11 agenda changes? 12 MS. GOVER: This is for Item N and O? 13 CHAIRWOMAN HENN: This is for Items N and 14 O. We'll consider Item P, at Mrs. Causey's request, 15 separately. 16 MS. GOVER: Ms. Rowe? 17 Ms. Causey? 18 MS. CAUSEY: Yes. 19 MS. GOVER: Ms. Mack? 20 MS. MACK: Yes. 21 MS. GOVER: Ms. Jose?</p>
<p style="text-align: right;">Page 7</p> <p>1 grading and reporting; Item P, which is a new business 2 collective bargaining for master agreement. We are 3 still finalizing the agreements with our collective 4 bargaining unit. Our goal is to have all five master 5 agreements to come to the Board for your review and 6 then consideration at the Board's July 12th Board -- 7 July 12, 2022, Board meeting.</p> <p>8 CHAIRWOMAN HENN: Thank you.</p> <p>9 DR. WILLIAMS: Those are my 10 recommendations.</p> <p>11 CHAIRWOMAN HENN: Thank you, Dr. Williams. 12 In accordance with Board Policy 8314, 13 unanimous consent of the Board is required to remove 14 an item from the agenda at the request of the 15 Superintendent.</p> <p>16 May I have a roll call vote to approve the 17 changes as requested by Dr. Williams? 18 MS. CAUSEY: Madam Chair, this is Ms. 19 Causey. I put -- I had a question on the chat. 20 CHAIRWOMAN HENN: Yes, Ms. Causey. 21 MS. CAUSEY: Thank you. I would support</p>	<p style="text-align: right;">Page 9</p> <p>1 MS. JOSE: Yes. 2 MS. GOVER: Mr. McMillion? 3 MR. MCMILLION: Yes. 4 MS. GOVER: Mr. Thomas? 5 MR. THOMAS: Yes. 6 MS. GOVER: Mr. Offerman? Mr. Offerman? 7 Ms. Scott? 8 MS. SCOTT: Yes. 9 MS. GOVER: Dr. Hager? 10 DR. HAGER: Yes. 11 MS. GOVER: Mr. Kuehn? 12 Ms. Henn? 13 CHAIRWOMAN HENN: Yes. 14 MS. GOVER: Thank you. 15 CHAIRWOMAN HENN: The motion carries. 16 May I now have a roll call vote on removal 17 of Item P? 18 UNIDENTIFIED FEMALE SPEAKER: Ms. Gover? 19 MS. CAUSEY: Madam Chair, I have a question 20 about that. That's why I want it separated. 21 CHAIRWOMAN HENN: Ms. Causey, we're -- we</p>

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1 will discuss it if the motion fails. But, for now,
 2 I'm calling the roll call vote on whether to keep it
 3 or -- the motion is to remove it from the agenda. If
 4 it remains on the agenda, we will discuss it.
 5 May I have a roll call vote, please, Ms.
 6 Gover?
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: No.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Ms. Henn?
 3 CHAIRWOMAN HENN: Yes.
 4 MS. GOVER: Thank you.
 5 CHAIRWOMAN HENN: The motion carries.
 6 Ms. Mack, did you have an additional change
 7 and then, Ms. Jose, I believe you may have a --
 8 MS. MACK: Do I need to make a motion?
 9 CHAIRWOMAN HENN: Yes --
 10 MS. CAUSEY: Excuse me, Madam Chair --
 11 CHAIRWOMAN HENN: Ms. Causey, I did not
 12 acknowledge you. Ms. Mack was next.
 13 Ms. Mack, go ahead.
 14 MS. MACK: I have a point of order.
 15 CHAIRWOMAN HENN: What is your point of
 16 order?
 17 MS. MACK: I believe you stated that for an
 18 agenda item to be deleted, it needed to be unanimous.
 19 But if I voted no, then it's not unanimous.
 20 CHAIRWOMAN HENN: Mr. Brousaides? Could
 21 you please confirm?

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1 MR. BROUSAIDES: That's correct, but in
 2 light of the subsequent vote on whether to include it
 3 or not, or defer Item P, it was, in effect, a separate
 4 motion.
 5 CHAIRWOMAN HENN: Okay, so Item P --
 6 MR. BROUSAIDES: So Item P is removed for
 7 tonight.
 8 CHAIRWOMAN HENN: Item P is removed from
 9 tonight --
 10 MR. BROUSAIDES: Tonight's agenda.
 11 CHAIRWOMAN HENN: Thank you. Ms. Mack?
 12 MS. MACK: No, I don't -- I'm sorry. Could
 13 I -- I'm seeking clarification. I don't understand
 14 what Mr. Brousaides said.
 15 CHAIRWOMAN HENN: Mr. Brousaides, would you
 16 please repeat that into your microphone?
 17 MR. BROUSAIDES: Although as Ms. Henn
 18 stated at the outset, unanimous consent from the Board
 19 is required to adopt the Superintendent's proposed
 20 change, after the item got -- Item P got separated
 21 out, a motion was then made separately just pertaining

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1 to the removal of Item P from the agenda, which
 2 passed. So Item P is deferred from the agenda for
 3 tonight.
 4 CHAIRWOMAN HENN: So it was no longer made
 5 at the request of the Superintendent, so it no longer
 6 requires a unanimous vote.
 7 Ms. Mack? Go ahead with your motion.
 8 MS. MACK: Yes, I move to move Items H, New
 9 Business Report, Onboard Policies, and T, Unfinished
 10 Business, Board Policies, to the July 12th meeting.
 11 CHAIRWOMAN HENN: Thank you. Is there a
 12 second?
 13 MR. MCMILLION: Yes, I second --
 14 MR. OFFERMAN: Second, Offerman.
 15 MR. MCMILLION: -- McMillion.
 16 CHAIRWOMAN HENN: Thank you. Thank you for
 17 the seconds. Any discussion? Hearing none, may I
 18 have a roll call vote, please?
 19 MS. GOVER: Ms. Causey?
 20 MS. CAUSEY: Yes. Yes.
 21 MS. GOVER: Ms. Mack?

<p style="text-align: right;">Page 14</p> <p>1 MS. MACK: Yes.</p> <p>2 MS. GOVER: Ms. Jose?</p> <p>3 MS. JOSE: Yes.</p> <p>4 MS. GOVER: Mr. McMillion?</p> <p>5 MR. MCMILLION: Yes.</p> <p>6 MS. GOVER: Mr. Thomas?</p> <p>7 MR. THOMAS: No.</p> <p>8 MS. GOVER: Mr. Offerman?</p> <p>9 MR. OFFERMAN: Yes.</p> <p>10 MS. GOVER: Ms. Scott?</p> <p>11 MS. SCOTT: Yes.</p> <p>12 MS. GOVER: Dr. Hager?</p> <p>13 DR. HAGER: Yes.</p> <p>14 MS. GOVER: Ms. Henn?</p> <p>15 CHAIRWOMAN HENN: Yes.</p> <p>16 MS. GOVER: Thank you.</p> <p>17 CHAIRWOMAN HENN: Are there any further</p> <p>18 changes to tonight's agenda? Hearing none, the</p> <p>19 revised agenda is approved.</p> <p>20 Earlier this evening, the Board met in</p> <p>21 closed session pursuant to the Open Meetings Act for</p>	<p style="text-align: right;">Page 16</p> <p>1 and distinction for the 2021/2022 school year,</p> <p>2 including serving as Vice Chair of the Board's</p> <p>3 Legislative and Governmental Relations Committee, and</p> <p>4 participation on the Board's Curriculum Committee,</p> <p>5 Equity Committee, and Policy Review Committee, and</p> <p>6 whereas his passion for and goal as a student leader</p> <p>7 began in elementary school. He started and led</p> <p>8 numerous clubs, including a Middle-Level Future</p> <p>9 Business Leaders of America chapter, a Red Cross Club,</p> <p>10 and a Democrats political group. He serves on the</p> <p>11 Youth Advisory Board for the American Red Cross,</p> <p>12 National Capital Greater Chesapeake Region.</p> <p>13 He is the founder of the Maryland</p> <p>14 Association of Student Board Members, and serves on</p> <p>15 the BCPS Mental Health Advisory Counsel. And whereas</p> <p>16 Christian's leadership activities are evident in his</p> <p>17 participation as a senator in the 2019 BCPS Model</p> <p>18 Congress on the Senate Environment and Public Works</p> <p>19 Committee, as an intern for a youth activism app</p> <p>20 called TurnUp, and as a fellow for Congressman Jamie</p> <p>21 Raskin in 2021. He also cofounded a student-led</p>
<p style="text-align: right;">Page 15</p> <p>1 the following reasons: to 1, discuss the appointment,</p> <p>2 employment, assignment, promotion, discipline,</p> <p>3 demotion, compensation, removal, resignation, or</p> <p>4 performance evaluation of appointees, employees, or</p> <p>5 officials over whom it has jurisdiction, or any other</p> <p>6 personnel matter that affects one or more specific</p> <p>7 individuals; 7, consult with counsel to obtain legal</p> <p>8 advice; and 9, conduct collective bargaining</p> <p>9 negotiations or consider matters that relate to the</p> <p>10 negotiations. The Minutes of the closed session and</p> <p>11 information summary can be found on BoardDocs under</p> <p>12 this Board meeting agenda date.</p> <p>13 Next on the agenda is a special order of</p> <p>14 business recognizing our student member of the Board,</p> <p>15 Mr. Christian Thomas. At this time, could Christian</p> <p>16 please join me and Dr. Williams at the front of the</p> <p>17 dais?</p> <p>18 The following resolution is being presented</p> <p>19 by the Board of Education. And it reads, "Whereas,</p> <p>20 Christian Thomas has served as the Student Member of</p> <p>21 the Board of Education of Baltimore County with honor</p>	<p style="text-align: right;">Page 17</p> <p>1 nonprofit called the Domino Effect Initiative, which</p> <p>2 aims to cultivate better educational equity and</p> <p>3 opportunity for students in BCPS.</p> <p>4 And whereas Christian is to be commended</p> <p>5 with bringing honor to this school system, as he</p> <p>6 continues his education at Yale University to major in</p> <p>7 political science. Now, therefore, be it resolved</p> <p>8 that the Board of Education of Baltimore County,</p> <p>9 assembled in regular session on the 14th day of June,</p> <p>10 in the year 2022, expresses to Christian its fondest</p> <p>11 regards and gratitude for his services. And be it</p> <p>12 further resolved that the Board herewith extends its</p> <p>13 best wishes to Christian for happiness, good health,</p> <p>14 and continued success in future endeavors, and directs</p> <p>15 a copy of this resolution to be recorded among the</p> <p>16 permanent records of the Board of Education of</p> <p>17 Baltimore County."</p> <p>18 (Applause.)</p> <p>19 CHAIRWOMAN HENN: Fellow Board members, I</p> <p>20 move that the Board accept Resolution 2022-11 in</p> <p>21 recognition of Student Member of the Board Christian</p>

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1 Thomas. Is there -- may I have a second?
 2 UNIDENTIFIED FEMALE SPEAKER: Second.
 3 CHAIRWOMAN HENN: Any discussion?
 4 May I have a roll call vote? Any
 5 objections? Okay. The Board is unanimous.
 6 Congratulations, Christian.
 7 (Applause.)
 8 CHAIRWOMAN HENN: Lastly, I would like to
 9 recognize Ms. Roah Hassan, our incoming student member
 10 of the Board for the 2022/2023 school year.
 11 (Applause.)
 12 CHAIRWOMAN HENN: Congratulations, and look
 13 forward to welcoming you, Roah. Excited to see you
 14 here.
 15 (Applause.)
 16 CHAIRWOMAN HENN: The next item on the
 17 agenda is personnel matters. And for that I call on
 18 Ms. Anderson. Good evening.
 19 MS. ANDERSON: Good evening. Good evening,
 20 Chairwoman Henn, Vice Chairman McMillion,
 21 Superintendent Williams and members of the Board.

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1 I would like the Board's consent for the
 2 following personnel matters, retirements,
 3 resignations, leaves, deceased recognition of service,
 4 and certificated appointments.
 5 MS. MACK: So moved, Mack.
 6 CHAIRWOMAN HENN: Do I have a motion -- one
 7 second, Ms. Mack. Do I have a motion to approve the
 8 personnel matters as presented in Exhibits E1 through
 9 E5?
 10 MS. MACK: So moved, Mack.
 11 CHAIRWOMAN HENN: Is there a second?
 12 DR. HAGER: Second, Hager.
 13 CHAIRWOMAN HENN: Thank you. Any
 14 discussion?
 15 May I have a -- Mr. Thomas.
 16 MR. THOMAS: Yes, I just have one question
 17 for public session. The number of retirements this
 18 year, compared to previous years, is it about the same
 19 for this year, or are there significantly more for
 20 this year?
 21 MS. ANDERSON: Yes, thank you for your

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1 question. When we reviewed our retirements this year,
 2 we did not notice a substantially -- a substantial
 3 increase over the prior three years.
 4 MR. THOMAS: Okay. Thank you so much.
 5 CHAIRWOMAN HENN: Thank you.
 6 May I have a roll call vote, please?
 7 MS. GOVER: Ms. Causey? Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Ms. Henn?
 3 CHAIRWOMAN HENN: Yes.
 4 MS. GOVER: Thank you.
 5 CHAIRWOMAN HENN: Thank you. The motion
 6 carries.
 7 MS. ANDERSON: Thank you.
 8 CHAIRWOMAN HENN: Thank you.
 9 The next item on the agenda is
 10 administrative appointments, and for that I call on
 11 Dr. Williams.
 12 DR. WILLIAMS: Madam Chair Henn, Vice Chair
 13 McMillion and members of the Board, I am bringing
 14 forward the following administrative appointments for
 15 your approval. There are several, so bear with me.
 16 For the position of principal, we have 10.
 17 Principal for Church Lane Elementary School, Deer Park
 18 Middle Magnet School, Dumbarton Middle School, Dundalk
 19 High School, Hereford High School, Lansdowne Middle
 20 School, Orems Elementary School, Reisterstown
 21 Elementary School, Rodgers Forge Elementary School,

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1 Sussex Elementary School.
 2 For assistant principal, for the following
 3 positions at Dogwood Elementary School, Dumbarton
 4 Middle School, Glenmar Elementary School, Johnnycake
 5 Elementary School, Lansdowne Elementary School,
 6 Overlea High School, Perry Hall Middle School,
 7 Rossville Elementary School, Sandy Plains Elementary
 8 School, Timber Grove Elementary School, and Westowne
 9 Elementary School.
 10 In addition, we have the Deputy General
 11 Counsel, Office of Law; Executive Director, Department
 12 of Schools; Executive Director, Department of Special
 13 Ed; Senior Operations Supervisor, Office of
 14 Transportation; Supervisor, Elementary Mathematics,
 15 Office of Mathematics; Supervisor, Enterprise Systems,
 16 Engineering, Office of Network Support Services;
 17 Supervisor, Psychological Services, Office of
 18 Psychological Services; Supervisor of Related
 19 Services, Department of Special Ed; Accounting
 20 Manager, Office of the Controller; Manager, Department
 21 of Employee Development and Training; Manager,

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1 Solutions Implementation, Office of Technology
 2 Solutions Development; Coordinator, Office of Title 1;
 3 Coordinator, Performing Arts, Office of Performing
 4 Arts; Coordinator, Physical Education and Health,
 5 Office of Physical Education and Health; Specialist,
 6 Compliance; Department of Special Education, there are
 7 three positions; and Specialist, Non-Public Placement,
 8 Office of Placement.
 9 CHAIRWOMAN HENN: Thank you. Do I have a
 10 motion to approve the administrative appointments as
 11 presented in Exhibit F1?
 12 MS. MACK: So moved, Mack.
 13 CHAIRWOMAN HENN: Do I have a second?
 14 MS. CAUSEY: Second --
 15 MR. THOMAS: Second, Thomas.
 16 MS. CAUSEY: -- Ms. Causey.
 17 CHAIRWOMAN HENN: Thank you. Any
 18 discussion?
 19 May I have a roll call vote, please?
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: Yes.

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1 MS. GOVER: Ms. Mack?
 2 MS. MACK: Yes.
 3 MS. GOVER: Ms. Jose?
 4 MS. JOSE: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Mr. Thomas?
 8 MR. THOMAS: Yes.
 9 MS. GOVER: Mr. Offerman?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Ms. Scott?
 12 MS. SCOTT: Yes.
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Ms. Henn?
 16 CHAIRWOMAN HENN: Yes.
 17 MS. GOVER: Thank you.
 18 CHAIRWOMAN HENN: The motion carries. Dr.
 19 Williams?
 20 Okay. At this moment, I've been informed
 21 that our Livestream is not working. So we will recess

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1 for about five minutes while IT takes a look at that
 2 so.
 3 DR. WILLIAMS: So close. So close.
 4 (Recess.)
 5 CHAIRWOMAN HENN: Okay, thanks again for
 6 everyone's patience. The meeting is now reconvened.
 7 Thank you.
 8 Dr. Williams?
 9 DR. WILLIAMS: All right. We are at the
 10 time of our appointments. Board members, we have
 11 several of our appointees present in the room with
 12 family members. So as I call your name, please stand.
 13 Our first appointed staff member is
 14 Christopher M. Aiello as the Assistant Principal at
 15 Perry Hall Middle School. He is new to Baltimore
 16 County Public Schools. He's coming from -- as a
 17 Educational Director of High Road School of Prince
 18 George's County with six years and Associate Director
 19 of High Road School in Anne Arundel County and a
 20 special educate -- excuse me, special education
 21 teacher. Attending tonight is his wife, Sarah

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1 (phonetic). Please stand, Sarah.
 2 (Applause.)
 3 DR. WILLIAMS: I think we have Principal
 4 Perry in the room, as well. Please stand. Okay.
 5 (Applause.)
 6 DR. WILLIAMS: The next appointee is Amy N.
 7 Bell or Beale, excuse me, as Assistant Principal of
 8 Dumbarton Middle School. Please stand. There she is.
 9 She brings to us 10 years of experience in our system.
 10 Previously, she was the English teacher at Dundalk
 11 Middle School, teacher of library science media at
 12 Logan Elementary, a teacher of English at Western
 13 School of Technology, and previous experience in Anne
 14 Arundel County Public Schools. Joining her this
 15 evening is Lisa Yost (phonetic). Please stand, Lisa.
 16 (Applause.)
 17 Next appointee is Stephen Bender as the
 18 Executive Director, Department of Schools. He brings
 19 to us 23 years of experience. Currently, he's the
 20 Principal at Vincent Farm Elementary School. Previous
 21 to that, he served as the assistant to the Area

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1 Assistant Superintendent in the Southeast Area. He
 2 was the Assistant Principal of Charlesmont Elementary
 3 School, resource teacher at Mars Estates Elementary
 4 School, classroom teacher at Sparks Elementary School,
 5 and previous experience in Howard County Public
 6 Schools. Congratulations, Stephen Bender.
 7 (Applause.)
 8 DR. WILLIAMS: Next, we have Robert S.
 9 Covert as the Principal at Hereford High School. He
 10 brings to us 13 years of experience. Currently, he's
 11 serving as the Assistant Principal at Hereford High.
 12 Previously to that, he served as a Assistant Principal
 13 at Overlea High School, science teacher at New Town
 14 High School. Congratulations -- oh, I'm sorry. And
 15 attending with him tonight is his wife, Megan
 16 (phonetic). Megan, please stand.
 17 (Applause.)
 18 DR. WILLIAMS: Our next appointee is Kama
 19 J. Dwyer as the Supervisor, Related Services,
 20 Department of Special Education. She brings to us
 21 over 26 years of experience. Currently, she is a

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1 resource teacher in the Office of Digital Safety and
 2 Education Technology, and Library Media Education
 3 Technology. Previously to that, she served as speech
 4 language pathologist in the Department of Special
 5 Education, Dumbarton Middle School, speech language
 6 pathologist at Cockeysville Middle School, and
 7 Hernwood Elementary School. And joining her tonight
 8 is her husband, Paul Satterfield. Congratulations.
 9 (Applause.)
 10 DR. WILLIAMS: Next is Melissa N. Forster
 11 as the Coordinator, Office of Title 1. She brings to
 12 us over 11 years of experience in Baltimore County.
 13 Currently, she served as the specialist, the Homeless
 14 Education, the Office of Title 1. Previous to that,
 15 she was a resource teacher in the Office of English
 16 Language Arts Pre-K to 12, elementary classroom
 17 teacher at Bedford Elementary. Previous to these
 18 experiences, she served at Carroll County Public
 19 Schools, and also was a (indiscernible) leader.
 20 Joining her this evening is her husband.
 21 (Applause.)

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1 DR. WILLIAMS: Next appointee is Pierre I.
 2 Francois as the Manager, Department of Employee
 3 Development and Training. Mr. Francois brings 20
 4 years of service in Baltimore County. Currently, he
 5 is the Administrative Assistant II in the Department
 6 of Schools. Previous to that, he served as the
 7 Executive Administrative Assistant in the Division of
 8 Business Services, Residency Investigator in the
 9 Office of Student Support Services, Administrative
 10 Secretary III in the Office of Student Support
 11 Services, Administrative Secretary III Wellwood
 12 International, and Secretary I at Southwest Academy.
 13 Joining him this evening, yes, is his father with the
 14 same name, Pierre Francois.
 15 (Applause.)
 16 DR. WILLIAMS: Thank you. Our next
 17 appointee is Lori M. Grant as Principal of Church Lane
 18 Elementary Technology School. She brings to us 16
 19 years of experience. Currently, she's the Assistant
 20 Principal at Featherbed Lane Elementary School. Prior
 21 to that, she served at Charlesmont Elementary School,

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1 Winfield Elementary School, classroom teacher at
 2 Dogwood Elementary, and Aspiring Leader in 2012.
 3 Joining her this evening is her mother, Evelyn McClary
 4 (phonetic). Please stand.
 5 (Applause.)
 6 DR. WILLIAMS: -- is Jonathan D. Hughes as
 7 the Principal of Deer Park Middle Magnet School. Mr.
 8 Hughes brings 12 years of experience in Baltimore
 9 County. Currently, he's the Assistant Principal at
 10 Randallstown High School. Prior to that, he served as
 11 the social studies teacher at Northwest Academy of
 12 Health Services. Joining him this evening are his two
 13 sons, Jonathan and Jayden (phonetic) Hughes.
 14 (Applause.)
 15 DR. WILLIAMS: Next, we have Craig I.
 16 Jacobs as the Senior Operations Supervisor in the
 17 Office of Transportation. There he is. He brings to
 18 us over 18 years of experience in Baltimore County.
 19 Currently, he's the Field Representative in the Office
 20 of Transportation. Prior to that, he served as the
 21 Routing Assistant in the Office of Transportation, a

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1 school bus driver in the Office of Transportation.
 2 Attending tonight with him is his wife, Shayla Jacobs
 3 (phonetic). Welcome, Shayla.
 4 (Applause.)
 5 DR. WILLIAMS: Next, we have D'Andrea L.
 6 Jacobs as the Supervisor in Psychological Services in
 7 the Office of Psychological Services. She brings to
 8 us over seven years of experience in Baltimore County.
 9 Currently, she serves as a School Psychologist in the
 10 Office of Psychological Services. Congratulations.
 11 (Applause.)
 12 DR. WILLIAMS: Next, we have -- our next
 13 appointee is Shaunta D. Jones as the Assistant
 14 Principal, Johnnycake Elementary School. She brings
 15 to us three years of experience in Baltimore County.
 16 Currently, she is Teacher Resource at Deer Park Middle
 17 Magnet. She served as a staff development teacher at
 18 Sudbrook Middle Magnet, and prior experience includes
 19 Teach for America and Baltimore City Public Schools.
 20 Attending with Shaunta D. Jones is Dana Holt
 21 (phonetic). Please stand and welcome.

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1 (Applause.)
 2 DR. WILLIAMS: Next, we have Rachel L.
 3 Magill as the Assistant Principal at Rossville
 4 Elementary School. There she is. She brings 12 years
 5 of experience in Baltimore County. Currently, she
 6 serves as a special education teacher inclusion,
 7 Dumbarton Middle School. Prior to that, she served as
 8 a classroom teacher at Mays Chapel Elementary School,
 9 Vincent Farm Elementary School, Fort Garrison
 10 Elementary School. Joining Rachel Magill is her
 11 husband, Brian (phonetic) Magill. Please stand and
 12 welcome.
 13 (Applause.)
 14 DR. WILLIAMS: Our next appointee is
 15 Allison R. Myers as the Executive Director, Department
 16 of Special Education. She brings 19 years of service
 17 in Baltimore County. Currently, she's the Principal
 18 at White Oak School. She served as a Supervisor
 19 Placement in the Office of Special Education,
 20 Assistant Principal at Ridgely Middle School, special
 21 ed teacher, Deep Creek Middle, and a part of the

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1 Aspiring Leader in 2018. Congratulations, Ms. Myers.
 2 (Applause.)
 3 DR. WILLIAMS: I have Justin M. O'Brien as
 4 the Coordinator, Physical Education and Health, Office
 5 of Physical Education and Health. He brings to us six
 6 years of experience in Baltimore County Public
 7 Schools. Currently, he was the Supervisor of Physical
 8 Education in the Office of Physical Education and
 9 Health. Prior experience: he served 15 years in
 10 Howard County Public Schools. And joining him tonight
 11 is his wife, Krista (phonetic). Please join us
 12 (indiscernible).
 13 (Applause.)
 14 DR. WILLIAMS: Next, we have Jennifer L.
 15 Plakosh as the Assistant Principal of Sandy Plains
 16 Elementary School. She brings 23 years of service in
 17 Baltimore County. Currently, she served as the
 18 resource teacher at Dundalk Elementary, consulting
 19 teacher in the Office of Staff Relations. Prior to
 20 that, she served as a special ed teacher inclusion at
 21 Dundalk Elementary, Winand Elementary, classroom

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1 teacher at Winand Elementary, and teachers special ed
 2 self-contained at Winand Elementary. Joining her this
 3 evening is Principal at Dundalk Elementary, Jennifer
 4 Pilarski.
 5 (Applause.)
 6 DR. WILLIAMS: Next, we have April A. Reed,
 7 Assistant Principal, Timber Grove Elementary School.
 8 She brings over 10 years of experience in Baltimore
 9 County. Currently, she served as the classroom
 10 teacher at Cedarmere Elementary, kindergarten teacher
 11 at Cedarmere, classroom teacher at Cedarmere. Joining
 12 her is her mother, Tanya Adams (phonetic). Welcome,
 13 Ms. Adams.
 14 (Applause.)
 15 DR. WILLIAMS: And father. Thank you, dad.
 16 That wasn't on my notes, HR. Carrie D. Rill. Thank
 17 you. Assistant Principal, Westowne Elementary School.
 18 She brings nine years of service in Baltimore County
 19 Public Schools. Currently, she served as the reading
 20 specialist at Owings Mills Elementary School, resource
 21 teacher and classroom teacher at Owings Mills

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1 Elementary School. Prior experience: Volusia County
 2 Schools, St. Peter's School, and Alamance School
 3 System for four months. Congratulations to Carrie D.
 4 Rill. Joining her this evening is her husband.
 5 Please stand and welcome.
 6 (Applause.)
 7 DR. WILLIAMS: Next, we have Terrence
 8 Robinson, Assistant Principal at Overlea High School.
 9 He brings to us 16 years of experience in Baltimore
 10 County Public Schools. He currently serves as the
 11 Assistant Principal at Golden Ring Middle School,
 12 social studies teacher at Golden Ring Middle School,
 13 Windsor Mill Middle School, Milford Mill Academy, and
 14 special ed teacher, Milford Mill Academy. He, too,
 15 was a part of the Aspiring Leader program and cohort
 16 in 2012. Congratulations, Mr. Robinson.
 17 (Applause.)
 18 DR. WILLIAMS: Next appointee is Michele A.
 19 Rowland as Principal, Rodgers Forge Elementary School.
 20 She brings 26 years of experience in Baltimore County
 21 Public Schools. Currently, she served as the

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1 Assistant Principal at Rodgers Forge Elementary
 2 School. She has served as a guidance counselor,
 3 classroom teacher, reading teacher, classroom teacher,
 4 all at Rodgers Forge, and a classroom teacher at
 5 Milbrook Elementary School. Attending with her is her
 6 husband, Gregory (phonetic) Rowland. Please stand and
 7 welcome.
 8 (Applause.)
 9 DR. WILLIAMS: You may have seen this
 10 person stand before, but Paul J. Satterfield, please
 11 stand. There he is. Principal of Dundalk High
 12 School. He brings 25 years of service in Baltimore
 13 County. Currently, he has been serving as the Acting
 14 Principal at Dundalk High School. He has had
 15 experience as Assistant Principal at Parkville High
 16 School, Eastern Tech High School, Kenwood High School.
 17 Also, a classroom teacher, special education, Holabird
 18 Middle, Pikesville High, Teacher as Leader Program and
 19 Aspiring Leader Program in 2001. Joining him, you've
 20 seen her stand before. Attending with him is his
 21 wife, Kama Dwyer.

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1 (Applause.)
 2 DR. WILLIAMS: Our next appointee is Amanda
 3 L. Shanks as Principal, Dumbarton Middle School. She
 4 brings 23 years of experience in Baltimore County.
 5 Currently, she serves as the Assistant Principal at
 6 Perry Hall Middle School. Prior to that, she was a
 7 teacher of English at Perry Hall High School,
 8 Parkville High School, Dundalk Middle School, and
 9 Perry Hall Middle School. Joining her this evening is
 10 her husband, Jeffrey Brian Shanks (phonetic).
 11 Welcome.
 12 (Applause.)
 13 DR. WILLIAMS: Next, we have Emma Stefan
 14 (phonetic) as the Specialist, Compliance, Department
 15 of Special Education. She brings -- she is new to our
 16 system. Welcome. She has served in a variety of
 17 positions. The previous position was the Performance
 18 Monitoring Specialist in the Maryland State Department
 19 of Education. She's also served as the Assistant
 20 Principal in Kent County High School. Also a
 21 Principal at Arrow Center for Education, Education

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1 Supervisor, also a mathematics teacher at Dumbarton
 2 Middle School. Welcome back home. Teacher of special
 3 education at Perry Hall High, and several other
 4 positions, including mathematics supervisor, the state
 5 of New Jersey, special educator in the state of New
 6 Jersey, and mathematics teacher, state of New Jersey.
 7 Congratulations, Stefan, Emma Stefan.
 8 (Applause.)
 9 DR. WILLIAMS: Next, we have Sonia
 10 Synkowski as the Coordinator, Performing Arts, Office
 11 of Performing Arts. She brings to us 15 years of
 12 experience. Currently, she served as the resource
 13 teacher in the Office of Performing Arts. She also
 14 served as a resource teacher in the Office of Physical
 15 Education, Health and Dance, dance teacher at Patapsco
 16 High School, and also served in Anne Arundel County
 17 Public Schools and Baltimore City Public Schools.
 18 Joining her is her husband, Lee Synkowski.
 19 Congratulations.
 20 (Applause.)
 21 DR. WILLIAMS: Next, we have Jennifer N.

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1 Szymanski as the Principal of Sussex Elementary
 2 School. She brings 14 years of experience in
 3 Baltimore County. Currently, she's serving as the
 4 Assistant Principal at Norwood Elementary School, as
 5 well as she served as Assistant Principal at Dundalk
 6 Elementary School. She has experience as a resource
 7 teacher at the Scholars K-8, classroom teacher at
 8 Logan Elementary School, classroom teacher at
 9 McCormick Elementary School. And joining her is the
 10 Principal of Norwood Elementary School, Candice
 11 Stafford. Congratulations.
 12 (Applause.)
 13 DR. WILLIAMS: Next, we have Joseph S. Tang
 14 (phonetic) as the Supervisor, Elementary Mathematics,
 15 Office of Mathematics. He brings to us 12 years of
 16 experience in Baltimore County Public Schools.
 17 Previously, he served as the resource teacher in the
 18 Office of Mathematics, classroom teacher at Padonia
 19 International Elementary School, Dundalk Elementary
 20 School. Joining him this evening is his wife,
 21 Anastasia (phonetic). Welcome, and child. And baby.

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1 (Applause.)
 2 DR. WILLIAMS: Congratulations. Next
 3 appointee is Norma P. Villanueva as the Specialist,
 4 Compliance Department of Special Ed. She is new to
 5 us. She's here. Previously, she served as the
 6 Director of Student Services at Mundo Verde Bilingual
 7 Public Schools. She's been a Special Ed Coordinator
 8 and Transition Services Specialist. She served as a
 9 Program Development and Expansion Officer. She served
 10 as Program Director in the Office of Special Education
 11 in D.C. Public Schools Education Department, Director
 12 in the Community School of Maryland, the Director of
 13 Special Ed in Arlington Public Schools, and Special Ed
 14 Coordinator in Baltimore City Public Schools in
 15 several other positions in Baltimore City Public
 16 Schools. Welcome to Baltimore County Public Schools.
 17 (Applause.)
 18 DR. WILLIAMS: Next, we have Corey M. Walsh
 19 (phonetic), Specialist, Non-Public Placement, Office
 20 of Placement. She brings to us over six years of
 21 experience in Baltimore County Public Schools.

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1 Currently, she had served as the resource teacher in
 2 Department of Special Education, and prior experience
 3 included Sheppard Pratt, the Forbush School for over
 4 eight years, and the Pacific Autism Center. Attending
 5 tonight with her is her husband. Welcome.
 6 (Applause.)
 7 DR. WILLIAMS: Next, we have Ryan J. Warfel
 8 as the Principal, Lansdowne Middle School. He brings
 9 to us 18 years of service in Baltimore County.
 10 Currently, he's serving as the Assistant Principal at
 11 Catonsville Middle. He served at Sudbrook Magnet
 12 Middle, Kenwood High School, and Lansdowne Middle. He
 13 also served as a mathematics teacher at Cockeysville
 14 Middle School. He, too, was a part of the Aspiring
 15 Leader Cohort in 2006. Joining him tonight is his
 16 wife.
 17 (Applause.)
 18 DR. WILLIAMS: Next, we have Sophie L.
 19 Welzant as the Assistant Principal of Glenmar
 20 Elementary School. She brings to us nine years of
 21 service in Baltimore County. Currently, she was

<p style="text-align: right;">Page 42</p> <p>1 serving as the community school facilitator at Sandy 2 Plains Elementary School. She also served as the 3 behavioral interventionist at Sandy Plains Elementary 4 School, and special ed self-contained teacher at Sandy 5 Plains Elementary School. Joining her tonight is her 6 husband. Please stand and welcome. 7 (Applause.) 8 DR. WILLIAMS: The next list are those who 9 are not in attendance this evening. We have Gregory 10 J. Barra (phonetic) as the Accounting Manager in the 11 Office of the Controller. He has over three years of 12 experience in Baltimore County. Currently, he's 13 serving as the Fiscal Supervisor III in the Office of 14 the Controller, General Accounting. His previous 15 experiences were in Howard County Public Schools. 16 Congratulations, Gregory J. Barra. 17 (Applause.) 18 DR. WILLIAMS: Next, we have Candace M. 19 Brinkley, Principal of Reisterstown Elementary School, 20 who is watching, hopefully, virtually, tonight, the 21 note says. She brings to us 15 years of experience in</p>	<p style="text-align: right;">Page 44</p> <p>1 Oliver, Assistant Principal at Dogwood -- no, that's 2 not John. Let me finish. John S. Oliver, Assistant 3 Principal at Dogwood Elementary School. He has served 4 -- he is new to Baltimore County Public Schools. He 5 has served as Assistant Principal at the Barack Obama 6 Leadership Academy. He's been an instructional 7 specialist, a teacher of business and accounting, and 8 served at Shelby County High School as a business and 9 accounting teacher, with 14 years. Welcome, John S. 10 Oliver. 11 (Applause.) 12 DR. WILLIAMS: The next candidate appointee 13 is Andrea J. Palmisano as the Assistant Principal of 14 Lansdowne Elementary School. She brings 15 years of 15 service. Currently, she served as the Staff 16 Development Teacher at Lansdowne Elementary School. 17 Prior to that, she was a STAT teacher at Franklin 18 Middle School, Logan Elementary School, and a 19 classroom teacher at Logan Elementary School. 20 Congratulations, Andrea J. Palmisano. 21 (Applause.)</p>
<p style="text-align: right;">Page 43</p> <p>1 Baltimore County. Currently, she served as the 2 Assistant Principal at Oakleigh Elementary School, 3 Milbrook Elementary School. She served as the School 4 Psychologist at New Town Elementary School, Pinewood, 5 both part time. Lansdowne Middle and Baltimore 6 Highlands Elementary, Lansdowne Middle again and she, 7 too, was a part of the Aspiring Leadership Cohort in 8 2016. Congratulations, Candace M. Brinkley. 9 (Applause.) 10 DR. WILLIAMS: Joseph Donnelly, Principal, 11 Orems Elementary School. He brings eight years of 12 service in Baltimore County. Currently, he served as 13 the Assistant Principal at Deep Creek Elementary 14 School. Prior to that, at Sussex Elementary School. 15 He was a special education teacher at Battle Grove 16 Elementary School, classroom teacher at McCormick 17 Elementary School, and was a part of the Aspiring 18 Leader Program in 2017. Congratulations, Joseph 19 Donnelly. 20 (Applause.) 21 DR. WILLIAMS: Next position is John S.</p>	<p style="text-align: right;">Page 45</p> <p>1 DR. WILLIAMS: We're coming to an end, 2 folks. This is good stuff. Next, we have Valerie A. 3 Thompson, Deputy General Counsel, Office of Law. 4 Currently, she's served as the Senior Counsel, Office 5 of Law. Prior experience includes Baltimore City 6 Department of Law, and the Honorable Judith C. Ensor. 7 Congratulations, Valerie A. Thompson. 8 (Applause.) 9 DR. WILLIAMS: Next, we have Michele Wagner 10 as the Manager, Solutions Implementation, Office of 11 Technology Solution Development. She served us for 22 12 years in Baltimore County Public Schools. Currently, 13 she was the Supervisor, Solutions Development and 14 Systems Management in the Office of Enterprise 15 Application. She served as a Team Lead for Web 16 Services, Web Master, and prior experience included 17 DPI Business Info Systems, and the Interactive 18 Services Association. Congratulations, Michele L. 19 Wagner. 20 (Applause.) 21 DR. WILLIAMS: Next, we have William</p>

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1 Willingham, Enterprise System Engineering Supervisor,
 2 Office of Network Support Services. He brings over 11
 3 years of service in Baltimore County. Currently, he
 4 serves as the Enterprise Systems Engineer in the
 5 Office of Network Support Services, and prior
 6 experience includes Data Network for over 10 years.
 7 Congratulations, William Willingham.
 8 (Applause.)
 9 DR. WILLIAMS: My final appointee is Jenna
 10 Ulrich (phonetic) as the Specialist, Compliance,
 11 Department of Special Education. She is new to
 12 Baltimore County Public Schools, so we welcome her.
 13 Previously, she served as a resource teacher in the
 14 Department of Special Education. She is not new to
 15 us. I apologize, and she has had prior experience in
 16 Anne Arundel Public Schools for nine years.
 17 Congratulations, Jenna Ulrich.
 18 (Applause.)
 19 DR. WILLIAMS: A point of privilege, I want
 20 to thank all of our members of staffing, the members
 21 of our human resources, our executive directors, all

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1 those that participated in these interviews because it
 2 is a long process. But we appreciate, and we're so
 3 excited about your new journey in your new position.
 4 And so tonight, Board, I brought forth 37 appointments
 5 for this evening. Congratulations, everyone.
 6 (Applause.)
 7 CHAIRWOMAN HENN: Thank you, Dr. Williams,
 8 and congratulations to everyone. It's an exciting
 9 night, so -- and thank you to those who could be here
 10 and thank you to everyone watching at home.
 11 Hopefully, you're watching at home.
 12 Our next item for the evening is public
 13 comment. And I'll give everyone a moment to exit
 14 stage right here.
 15 Thank you. So public comment is one of the
 16 opportunities the Board provides to hear the views and
 17 receive the advice of community members. The members
 18 of the Board appreciate hearing from interested
 19 citizens. As appropriate, we will refer your concerns
 20 to the Superintendent for follow-up by his staff.
 21 The Board of Education will conduct the

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1 public comment portion of the meeting by allowing
 2 those who registered to speak to attend in person.
 3 Registration was open to the public one week prior to
 4 tonight's Board meeting and was closed at 3:00 p.m.
 5 yesterday for anyone wishing to speak at this
 6 evening's meeting.
 7 Board practice limits to 10 the number of
 8 speakers at a regularly scheduled Board meeting.
 9 Speakers are selected randomly using an electronic
 10 selection process from all registrations received
 11 within the designated time frame. Each speaker is
 12 allowed three minutes to address the Board. Of
 13 course, if fewer than 10 registrations are received,
 14 all who registered will be permitted to speak.
 15 However, no speaker substitutions will be allowed.
 16 While we encourage public input on policy,
 17 programs, and practices within the purview of this
 18 Board and the school system, this is not the proper
 19 forum to address specific student or employee matters,
 20 or to comment on matters that do not relate to public
 21 education in Baltimore County. We encourage everyone

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1 to utilize existing dispute resolution processes as
 2 appropriate. I remind everyone that inappropriate
 3 personal remarks or other behavior that disrupts or
 4 interferes with the conduct of this meeting are out of
 5 order.
 6 I ask speakers to observe the three-minute
 7 clock, which will let you know when your time is up.
 8 Please conclude your remarks when you hear the tone or
 9 see that time has expired. The microphone will be
 10 turned off at the end of your time, and it could be
 11 turned off 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 the
 17 Board's website at bcps.org under Board of Education,
 18 Participation by the Public.
 19 It is the practice of this Board to allow
 20 elected officials to provide their comments to the
 21 Board. First to speak is Senator Charles Sydnor.

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1 Senator Sydnor, good evening and welcome.
 2 SENATOR SYDNOR: Good evening and thank you
 3 for your time. Good evening, everyone. There are
 4 four things that I wanted to touch on in the time, one
 5 dealing with the nonrenewal of our Chief Auditor's
 6 position, the Budget Appropriation transfer, the
 7 myView curriculum, and some of the recent news
 8 surrounding our Superintendent.
 9 So with regards to this nonrenewal of the
 10 Chief Auditor, what I wanted to state was in looking
 11 at Robert's Rules, while I acknowledge the right to
 12 abstain since no one can be compelled to vote, in the
 13 General Assembly that's not the case. In the General
 14 Assembly, when you sit on the floor, there's an
 15 expectation that you will cast a vote, either yai or
 16 nay, unless there is some sort of a conflict, in which
 17 -- in case you will abstain. If a member recuses
 18 themselves or abstains, I believe they owe an
 19 explanation on the record as why they have not voted
 20 yai or nay.
 21 I'm disappointed that Board members did not

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1 give Ms. Barr, nor their constituents, the courtesy of
 2 an up or down vote, and to hold back a vote without a
 3 conflict of interest denying her a seventh vote, I
 4 believe, is unconscionable. Because these votes
 5 affect people's lives.
 6 With respect to the Budget Appropriation
 7 Transfer, if it has not already, I'm encouraging this
 8 Board to do what is in the best interest of our
 9 students, and I implore that the County Council not
 10 play games with our children. If this County Council
 11 wants to send a message, then maybe it should do so
 12 via email or by phone. This Board, I believe, must
 13 make the case to the Council to reconvene before this
 14 fiscal year ends and to advocate that they approve the
 15 Budget Appropriation Transfer. As you know, and we
 16 all know, the BAT has a tremendous impact on critical
 17 instructional programs for our students, and is
 18 critical to us, so I hope that you do advocate that
 19 they reconsider.
 20 With regards to myView, I had an
 21 opportunity to listen to the presentation of myView,

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1 the English Language Arts Curriculum meeting, I guess
 2 this was on May 19th, and was extremely satisfied with
 3 what I heard regarding its piloting at some of our
 4 schools. There were some -- during that meeting,
 5 there were some statistics that were cited, talking
 6 about the lack of proficiency of our Black male
 7 students with the current curriculum. And despite
 8 using a nine-year-old English Language Arts
 9 curriculum, when the Curriculum Committee had an
 10 opportunity to recommend the curriculum contract, the
 11 committee chair spoke out in opposition to this new
 12 curriculum, proclaiming that now is not the time. And
 13 I simply ask when is the time? Should BCPS continue
 14 using a curriculum that data says is no longer
 15 working? If this Board is concerned with the
 16 proficiency of all of our students, it should approve
 17 this contract when it comes to this full Board. Not
 18 doing so means that the continuing use of a curriculum
 19 whose utility has long past and looks like we're
 20 purposefully putting our system's children at a
 21 disadvantage.

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1 Finally, with regards to this issue that's
 2 coming up along with Dr. Williams, I wanted to say,
 3 and, again, I think the county felt that it had a need
 4 to say something about it, because it puts in a
 5 substantial amount of money to the school system, and
 6 I feel I have a say, as well, because the state also
 7 puts in a substantial amount of money in the school
 8 system. And so, with all sincerity, I must ask what
 9 kind of candidates does this Board believe it will
 10 attract to work for our system? This Board has
 11 undermined the permanent appointment of its last
 12 interim Superintendent, and is amping up pressure on
 13 its current Superintendent, who is under contract and
 14 who is currently being blamed for issues that are
 15 adversely affecting school systems statewide. The bus
 16 issues, school discipline issues, the stress felt by
 17 our teachers are not unique to Baltimore County.
 18 Without a question, the Board has a duty to hold the
 19 Superintendent accountable. From what I can tell from
 20 the public record, there is absolutely no reason why
 21 Dr. Williams is being subject to this toxic

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1 environment by the county government or this Board.
 2 If he has done something not to move the school system
 3 in a direction to do so -- that he said he would do so
 4 when you all interviewed him, please share that with
 5 us. We certainly would like to know.
 6 Because I'll say at the time when this
 7 Board hired him, I was advocating for Dr. Verletta
 8 White. I did not want that change to happen, but it
 9 happened, and after three years, it seems that we want
 10 to unnecessarily destabilize the school system once
 11 again. And, again, I ask what for? The public would
 12 love to understand where he uniquely fell short, and I
 13 don't think the Council, nor the people who have been
 14 trying to make this case, have made the case. And
 15 unless you do, Dr. Williams will have my support.
 16 Thank you.
 17 (Applause.)
 18 CHAIRWOMAN HENN: Next is Delegate Sheila
 19 Ruth.
 20 Good evening and welcome.
 21 MS. RUTH: Good evening. Madam Chair, Dr.

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1 Williams, and members of the Board, for the record I'm
 2 Delegate Sheila Ruth. I come before you today to
 3 speak in support of a diverse, inclusive, authentic,
 4 and accurate curriculum. I'm not an educator or a
 5 curriculum expert, but I know quite a bit about
 6 children's books. I'm currently Executive Director of
 7 the Cybils Awards, a 501(c)3 nonprofit, that seeks to
 8 improve childhood literacy by finding and honoring
 9 books with the highest literary quality and that
 10 children will eagerly devour.
 11 We also include diversity and authentic
 12 voices among our primary criteria. These criteria are
 13 essential for improving literacy and ready skills
 14 because when children see themselves in books, they
 15 are more likely to engage with a book, which
 16 encourages both a love of reading and the act of
 17 reading, which helps to develop those necessary
 18 skills. Diverse books not only encourage a love of
 19 reading, but they also teach acceptance, including
 20 self-acceptance, and empathy. If children are to grow
 21 up to be good-willed citizens, it is also crucial that

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1 they be exposed to the richness of world cultures and
 2 religions, and the full spectrum of race, ethnicity,
 3 economic situations, gender, and disability, and the
 4 full authentic sweep of history, both positive and
 5 negative.
 6 These are broad ideals that I hope BCPS
 7 will embrace, and not directed at any particular
 8 curriculum. However, I did also want to comment on
 9 the myView literacy elementary ELA curriculum, that I
 10 believe you are considering tonight. I watched the
 11 Curriculum Committee meeting where this curriculum was
 12 presented, and I was impressed and excited by the
 13 presentation. This sounds like exactly the kind of
 14 curriculum needed to engage children according to the
 15 principles I just discussed.
 16 I was surprised to hear the chair of the
 17 Curriculum Committee say that while she thinks it's
 18 important for children to see themselves in the
 19 curriculum, now is not the time because of a drop in
 20 student proficiency. If not now, when? If student
 21 proficiency is low and dropping under the current

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1 curriculum, isn't that exactly the time when a new
 2 curriculum is needed? Especially one that engages
 3 children and gets them excited about reading. I urge
 4 the Board of Education to vote to approve the myView
 5 ELA curriculum, and also to consider the principles of
 6 diversity, equity, and inclusion in making curriculum
 7 decisions going forward.
 8 On a final note, I wanted to express my
 9 gratitude to Dr. Williams for his steady leadership
 10 during these difficult times. These last couple of
 11 years have been defined, defined by an extraordinary
 12 event, a global pandemic the likes of which we haven't
 13 seen in over a century. It's not an exaggeration to
 14 say that our current world has been shaped in almost
 15 every way by the COVID-19 pandemic. Student learning
 16 loss, social and emotional consequences, staff
 17 shortages, supply chain issues, and more are all
 18 consequences of the pandemic, not just here in
 19 Baltimore County, but around the country everywhere.
 20 Dr. Williams has done an admirable job of
 21 keeping our students safe and healthy, and managing

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1 the sometimes-conflicting needs that have emerged from
 2 the pandemic. While there clearly are still problems,
 3 and the problems need to be addressed, these problems
 4 will not be solved overnight. Dr. Williams has taken
 5 steps that will begin to address the issues, and I
 6 have confidence in his leadership to bring us through
 7 the crises, and help us to emerge stronger than
 8 before. I thank you so much for your time tonight.

9 CHAIRWOMAN HENN: Thank you.

10 I now call on our advisory and stakeholder
 11 group leaders to speak. Our first speaker is
 12 Jeannette Young.

13 Ms. Young? Okay. Good evening.

14 MS. YOUNG: Good evening. Good evening,
 15 Chairwoman Henn, Vice Chair McMillion, and Dr.
 16 Williams. I come to you today representing the
 17 Education Support Professionals of Baltimore County.
 18 My name is Jeannette Young of the Education Support
 19 Professionals. ESP represents the health assistants,
 20 interpreters, office professionals, benefits, payroll
 21 clerks, paraeducator, and technician, just to name a

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1 few. These positions are often not the positions you
 2 think of when you think of adults within the school
 3 system. We are those who are behind the scene that
 4 keep the system running.

5 Dr. Williams, thank you for taking the time
 6 to learn about our unique needs and value. You are
 7 the first Superintendent who has shown a genuine
 8 interest in the working condition of anyone other than
 9 the classroom teacher. You transitioned from holding
 10 scheduled check-the-box meetings to engaging dialogue,
 11 leading to a comprehensive understanding and
 12 acceptance of value in the ecosystem of Baltimore
 13 County Public Schools.

14 Members of the Board of Education, we still
 15 have a lot of work to do. Please recall when the all-
 16 call went out for Central Office to support the needs
 17 in the schools. Many ESP's members answered that
 18 call, filling the schools and other Central Office
 19 across the county. Dr. Williams saw we were a central
 20 and student success. Again, thank you, Dr. Williams,
 21 for recognizing our value.

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1 Currently, ESP has not reached a tentative
 2 agreement with BCPS on our master agreement. However,
 3 we've had some productive conversation and reached
 4 some agreements on some of our outstanding items. But
 5 one outstanding item remains. It's compensation. We
 6 are asking you, Board of Education, to act today and
 7 agree to the priorities, the students of Baltimore
 8 County Public Schools, by paying the staff. We need
 9 you to stand up, take a positive action to ensure
 10 students remain a priority for supporting all
 11 students, ESPs, and Dr. Williams. Thank you. Have a
 12 great evening.

13 CHAIRWOMAN HENN: Thank you. Next is
 14 Leslie Weber.

15 Good evening.

16 MS. WEBER: Good evening, Chairperson Henn,
 17 Vice Chair McMillion, Board of Education members, and
 18 Dr. Williams. I'm Leslie Weber, the secretary and
 19 incoming president of the PTA Council of Baltimore
 20 County. I want to talk tonight about communication.
 21 Last week, Sue Hahn from the Office of Family and

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1 Community Engagement, who represents BCPS on our
 2 Board, facilitated a transportation-related meeting
 3 between PTA Council Board members, Chief of Staff Ms.
 4 Charley-Greene, and Deputy Superintendent Dr.
 5 Yarbrough.

6 In late April, PTA Council hosted a school
 7 safety program featuring presentations by Dr. Ford
 8 from the Department of School Safety and Sergeant Knox
 9 from the Baltimore County Police Department, who
 10 oversees SROs. We were happy that Dr. Zarch
 11 (phonetic) and Chief of Schools attended.

12 My goal isn't to get into details about
 13 transportation and school safety. I do have to say
 14 that they're both complex and longstanding issues. At
 15 both sessions, it was refreshing to take part in open,
 16 honest conversation about tough problems.

17 Throughout my years advocating for public
 18 schools and being a PTA leader, I've participated in
 19 many workgroups and task forces, and have taken many
 20 surveys. In many cases, it felt that the outcomes
 21 were already determined, and that public input was

<p style="text-align: right;">Page 62</p> <p>1 needed to legitimize decisions made. Our recent 2 transportation and safety-related interactions with 3 BCPS honestly felt different. I felt like both were 4 brainstorming sessions to find solutions to difficult 5 issues. Community concerns were recognized, including 6 the extent of inappropriate and violent behavior in 7 schools and on buses. We heard that multipronged and 8 creative approaches are being worked out. My takeaway 9 was that our opinion and input were valued. 10 I'd recommend not waiting until all 11 stakeholder groups have been approached or until 12 reforms are fully fleshed out to let the public know 13 what's going on with major initiatives. Get ahead of 14 the news cycle and social media. Let the community 15 know that they've been heard, their concerns 16 acknowledged, and that changes are coming, but that 17 complex problems require multifaceted solutions, which 18 take time. If community members, including students, 19 families, staff, and stakeholders, are brought in to 20 be part of the solution, the outcome will be better 21 for all.</p>	<p style="text-align: right;">Page 64</p> <p>1 expired, and unhealthy ingredients. Does this look 2 like a lunch to you? Would you eat this? I want to 3 guess that your answer was no. 4 Well, I have firsthand experience of what 5 these school meals actually taste like, and they are 6 not good. It's usually not enough food. I'm small. 7 It doesn't even fill me up. What about older kids? I 8 bet they're still hungry after lunchtime, too. 9 Most of the options don't look like 10 anything I would want to eat. They're poorly made and 11 unappetizing. Just look at the packet of pictures I 12 handed out, or this display board I have here, and 13 you'll see what I mean. Since when is a meat stick an 14 acceptable option for lunch? It has less salt and 15 preservatives. And the yogurt box is just full of 16 snacks. The (indiscernible) yogurt that is served 17 contains sugar as the second ingredient listed. 18 We should also address the breakfast. 19 Cookie bars are served for breakfast. That is a 20 dessert, not a breakfast. Some cereal bars have 21 marshmallows, which have lots of sugar. Also not</p>
<p style="text-align: right;">Page 63</p> <p>1 Let's focus on where we need to be in terms 2 of academic achievement and school climate and 3 culture. Let's keep lines of communication open and 4 collaborate to find innovative solutions, or maybe 5 back to basics and common-sense ones, to make BCPS 6 what it needs to be for our students and staff. PTA 7 Council looks forward to being a part of ongoing 8 conversations. Thank you. 9 CHAIRWOMAN HENN: Thank you. 10 Next is Matthew Reedholm. 11 UNIDENTIFIED FEMALE SPEAKER: He's got 12 papers for you guys first. 13 CHAIRWOMAN HENN: Okay, thank you. Hi, 14 Matthew. Thank you. 15 MR. REEDHOLM: Good evening, Chair Henn, 16 Vice Chair McMillion, Dr. Williams, and members of the 17 Board. Hello, my name is Matthew Reedholm. I'm a 18 first grader at Warren Elementary. I'm here to talk 19 about school meals. At first glance, the food doesn't 20 look very good to eat. With closer inspection, they 21 don't look good at all. There's mold, sometimes</p>	<p style="text-align: right;">Page 65</p> <p>1 great for breakfast. 2 These are some of the big problems. This 3 is not acceptable. I have some suggestions to fix 4 this so kids that depend on school meals don't go home 5 starving. A good lunch should have better nutrition, 6 and healthy choices, like fresh salads, pasta, soups, 7 and healthy sandwiches. You also need more variety. 8 It seems to be the same terrible options every week. 9 Also, the serving size need to be bigger so kids 10 aren't hungry, or allow for second servings. What 11 about serving eggs for breakfast, which has protein 12 and vitamins to fill you up? It's cheap, and it's 13 easy. You can offer scrambled or hardboiled. 14 In conclusion, isn't it common sense to 15 provide food that is nutritious and also appetizing? 16 Kids aren't dumb. They know this a problem. It needs 17 to be immediately addressed. You're the adults, and 18 you're the only ones who can fix this. Thank you for 19 your time. 20 (Applause.) 21 CHAIRWOMAN HENN: Thank you, Matthew.</p>

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1 Next, we have Billy Burke. It's going to
 2 be tough to follow that one, Billy.
 3 MR. BURKE: Just my luck.
 4 CHAIRWOMAN HENN: Good evening.
 5 MR. BURKE: Good evening, Chairwoman Mrs.
 6 Henn, Vice Chairman Mr. McMillion, Superintendent Dr.
 7 Williams, and members of the Board. Thank you for the
 8 opportunity to speak with you tonight on behalf of
 9 CASE. I'd like to discuss three topics of concern.
 10 Now, first, tonight you are voting on the
 11 myView literacy contract. 100 percent of the
 12 administrators in the pilot felt the program was
 13 effective. CASE supports this contract tonight. As
 14 we all watched the County Council not approve the BAT,
 15 we have become more and more concerned that the cost-
 16 of-living increase and the steps negotiated are no
 17 longer possible. It would be important for members to
 18 hear from the school system leadership and the Board
 19 of Education that they are committed to fair and
 20 appropriate compensation and will realign the
 21 allocated budget from the County Council to meet those

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1 goals. Most of the surrounding counties have figured
 2 this out and publicly announced the increases. I know
 3 we can do the same.
 4 The next topic of concern is the staffing
 5 shortage. I would like to offer some perspective on
 6 that challenge. The staffing shortage is a regional
 7 and national problem, and won't be fixed quickly. So
 8 there are some steps that we need to take. No one
 9 wants to limit what classes are available to students,
 10 but we cannot continue to create schedules for
 11 teachers that don't exist. Students can't spend the
 12 entire year with a substitute or substitutes. We must
 13 prioritize. We must staff special education programs
 14 first, then we must prioritize schools and programs
 15 with significant academic performance and behavioral
 16 challenges. We should limit courses to the teachers
 17 that are hired and exist. We should enhance online
 18 learning and independent learning options to meet the
 19 needs of students when not enough teachers are
 20 available. We cannot depend on Central Office staff
 21 to provide coverage. The jobs of Central Office staff

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1 provide critical support for schools, and can't be
 2 stopped to cover classes. We are robbing Peter to pay
 3 Paul, and it is unsustainable.
 4 I'd like to end tonight by thanking the
 5 members of CASE and all BCPS staff for the heroic way
 6 you pushed through what has been arguably one of the
 7 most difficult years in education. I am amazed and
 8 inspired by your dedication and heart each day. You
 9 make the world a better place, and children and
 10 families thrive because of you. Examine what your
 11 critics have to say, change when you should, and guide
 12 your actions by your core values and what is right for
 13 children. Have a restful and soul-filling summer.
 14 You are superheroes. Thank you for your time.
 15 CHAIRWOMAN HENN: Thank you.
 16 Next, we have Mrs. Cheryl Pasteur.
 17 MS. PASTEUR: Good evening, Board
 18 leadership, Dr. Williams, School Board members. "Cry,
 19 the beloved country, for the unborn child that is the
 20 inheritor of our fear." A line from South African
 21 writer, Alan Paton, who in 1948 wrote the universally

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1 acclaimed novel Cry, the Beloved Country, set in
 2 apartheid Africa. Skip to 1980, Been in the Storm So
 3 Long, by Leon Litwack. Skip again to June 4, 2022,
 4 when the Maryland Lynching Truth and Reconciliation
 5 Commission, established by House Bill 307, on the
 6 impact of lynching around the state addressed
 7 professional, educational, psychological, and
 8 emotional implications and trauma today in our
 9 educational system as a result of our past. When will
 10 we come out of the storm and really take care of our
 11 children, so our fears do not stifle them?
 12 From this Board's Curriculum and
 13 Instruction Committee's denial of a recommendation to
 14 the full Board for a contract which will positively
 15 change instruction for all children, regardless of
 16 race, but particularly those same children we have
 17 heard Board members lament were being poorly educated,
 18 particularly Black, Brown, and economically
 19 disenfranchised. A contract which meets state
 20 standards and exemplifies, which is required by COMAR
 21 law. They have done this in favor of a curriculum

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1 which is over nine years old, and has proven to be
 2 ineffective. Yes, the teachers are tired, but they
 3 are tired of teaching a curriculum to children they
 4 care about who are in the gap, lacking the requisite
 5 skills. All should be incensed, a lack of equity.
 6 Now, let's move to the County Council
 7 attempting to upend the Superintendent's tenure by
 8 holding hostage a budget needed to move our children
 9 forward, just to get to the Superintendent. Wrong,
 10 all of this leaving us saddened and outraged. If
 11 there is a concern, handle it as grownups and
 12 professionals in the name of the children, in the name
 13 of civility, not for what appears to be self-serving.
 14 Where is the humanity and the civility? Where's the
 15 word children? I can clearly see the abyss now that I
 16 sit on this side of the table. Stop this trend of
 17 hatred. We in Bacapsy (phonetic) cry for this beloved
 18 country, for the unborn and the born children. They
 19 need to have a chance at equity and success. We want
 20 all of our children to get the best. Bacapsy insists
 21 that this Board and County Council do the same. Thank

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1 you.
 2 (Applause.)
 3 CHAIRWOMAN HENN: Our next speaker is Cindy
 4 Sexton.
 5 MS. SEXTON: Good evening, Chair Henn, Vice
 6 Chair McMillion, Dr. Williams, and members of the
 7 Board. There are two days left in the school year,
 8 and we still have not come to an agreement on our
 9 contract. This is unacceptable. I've reached out to
 10 my counterparts and want to share that both Howard and
 11 Frederick Counties are getting an average of 7 percent
 12 between STEPS and COLA. Harford 6.8. Prince George's
 13 is still negotiating, but they're going to get at
 14 least a 5 percent COLA with their STEPS. The TABCO
 15 and BCPS negotiating teams have spent hours over the
 16 past year negotiating. And over the past few years,
 17 over 100 hours to work on the salary scale
 18 compression. It will get educators to the top of the
 19 salary scale quicker, thereby increasing their career
 20 increasing. This makes us more competitive. But we
 21 know this wasn't implicitly funded in the county

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1 executives' budget, but we did hear that the school
 2 system has the ability to move funds around. What
 3 could possibly be more important than compensating our
 4 educators so they stay in our system?
 5 We will never raise the bar, close gaps,
 6 and prepare for the future if we don't have educators.
 7 You have heard me say from my very first Board meeting
 8 in August 2019, fully staffed schools increase
 9 learning outcomes, improve morale, and decrease
 10 discipline concerns. And if you ask any educator, it
 11 is these three topics that are the biggest concerns
 12 right now. And while fully staffed classrooms won't
 13 magically fix the problems, they won't be fixed if we
 14 don't have educators in the school.
 15 I ask this Board to fulfill its own motion
 16 where unanimously you prioritized compensation and
 17 people. Again, I ask for our students, what could
 18 possibly be more important than attracting and
 19 retaining educators? Show the students of Baltimore
 20 County that they are worth it, that all is being done
 21 to provide them with all they need to be successful.

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1 On another quick note, I've had the
 2 pleasure of going to elementary schools and also being
 3 part of focus groups with the myView curriculum. I
 4 heard positives and negatives from teachers. But I
 5 can unequivocally say two things. First, Ms. Shay and
 6 her team responded to every concern, and are committed
 7 to working with teachers and administrators to making
 8 this work.
 9 And second, the data show that the current
 10 curriculum is not improving student outcomes. Let's
 11 give our students the tools to be successful. SMOB,
 12 Mr. Thomas. Good luck in all you do. We're going to
 13 miss you on the Board. And to all the educators,
 14 support staff, administrators, all those who worked so
 15 hard during this most difficult year, thank you for
 16 all you have done for our students. You make a
 17 difference every day. Enjoy your summer. Thank you.
 18 CHAIRWOMAN HENN: Thank you.
 19 (Applause.)
 20 CHAIRWOMAN HENN: Our next speaker is Dr.
 21 Danita Tolson. Good evening.

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1 DR. TOLSON: Greetings, Dr. Williams, and
 2 the members of the Board of Education. Baltimore
 3 County NAACP supports Dr. Williams as the
 4 Superintendent of the Baltimore County Public Schools.
 5 We are deeply troubled by the racism that has been
 6 shown, and the barriers put in place to hinder Dr.
 7 Williams' progress to progress through the recovery
 8 from the pandemic.

9 Dr. Williams has put in place concrete
 10 plans to address the challenges of the system. These
 11 are some of the same challenges that are across the
 12 nation. We have to continue to work with the Board of
 13 Education. We have to continue to work with Dr.
 14 Williams. The Baltimore County NAACP strongly urges
 15 the Baltimore County Board of Education to tune out
 16 distracting situations, and continue to collaborate,
 17 and to keep the student focus.

18 Over the past two to three years, Dr.
 19 Williams faced many challenges: the pandemic,
 20 cyberattack, staffing shortages, curriculum, lack of
 21 support, and racism. Racism. Racism from all

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1 directions. Consistency at this time is key to
 2 stability. Changing the Superintendent is not
 3 beneficial to the students, or the school system. The
 4 pattern I see is the continued removal of Black
 5 Superintendents. It is clear racism exists. Or some
 6 would say modern-day lynching.

7 The Baltimore County NAACP President,
 8 myself, and the NAACP members, we continue to
 9 collaborate with the school system, and the Board of
 10 Education. We appreciate the school system
 11 formulating community committees, which include at the
 12 Baltimore County NAACP branch. The goal of the
 13 committee is to address the community concerns with
 14 effective strategies. Under Dr. Williams' leadership,
 15 multiple stakeholders have invested their time and
 16 talent to create solutions for the Baltimore County
 17 Schools.

18 The NAACP will continue to monitor, and
 19 work with, the Baltimore County School System to try
 20 to resolve the issues, and work with Dr. Williams.
 21 Thank you for your time.

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1 CHAIRWOMAN HENN: Thank you.
 2 Our next speaker is Dr. Bash Pharoan.
 3 (Applause.)
 4 DR. PHAROAN: This is for the center area,
 5 right?
 6 CHAIRWOMAN HENN: Yes.
 7 DR. PHAROAN: Good evening to all. My
 8 active members and I has finished 10 presentations for
 9 the past -- or passing school year and some 15 or more
 10 business meeting to plan for the presentations. After
 11 our last session, I flew for my medical conference,
 12 and I was looking through the window of BWI, and I
 13 couldn't really help it but to see some analogy
 14 between BWI and our system on my end. So you have the
 15 control tower up there. The control tower has the
 16 coordinates, and the control tower coordinates the
 17 planes to move around and fly in a safe and
 18 coordinated and effective manner.

19 But if you imagine for a minute that the
 20 tower coordinator goes down to Southcentral Airline
 21 desk and chooses who is the gatekeeper there, which

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1 employees are being allowed to serve on that desk and
 2 that airline, and who is not, that would be a
 3 distraction of the important function of the tower.
 4 And I always really look for analogies from other
 5 industries. I think the school system, and I said it
 6 multiple times, and I'm really not tired of it, the
 7 school system can learn good things from the industry
 8 outside. And I chose for you the BWI because it's
 9 really a government agency. So the tower function is
 10 really important by itself, coordination. But when it
 11 gets mixed with the function of the desk in the
 12 council or the airline in that instance, it becomes
 13 problematic.

14 Furthermore, think about the airplane
 15 employees. They are not hired there because of their
 16 family and friends kind of things. They are hired
 17 there for their abilities. Age doesn't matter. I've
 18 seen old people in airplanes. But what counts is
 19 what's inside. It's their ability to do the work.
 20 And I really hope that you, the Board of Education,
 21 that you support me and what I am trying to do in the

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1 Central Area. I thank you.

2 CHAIRWOMAN HENN: Thank you.

3 Our next speaker is Bryan Epps. Good

4 evening.

5 MR. EPPS: Good evening. Good evening,

6 Chairwoman Henn, Vice Chair McMillion, Superintendent

7 Dr. Williams, and Board members at large. As

8 president of ASME Local 434 of Baltimore County Public

9 Schools, I would like to express my support for Dr.

10 Williams and his leadership. I was proud to be joined

11 this past Saturday by 87 ASME members across all

12 classifications and positions by voting 100 percent to

13 ratify our tentatively agreement for the 2022/2023

14 school year. This is only possible because of the

15 positive change and recognizes and respecting that we

16 receive from the -- that we received under the

17 leadership of Dr. Williams.

18 This is the first time that ASME and other

19 support -- our unions have been brought to the table

20 to share a problem-solving collaboration with the

21 Superintendent. We now have regular focus meetings

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1 and concerns -- and share our concerns and supports to

2 the system. We are in the midst of a national bus

3 driver shortage across the country. We cannot blame

4 Dr. Williams for that. Our dedicated drivers in

5 attendance, hardworking to support transporting our

6 students at this difficult time. I would like to

7 express my appreciation for the leadership and our

8 elective officials who have taken time to understand

9 and to recognize the hard work of ASME members and

10 food service, facilities, operation, as well as

11 transportation. These members are going above and

12 beyond to meet the needs of students and families in

13 this challenging time.

14 We know that there's more work to be done,

15 and our current structure put us in a place to

16 continue to work together to meet the needs of

17 Baltimore County Public Schools. Thank you.

18 CHAIRWOMAN HENN: Thank you.

19 Our next speaker is Nick Argyros. Good

20 evening.

21 MR. ARGYROS: Good evening. Good evening,

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1 Chairwoman Henn, Vice Chair McMillion, Dr. Williams,

2 and members of the Board. I represent the

3 Organization of Professional Employees. During the

4 last two years, our school system has been through

5 some difficult times with the pandemic and

6 cyberattack. A change in leadership that would result

7 in further unnecessary disruption to our school system

8 is a concern for many of us. Significant and

9 uncertain changes would impact the welfare of our

10 students and staff, who are just beginning to enjoy

11 some normalcy again.

12 The hiring shortages we face in our

13 organization are widespread in many industries and

14 education systems, and cannot be solved quickly. We

15 should give the mitigation strategies we have in place

16 time to work, and invite all stakeholders to

17 participate in helping us develop solutions that will

18 best serve our students and staff.

19 We should continue to move forward to

20 attain normal operations, not disrupt progress, and

21 not further complicate things for students and staff.

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1 Thank you.

2 CHAIRWOMAN HENN: Thank you.

3 Our next speaker is Samantha Warfel.

4 Welcome. Welcome.

5 MS. WARFEL: Thank you for having me. All

6 right, good evening, everyone. Thank you so much for

7 having me. My name is Samantha Warfel, and I am

8 currently serving in my second term as the Baltimore

9 County Student Council's President, and gearing up for

10 my third and final term next year. I wanted to come

11 to today's Board meeting to give you some final

12 updates as to our year, and the year that we had this

13 year. And we've had a great one, so I'm going to go

14 ahead and start kind of listing off some things that

15 I'd like to share with you all.

16 So first and foremost, we've celebrated the

17 strides of our newest committees, the Diversity and

18 Equity Affairs Committee, which is in place to have

19 conversations about our organization's accountability,

20 and to promote equitable practices and prioritize

21 those practices. As well as the SMOB Elections

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1 Committee, which has helped us to shatter voting
 2 participation and garner over 12,000 votes in this
 3 year's SMOB Election. Congratulations, Roah. And
 4 this committee, with the help of our officers and our
 5 current SMOB, Christian Thomas, we worked together to
 6 create legislation that would also allow our
 7 candidates to garner as much public participation and,
 8 again, contributed to that exceptional vote count that
 9 we only look forward to seeing increase in the future,
 10 as this process becomes more widespread and more
 11 accessible to all of our students.

12 We also look forward to the addition of our
 13 Publications Committee coming in this coming year to
 14 advance our idea and our value of accessibility to
 15 students around the county.

16 Back in September, we kicked off our year
 17 with the virtual fall camp, and we sent each school
 18 boxes of resources and workshop materials, which is a
 19 really great way to bring a once very hands-on and in-
 20 person event to our schools in a way that was still
 21 fun and engaging. We've held consistently scheduled

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1 general assembly meetings, which have brought students
 2 around the county together, which have been as fun as
 3 always. And we also executed our first ever four-part
 4 school safety series that featured aspects of implicit
 5 bias training, as we face rising rates of violence in
 6 schools, which is unacceptable, and our students see
 7 it. They're hurting, and we've coming together to
 8 work towards solutions that -- and steps that we can
 9 take together to prevent these tragic incidents.

10 We also saw the incredible leadership born
 11 of our foundational and historic document marking the
 12 formation of the Baltimore County Junior Councils, and
 13 held elections for BCSC, as well as BCJC, for the
 14 upcoming school year.

15 Most recently, we participated in a meeting
 16 with excellent staff from BCPS Central Office
 17 regarding transportation, and we talked to the staff
 18 members about issues with transportation, bus
 19 overcrowding, bus driver shortages, but also some
 20 really exciting plans for the future in terms of
 21 programs to make transportation more accessible and

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1 easier for students and parents.

2 I would just like to say that this summer,
 3 we are excited to work toward (indiscernible).
 4 Applications close in two days, so if anyone is
 5 watching (indiscernible). Thank you.

6 CHAIRWOMAN HENN: Thank you.
 7 (Applause.)

8 CHAIRWOMAN HENN: Next is general public
 9 comment, and our first speaker is Jean Milstein. Good
 10 evening.

11 MS. MILSTEIN: Good evening. Four years
 12 ago, I watched my mother-in-law, Liz, die of acute
 13 respiratory distress syndrome, the same syndrome that
 14 kills people infected with COVID. What it is is a
 15 slow and painful waiting game. It means learning that
 16 your loved one's lungs are damaged, potentially beyond
 17 repair. It's titrating levels of consciousness so
 18 that the doctors can assess how much prolonged oxygen
 19 deprivation has affected cognitive function without
 20 causing massive discomfort. It's tubes, and wires,
 21 and literal blood pumping through machines. It's

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1 celebrations of incremental successes, tempered with
 2 terrifying regressions. It's adrenaline-fueled wrong-
 3 number phone calls at 11:00 at night for pizzas that
 4 you didn't order, and 3:00 a.m. phone calls in which
 5 you learn your husband has lost his mother.

6 In short, it's a fate that I wouldn't wish
 7 on my worst enemy, and I will do everything in my
 8 power to make sure I play no part in it happening to
 9 friends or loved ones. I was talking to a colleague
 10 the other day. We were reminiscing about the
 11 beginning of the school year, when our desks were as
 12 spaced out as possible, and everyone was wearing
 13 masks. COVID was still scary then. Over time, it has
 14 become less so. With vaccines and new treatments for
 15 stalling severe outcomes, things at the end of the
 16 year seem a little closer to normal than they were at
 17 the beginning.

18 That said, we are not done. The storm is
 19 not over. A widely circulating meme that I saw often
 20 at the beginning of the pandemic states, "We are all
 21 in the same storm." But I especially liked the

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1 addendum of, "But we are not all in the same boat."
 2 That is still true today. My sister's family
 3 weathered COVID easily. Ten days of COVID leave, some
 4 flexibility with daycare, and a couple of
 5 uncomfortable days, and the entire family was whole
 6 again. But that isn't true for everyone.
 7 It isn't true for Jose, who loves school.
 8 Jose lives with his grandparents, parents, aunts and
 9 uncles, some of whom are over 80 years old, and are at
 10 great risk if Jose catches COVID from a classmate. It
 11 isn't true for Ben at Triple A who works hard every
 12 day to support John. John is nonspeaking and can't
 13 tell Ben that his throat hurts. Ben works three jobs,
 14 trying to make ends meet. He can't afford to take off
 15 to get his booster, and he can't afford to get COVID,
 16 either. And if he does get COVID, and needs to be
 17 hospitalized, he doesn't have health insurance.
 18 I still wear my mask. I wear my mask for
 19 Jose. I wear my mask for Ben. I wear my mask for my
 20 cancer-surviving father-in-law. Masks aren't perfect.
 21 Neither are vaccines or the antivirals. But every

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1 mitigation strategy we implement is one more layer of
 2 protection for Jose and for Ben. If we tilt towards
 3 higher levels of COVID transmission, if
 4 hospitalization rates increase, I'm asking you to
 5 please not take masking off the table. We are all in
 6 the same storm. We are not all on the same boat.
 7 Some of us are on the beach ready to party, but others
 8 aren't. They're still drowning, and I refuse to idly
 9 watch from the shore.
 10 (Applause.)
 11 CHAIRWOMAN HENN: Our next speaker is
 12 Marisol Johnson.
 13 MS. JOHNSON: Good evening, everyone.
 14 CHAIRWOMAN HENN: Hi, Marisol. Welcome.
 15 MS. JOHNSON: All right. It's good to see
 16 everyone. First, I want to say congratulations to all
 17 the students finishing out 2022. Congratulations, and
 18 especially to my daughter. She's one of the middle
 19 ones. She just graduated from eighth grade today from
 20 Sudbrook Magnet Middle School. So I just want to say
 21 shout out to her, and to the BCPS staff for doing the

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1 very best with what they have to help our children
 2 thrive and feel safe, even when they don't feel the
 3 same.
 4 So as an active parent in the BCPS
 5 community, a multicultural woman who runs a thriving
 6 business in Baltimore County, and a former member and
 7 the Vice Chair of this very School Board, it has been
 8 brought to my attention that you might be determining
 9 whether or not to embark on yet another Superintendent
 10 search. An interesting undertaking during a very busy
 11 end of school year. I will also echo the opinions of
 12 those who want to allow Dr. Williams to see his
 13 contract through, while once and for all receiving the
 14 support from the Board that he deserves.
 15 Ladies and gentlemen of this Board, you
 16 hired him. You hired a search team. You vetted him.
 17 You interviewed him. You Googled him, and then you
 18 voted him in. You ushered in the third Superintendent
 19 in four to five years -- four or five years, and you
 20 all know better than most that Dr. Williams, he faced
 21 some enormous struggles. He navigated through the

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1 system through the COVID shutdown, mask mandates and
 2 recalls, teacher turnover and shortage, a very costly
 3 cyberattack, perpetually fractured Board, security and
 4 safety issues, and now a kind of Council with
 5 animosity and an ax to grind.
 6 It's my humble observation that it would be
 7 premature to request a bid for the supe search prior
 8 to the required contract negotiation that's coming up
 9 this fall or winter anyway. So if you're trying to
 10 make one last mark or make one last sweeping decision
 11 before you step down or run for reelection, this is
 12 not it. Instead, fight to support -- fight for
 13 support staff or our vulnerable children, and for the
 14 ones that are shining already and need to be
 15 challenged a little bit more to keep shining. Fight
 16 for a more diverse teacher population. Fight for
 17 those students to be learning at the right grade
 18 level. Fight to funds to pay our teachers more.
 19 Speaking of teachers, we all know what
 20 happens when the new Superintendent comes along comes
 21 large administration changes, changes in culture and

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1 climate, metrics, some sort of blueprint something or
 2 other. And who does that affect? Teachers. Just
 3 because you can doesn't mean you should. I voted for
 4 changes in the system that, in hindsight, I would've
 5 done differently.
 6 Board, Board Chair, a letter from the
 7 Council forced an emergency meeting, so I assume, but,
 8 no, actually a letter from five County Council members
 9 forced an emergency meeting about a topic you guys are
 10 probably already discussing, as a Board or
 11 individuals. Tom Quirk (phonetic) defers to Julie,
 12 which is good, but only after he calls Dr. Williams,
 13 Dr. Williams, incompetent. David Marks (phonetic)
 14 wants Dr. Williams to mitigate the school bus. But
 15 there's \$33 million --
 16 CHAIRWOMAN HENN: Thank you.
 17 MS. JOHNSON: -- that (indiscernible) --
 18 CHAIRWOMAN HENN: That's time. Thank you.
 19 (Applause.)
 20 CHAIRWOMAN HENN: Our next speaker is Dr.
 21 Bash Pharoan.

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1 DR. PHAROAN: I'd like to sell you an idea.
 2 And I really hope you would take it. So please be
 3 patient with me. So the County Council asked Dr.
 4 Williams to be changed, but they didn't give him
 5 money, right? And I have been here for 25 years. Dr.
 6 Williams is the Number 6 Superintendent that I worked
 7 with. The first one was Dr. Berger (phonetic).
 8 And the politics of funding always played
 9 out, always. So I have an idea for you. You are an
 10 independent Board of Education, but truly, even though
 11 you are independent, you are not. Because fiscally,
 12 you really rely on the county and the state. No one
 13 can be independent without having their income. So
 14 I'd like you to consider tax levying authority.
 15 So if you had that power in you, all right,
 16 you will have a bucket. All right? And TABCO comes
 17 to you and say I want more money for my teachers with
 18 the same bucket. And ASME wants more money for the
 19 bus drivers. Put it in the bucket. And everybody
 20 else put it in. And then you present it to the public
 21 direct. And you ask them for permission, and if the

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1 public wants to pay the teachers more, and the bus
 2 drivers more, and everything else, that's fine. Raise
 3 taxes. If the public says no, this is too much, then
 4 you have to find some other solutions.
 5 But, honestly, over the past 25 years, I
 6 don't know if this system ever would be fixed, as long
 7 as always there is this purse-string politics coming
 8 in and really directing the system one way or the
 9 other. The system needs to be independent. You take
 10 care of curriculum. You take care of the kids' needs.
 11 You levy your own taxes. The money is there. The
 12 county says 50 percent we are giving to the school
 13 system. I mean, it's not really their money. It's
 14 being collected for education. All right? You might
 15 want to collect it yourself.
 16 So, in 20 seconds, the ones who are not
 17 going to be Board members, I think are ideal to lobby
 18 Annapolis for a change of COMAR. Ideal. I know I
 19 can't do it by myself, but I'll be glad to be one. I
 20 thank you.
 21 CHAIRWOMAN HENN: Thank you.

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1 Next is Meghan Hughes. Good evening.
 2 MS. HUGHES: Good evening. Good evening,
 3 Superintendent Williams of the -- and members of the
 4 Board. Congratulations to all students and teachers
 5 for completing another school year, almost. Tonight
 6 you will vote on myView literacy curriculum, and I
 7 want to just share some of my concerns.
 8 First, I want to mention that I saw some of
 9 the curriculum meeting and understand the passion some
 10 of you have for this curriculum. The fact that it has
 11 culturally relevant reading content and we live in a
 12 majority minority school district is something that
 13 makes sense to highly consider. Every child wants to
 14 see themselves in the material that they read, and the
 15 hope is that that would draw them into the content and
 16 get them more excited about reading.
 17 However, there are some negatives that may
 18 outweigh the positive. Some of these issues include
 19 that the stories are too long, not enough support or
 20 time spent on each skill, not enough grammar and
 21 spelling. It's difficult for students who are not on

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1 grade level, and most teachers need to spend out-of-
 2 pocket money in order to supplement the curriculum.
 3 How much money should teachers be required to pay out
 4 of pocket for a curriculum to work? Here are just a
 5 few quotes of the many directly from teachers about
 6 this curriculum.

7 The skills are not taught to mastery. The
 8 questions that go with the text are basic, and they
 9 don't match the assessment rigor at all. Long texts
 10 that are higher level. Components seem very
 11 disconnected from each other, jumps around all over
 12 the place. The online component is not user friendly,
 13 not a fan at all. Pros: the textbooks are
 14 consumables. The kids can write in them. Cons: the
 15 level of readers are way too high for most of my kids.
 16 Some stories are very long for the age group. They
 17 also don't give you many worksheets to practice
 18 skills, so you end up supplementing a ton. Teachers
 19 and students all hate it. So hard to use, so many
 20 holes and unsupported lessons and standards. We have
 21 to supplement everything and have used twice the usual

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1 copy paper this year. And the last one is, "Please
 2 help. For those of you that have figured out how to
 3 do each lesson in one week without missing key
 4 components, please share with me how to do it, because
 5 the stories are so long it takes my students two to
 6 three days to core or read it together. I need to be
 7 sure to teach comprehension, phonics, spelling, vocab,
 8 language conventions and writing. I just can't wrap
 9 my head around how to do this beginning Monday and
 10 test it all on Friday. Please help."

11 The pilot program included 22 BCPS schools
 12 that used their curriculum for 4 weeks, and I believe
 13 it was during state testing, a stressful time. I know
 14 there were teachers in BCPS that piloted this program
 15 and hated it, but I've been asked not to mention their
 16 name for fear of retribution. The teachers are the
 17 implementers of this curriculum, and if the
 18 implementers hate it, why would we move forward with
 19 it at a time when we are losing so many teachers?

20 \$10 million is a lot to spend on a
 21 curriculum, and I just ask all of you on the Board to

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1 really think about what is best for all Baltimore
 2 County students. Recently, Stanford compiled a list
 3 of the best school districts in Maryland, and
 4 Baltimore County isn't even in the top 10. I remember
 5 when we were in the top three in the state. The 2019
 6 MCAP scores showed ELA proficiency in Baltimore County
 7 at 37 percent for 3rd grade, 40 percent for 4th grade,
 8 and 40 percent for 5th grade. Not the greatest
 9 numbers, but the numbers from 2021 during COVID are
 10 much worse. 26 percent proficiency in 3rd grade, 25
 11 percent in 4th grade, and 25 percent in 5th grade.

12 My final question for you to think about is
 13 do you believe this curriculum will help increase
 14 proficiency in ELA for elementary school students?
 15 Will this curriculum give our students their best shot
 16 at their best future? And that's what you have to ask
 17 yourselves. Thank you for your time.

18 (Applause.)
 19 CHAIRWOMAN HENN: Thank you.
 20 Next is Omer Reshid. Welcome, Omer.
 21 MR. RASHID: Thank you.

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1 CHAIRWOMAN HENN: Good to see you.
 2 MR. RASHID: Nice to see you, too. Nice to
 3 see all of you. Good evening, Madam Chair, Mr. Vice
 4 President, SMOB Christian, Dr. Williams, and members
 5 of the Board. It's great to be back here and address
 6 all of you. My name is Omer Reshid, former Student
 7 Member of the Baltimore County Board of Education. I
 8 am here today, driving an hour and a half from
 9 Washington, D.C. at the peak of rush hour, after
 10 reading articles on the potential ousting of our
 11 Superintendent, to talk about nothing but the students
 12 and the support that I have for Dr. Williams being the
 13 leader, running our school system for our students.

14 The challenges that we have faced over the
 15 past two years have been like none other. We have
 16 faced loss of loved ones, complete school shutdowns,
 17 and all our social norms altered. During such a
 18 unique and difficult time in our lives, Dr. Williams
 19 stood his ground and ensured our students had the
 20 access to the education that they deserved. He also
 21 did his due diligence to communicate the work that had

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1 been done throughout his leadership. Despite the
 2 challenges that COVID-19 introduced, Dr. Williams
 3 still took on numerous initiatives to make our school
 4 system better.

5 I started my term on the Board the same
 6 time as Dr. Williams, and I have never met someone as
 7 eager and happy to serve all 111,000-plus students of
 8 BCPS with everything in him. And he has not lost that
 9 spark throughout everything.

10 Members of the Board, our focus should be
 11 on how to move forward. How can we make BCPS stronger
 12 than ever for the sake of our students? Today, more
 13 than ever, our students and staff need stability. And
 14 we are just starting to see some of that right now.
 15 We are all here for the students, and I know Dr.
 16 Williams is, too. If any leaders in the community
 17 have recommendations, ideas, thoughts, or feedback, I
 18 urge you to schedule a one on one with Dr. Williams
 19 because I know he will welcome it.

20 We are all here for the students. The
 21 decisions and changes made are going to have a direct

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1 impact on the students outside this classroom. Now is
 2 the time for us to unite and implement the changes we
 3 want to see within BCPS for none other than the
 4 students. Please, please, please, please, please do
 5 not allow the outside politics or any outside factor
 6 to sway you to make a vote that does not benefit the
 7 students. I've seen it firsthand, and I hope everyone
 8 on this Board is strong enough to not let certain
 9 powers tell them what to do. You don't work for them.
 10 You work for the students. Thank you, and have a
 11 blessed evening.

12 (Applause.)

13 CHAIRWOMAN HENN: Thanks, Omer.
 14 Next, we have Lloyd Allen. Good evening.

15 MR. ALLEN: Good evening. I wanted to go
 16 before Jenny. Good evening. Thank you, Chair Henn,
 17 Vice Chair McMillion, Superintendent Williams, and
 18 members of the Board. Mr. Thomas, good luck on your
 19 journey. I'm Lloyd Allen, he/him, special educator in
 20 mathematics in Baltimore County, but I wasn't always a
 21 teacher.

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1 In summer '94, as a recent high school
 2 graduate, I was happy to earn \$7 an hour to do data
 3 entry as a temp in Columbus, Ohio. As an 18 year old
 4 living with my parents, waiting for college to start,
 5 any money that I earned was turned directly into CDs
 6 from BMG. Dave and I worked as a team. One of us
 7 would read a string of numbers off a printout while
 8 the other typed, and then the person who had just
 9 finished typing would read their numbers off the
 10 screen to verify they matched the printout.

11 Dave knew all the best places to get a good
 12 deal. For lunch, he would take the group to the Great
 13 American Bread Shop for the gigantic free samples,
 14 slathered with butter and jelly. He was not a
 15 privileged 18-year-old living with his parents. He
 16 was a 43-year-old breadwinner with two children. The
 17 money that was gravy for me, \$2 above minimum wage,
 18 was federal poverty wage for his family. As temps, we
 19 did not have benefits. Three weeks into the summer,
 20 Dave achieved the dream that he had been talking about
 21 since I had met him. He got a government job with

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1 living wage and healthcare for his family. All of my
 2 temp coworkers were working hard to tread water, and
 3 to a one, they were seeking that government job with
 4 benefits in order to support their families.

5 Fast forward a year and summer before
 6 sophomore year, I was living in New York City, temping
 7 in accounts payable for a different international
 8 megabank. As before, my fingerprinting/background
 9 check was covered by the client and turned around
 10 overnight. My hourly rates doubled to \$15. Imagine
 11 my surprise when I processed an invoice with the line
 12 item Lloyd Allen. Part of my contract stated that I
 13 could never ask how much the client was spending on
 14 me, but when I processed that check, I saw that for
 15 every \$15 that I received, the client was paying \$200.
 16 That made me think for a minute.

17 When I hear suggestions that we outsource
 18 various services, transportation, speech language, ASL
 19 interpretation, it makes me stop and think. What's
 20 the upcharge compared to hiring directly? Rather than
 21 endanger the fidelity of public education by

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1 privatizing operations, reduce barriers of entry for
 2 our own potential employees. Expedite fingerprinting.
 3 Form relationships with local colleges, connect our
 4 students with training programs or majors relevant to
 5 our staffing shortages so that they may become our
 6 employees. Cover costs contingent on future service.
 7 Now that I'm working for the government,
 8 I'm finding that some of my colleagues don't actually
 9 have the government job that Dave was looking for.
 10 Compensate all of our employees appropriately. In the
 11 long term, raising salaries competitively and
 12 providing benefits is more cost effective than
 13 outsourcing to vendors who are not even guaranteed to
 14 be successful with their recruiting. There may be
 15 national shortages, but our metro has plenty of folks
 16 looking for work. Treat each person who serves, or
 17 will serve, our children in any capacity, all the way
 18 up to Superintendent, as the asset that they are.
 19 Thank you.
 20 CHAIRWOMAN HENN: Thank you.
 21 Our next speaker is Andy Heggins. Good

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1 evening.
 2 MR. HEGGINS: Good evening. Okay. Good
 3 evening, Chair, Vice Chair, Dr. Williams and rest of
 4 the Board. The first time I met Dr. Williams was the
 5 first time I ever came to a Baltimore County Public
 6 School meeting, and it went really long. I didn't
 7 know they were that long, and I'm preaching to the
 8 choir. And so what struck me was after the meeting,
 9 Dr. Williams stayed behind to talk to the Board
 10 members and members of the general public. And so
 11 when he met me, he gave me his card, and he said, hey,
 12 if you need anything, you can call my office, or call
 13 me, and I'll take care of it. And so my chest pumped
 14 up a little bit. I felt kind of special until I saw
 15 him do the same thing to, like, five other people.
 16 Just stole my thunder. So at the moment, I figured it
 17 was, like, you know, political speak. Until I
 18 actually needed him, and I called on him. And it
 19 seemed like as soon as I pressed send, I had multiple
 20 people from his office contacting me, and I felt
 21 special again.

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1 And the sense of support, the way that they
 2 extended themselves for me, to a person, it was
 3 consistent, and it was the same, and it established to
 4 me that it was a culture. And the culture came from
 5 one person. And it was consistent throughout my time,
 6 and it has been consistent throughout my time working
 7 with Dr. Williams, and I appreciate you for that.
 8 So you can imagine how startled I was when
 9 I saw that a few members of the County Council wrote
 10 the letter that they did. It was shocking, and
 11 shockingly shortsighted, quite honestly. A few months
 12 from now, most of the faces that are looking at all of
 13 us from up there will be completely different. The
 14 overwhelming majority of the Council will be
 15 different, and so you have a lot of people in these
 16 brand-new positions. They'll take some time to get
 17 adjusted. I'm sure you'll help with that, but it'll
 18 be new for them. And so the notion of changing
 19 Superintendents, along with the majority of the School
 20 Board, and somehow that's going to benefit our
 21 children is offensive. And I'm surprised that that

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1 happened.
 2 And so not only have you -- have I
 3 experienced a lot of amazing things working with your
 4 staff, but in my position, I'm on the Leadership
 5 Council, the PTSA Board at New Town High School, I
 6 routinely heard from other parents, and they expressed
 7 the same thing. So I'm here to give my vote of
 8 confidence to you. Thank you for the service that
 9 you've given us thus far, and I look forward to
 10 working with you in the future. And also, Ms. Scott,
 11 I appreciate you. I will be sad to see you gone next
 12 year, but I think you so much for everything you've
 13 done for our district. You mean a lot to me, and
 14 you've been a mentor, and a source of pride for a lot
 15 of us. So thank you all for your time.
 16 CHAIRWOMAN HENN: Thank you.
 17 (Applause.)
 18 CHAIRWOMAN HENN: Our next speaker is Josh,
 19 Josh Muhumuza. Welcome. Good to see you, Josh.
 20 MR. MUHUMUZA: Good evening, sorry. Good
 21 evening, Chair Henn, Superintendent Williams, and

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1 members of the Board. I want to first recognize our
 2 outgoing and incoming SMOBs, Mr. Thomas and Ms.
 3 Hassan, respectively. I have had the pleasure of
 4 working with both passionate leaders, and I want to
 5 sincerely thank them for their service to the students
 6 of BCPS.

7 My name is Joshua Muhumuza, former Student
 8 Member of the Board of Education, a current
 9 undergraduate student at Yale University, and a
 10 resident of this great county. I hope to return here
 11 to this boardroom in a celebratory mood. However, I
 12 come perturbed by the current state of affairs
 13 concerning this Board and the future of the school
 14 system. Specifically, the dismissal of important
 15 system personnel and the gross political influence by
 16 the County Council concerning the Superintendency.

17 During my term, I was alarmed by the number
 18 of senior staff leaving the school system, and raised
 19 this with fellow Board members and Dr. Williams.
 20 Lately, even after the Superintendent implemented a
 21 cabinet reshuffle, it has become clear that this Board

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1 has made it difficult for the Superintendent to
 2 appoint and maintain experienced personnel. I was
 3 alarmed by the bizarre vote that took place last Board
 4 meeting to not renew the contract of the Board's
 5 Independent Chief Auditor, Ms. Andrea Barr. I
 6 understand this Board must toe the line when it comes
 7 to closed session matters. However, this Board has
 8 several questions that I believe you must discuss
 9 amongst yourselves.

10 One, was that vote in any way retaliation
 11 for the Chief Auditor's investigation into ethics
 12 violations by the Board? What has the Board done to -
 13 - what has the Board done to investigate and reprimand
 14 the Board members identified in the recent WIP article
 15 who allegedly harassed the former Chief Auditor? And,
 16 three, what steps will the Board, under your
 17 leadership, Madam Chair, take to maintain
 18 professionalism and independence when it comes to the
 19 Board's relationship with Central Office staff?

20 Although Dr. Williams sets the agenda for
 21 staff, the school system will continue to falter if

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1 this Board doesn't address its toxicity, which has
 2 contributed to a poor working culture, causing many
 3 highly qualified individuals to either leave the
 4 system or not consider applying at all.

5 Now, I will address our disingenuous County
 6 Council. If the partisanship at the historic
 7 courthouse isn't enough, the Council wants to infect
 8 their dishonest politicking onto the role of
 9 Superintendent. In their letter, they identified a
 10 number of issues which, must be noted, have occurred
 11 nationwide due to the pandemic, to inculcate Dr.
 12 Williams, saying that he has had three years and
 13 hasn't produced results. Paradoxically, many of them
 14 have, or will have, served three terms where they,
 15 too, played an important role on the education of this
 16 county. This letter also comes on the heels of their
 17 denial of a routine budget transfer to address a major
 18 issue in Baltimore County.

19 If this Board does move forward with the
 20 Superintendent search, I ask that the process is
 21 judicious and that Dr. Williams is given a fair

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1 assessment. It will be troubling that this Board gets
 2 rid of him with hardly giving him ample time and
 3 opportunity to implement his strategic plan and the
 4 school system is trying to get operations back to
 5 normal.

6 I would also like to caution this Board on
 7 the consequences of allowing the County Council to
 8 politicize the selection of Superintendent
 9 (indiscernible).

10 CHAIRWOMAN HENN: Thank you.

11 Next is public comment on Board policy, and
 12 I'm sorry? He's not listed? I'm sorry. Mr. Keith
 13 Stith. General public comment, our final speaker.
 14 Thank you, Ms. Gover.

15 Apologies, Mr. Stith. Welcome. Good
 16 evening.

17 MR. STITH: Good evening. Good evening,
 18 Madam Chair.

19 CHAIRWOMAN HENN: Good evening.

20 MR. STITH: Dr. Williams, members of the
 21 Board. Thank you for inviting me to speak. My name

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1 is Keith Stith. I'm the Polemarch of the Towson-
 2 Catonsville Alumni Chapter of Kappa Alpha Psi
 3 Fraternity, Incorporated. Our fraternity is 111 years
 4 old. My chapter is eight months old, and a specific
 5 program that is a tenet of Kappa Alpha Psi is called
 6 Guide Right. It's a program that focuses in on
 7 educating youth, both socially, academically, and
 8 intellectually to try to grow young men in the
 9 community.

10 I'm here to support Dr. Williams and a key
 11 element of his strategic plan. Basically, that
 12 element is that element promotes the -- promotes
 13 community engagement and partnership amongst the
 14 community. In October of 2021, our website received
 15 an inquiry from Dr. Williams, inviting us to partner
 16 with the Baltimore County Public Schools to do that
 17 very thing that is his element -- one of his elements.
 18 In doing so, we jumped at the opportunity because it
 19 is what we do. So we thought it a great opportunity
 20 for us to engage in the schools.

21 We then met with Dr. Williams and members

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1 of his team. We dealt with a vision, and with that
 2 vision we came to an understanding that Dr. Williams
 3 asked us to concentrate on middle-school boys. That's
 4 our element. Having done so, we -- with Dr. Williams'
 5 team, we met with leaders at Catonsville Middle,
 6 Dumbarton Middle, and Lansdowne Middle. And we had an
 7 agreement on working with in those schools. At
 8 Catonsville, we did a ground-keeping operation where
 9 we beautified the campus. At Dumbarton, we started a
 10 mentoring program wherein we could engage with the
 11 young men at that school. And at Lansdowne, we
 12 executed, in conjunction with Lansdowne's own
 13 technical team, a technical fair where we introduced
 14 drones. We introduced robotics, computer art, and
 15 other elements to stimulate the young folks there to
 16 understand how technology can be fun.

17 I drafted a letter to Dr. Williams
 18 apprising him of our progress, and I also shared that
 19 letter with the Board, so hopefully you all have a
 20 chance to read it. I will say this. In terms of our
 21 future with this, our chapter will continue to work

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1 within the school system to continue to promote
 2 mentorship, also STEM training and others. In
 3 conclusion, we and the members of my chapter, we
 4 support Dr. Williams and look forward to his vision as
 5 we look at the school system going forward. Thank you
 6 for the opportunities.

7 CHAIRWOMAN HENN: Thank you.
 8 (Applause.)
 9 CHAIRWOMAN HENN: Next we have Public
 10 Comment on Board Policy, and first is Policy 3230, our
 11 first speaker, Rebecca Mlinek.

12 MS. MLINEK: Good evening. Sorry. I still
 13 had a cough drop in my mouth. So, I'd like to give
 14 you a sense of what the lack of transportation looks
 15 like on the ground before you make some decisions
 16 around it. My name is Rebecca Mlinek, and I am both a
 17 BCPS teacher and parent. This morning, I heard peals
 18 of thunder, and my heart dropped. This is because I
 19 knew it meant that my 11-year-old daughter would need
 20 to spend roughly 40 minutes standing in the rain as
 21 she waited for her school's doors open. Why? Because

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1 for the past year, she has not had reliable bus
 2 transportation.

3 This year, the bus for my middle-school
 4 daughter calls out more often than it arrives. Some
 5 days, I will get a text notification at 7:30, which is
 6 far too late to make alternative plans. Today, there
 7 was no notification at all. The bus simply never
 8 came. When my daughter cannot take the bus, it
 9 requires me to either arrive late for my own work or
 10 to drop off my 11-year-old unattended in front of a
 11 school building that will be locked for the next 35
 12 minutes. I have had to drop her off in the snow, in
 13 the rain, and for most of the school year, in the
 14 dark. She's in the same situation after school. In
 15 the most ideal circumstances, I pick my daughter up 40
 16 minutes after her school day has ended. She has
 17 witnessed multiple violent confrontations on these
 18 occasions, as the school parking lot and surrounding
 19 area is packed with students waiting for buses that
 20 will not come, a situation that leaves them primed for
 21 conflict. At least twice, I've had to park down the

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1 road and walk past police cars in order to retrieve my
 2 daughter.

3 We place an emphasis in this county on the
 4 social-emotional wellbeing of our teachers and
 5 students. The lack of reliable transportation is
 6 directly responsible for eroding the social stability
 7 of students before and after school. It is directly
 8 responsible for increasing stress for both students
 9 and the parents who now have to choose between the
 10 safety of their own children and their
 11 responsibilities as teachers. There is a national
 12 staffing crisis, granted, but an institution devoted
 13 to the care and support of children should not counter
 14 this by simply shrugging shoulders and giving up.

15 BCPS has a duty to solve the issues around
 16 bus transportation, if they want to maintain any
 17 credibility for providing equitable access to
 18 education for all students. There can be no access to
 19 education if we can't even get students into the
 20 buildings. We have a responsibility to these children
 21 to provide them with a safe, stable environment. By

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1 not providing them with reliable transportation, we
 2 have undermined this core concept before the school
 3 day has even begun. Thank you.

4 CHAIRWOMAN HENN: Thank you. The next item
 5 on the agenda is the Superintendent's Report, and for
 6 that, I call on Dr. Williams.

7 DR. WILLIAMS: Good evening, Board Chair
 8 Henn, Vice Chair McMillion, and members of the Board.
 9 I am pleased to present my Superintendent's Report to
 10 the Board and team BCPS. Just as a reminder, we
 11 deferred some of the items before the report. Okay.
 12 The teacher is still in me, Christian. My report
 13 includes an end-of-the-year recap, operational
 14 updates, and evidence of our strategic plan, The
 15 Compass, our pathway to excellence in action. Next
 16 slide please.

17 This year, our efforts to heal, rebuild,
 18 and recover have been ongoing. The return to five-day
 19 in-person learning has not been without challenge.
 20 However, today, we continue to move forward to meet
 21 the ongoing needs of team BCPS. This end-of-the-year

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1 video highlights our success in the face of challenge.
 2 The incredible tenacity and perseverance of team BCPS
 3 is evident. Let's take a look.

4 (Video played.)

5 DR. WILLIAMS: I want to thank BCPS TV for
 6 that outstanding video. Let's acknowledge them
 7 please, and congratulations to more than 7,200 members
 8 of the class of 2022, who reached a milestone in their
 9 educational careers. I wish them the best as they
 10 navigate their chosen paths successfully. BCPS, we
 11 have a great deal of pride, and want to wish all of
 12 them well, and as I said at the graduation, we claim
 13 you forever.

14 MR. THOMAS: As Team BCPS Alumni.
 15 DR. WILLIAMS: There you go.
 16 Congratulations to the class of 2022. One more time,
 17 let's acknowledge our graduates this year. I hope we
 18 can go back to the PowerPoint. Yes. So please join
 19 me in celebrating our SROs of the year. We appreciate
 20 the incredible support our SROs provide to our school
 21 communities.

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1 Officer First Class Craig Willett is based
 2 at Patapsco High School and Center for the Arts.
 3 Staff and administrators commend him as serving as a
 4 community police officer, teacher, mentor, and friend,
 5 both during the school day and after, for his personal
 6 generosity to students, and for his support of our
 7 school's wrestling team.

8 Officer Camellia Dukes is assigned to
 9 Woodlawn Middle School. Woodlawn Middle School staff
 10 and administrators describe her as reliable, flexible,
 11 and fair. She often participates in restorative
 12 circles, mediations, and conflict resolution. She is
 13 seen during the school day greeting students, walking
 14 through the building, and talking to the students and
 15 staff in the cafeteria.

16 And Officer Frank Guillian (phonetic)
 17 serves Carol Manor, Hampton, Jacksonville, Lutherville
 18 Lab, Mays Chapel, Pandonia, Pinewood, Pot Spring,
 19 Prettyboy, Seven District, Sparks, Timonium and Warren
 20 Elementary Schools. Staff and administrators at these
 21 schools praise Officer Guillian for the time he takes

<p style="text-align: right;">Page 118</p> <p>1 to speak to classes about security issues, online 2 behavior, and cyber bullying, participating in gym 3 classes with students, attending school events, 4 participating in school security drills at each school 5 throughout the year. Congratulations to our honorees. 6 Can we acknowledge them please? Next slide please. 7 Let's honor and celebrate our 2021-2022 8 retirees for their service and countless contributions 9 to the success of our school system. We appreciate 10 their dedication and wish them the best. Please visit 11 our retiree webpage and take a moment to meet our 12 2021/2022 retirees. Students, parents, staff, family 13 members, and friends are invited to join #TEAMBCPS in 14 honoring our retirees by submitting words of 15 congratulations, encouragement, and gratitude on 16 social media or via email to Communications@BCPS.org. 17 Congratulations to this year's retirees. Next slide. 18 Our priority is investing in people and 19 progress by addressing critical staffing, hiring, and 20 retention issues, through increased targeted 21 compensation. Nothing is more important to a</p>	<p style="text-align: right;">Page 120</p> <p>1 grappling with these issues, we are committed to 2 tangible improvements in these areas in BCPS. 3 Evidence of these efforts are depicted on this slide. 4 We do not work in isolation. We will continue to work 5 with our partners and stakeholders throughout the 6 summer to provide additional updates on our progress. 7 As the school year comes to a close, I want to 8 recognize that this has been an eventful year and 9 express my appreciation for all the hard work of Team 10 BCPS. I am grateful for your dedication to our school 11 communities, and more importantly, to our students. I 12 hope you enjoy the change of pace summer brings. 13 Please take some time to refresh and relax this 14 summer. We need you. Thank you. 15 CHAIRWOMAN HENN: Thank you, Dr. Williams. 16 The next item on the agenda is the Chair's Report. 17 I'll keep my remarks brief. I also want to 18 acknowledge the Class of 2022, including our Student 19 Member of the Board, Mr. Christian Thomas. 20 Congratulations, Christian. We will certainly miss 21 seeing you on the dais, and you will not be a</p>
<p style="text-align: right;">Page 119</p> <p>1 student's achievement than having a great teacher, 2 administrator, and supporting staff. Together with 3 the Board and our unions, I am committed to retaining 4 our current staff and ensuring BCPS's ability to 5 attract new employees. We will continue working 6 collaboratively with members of team BCPS to make our 7 school system a place where everyone is valued and 8 feels proud. Next slide. 9 So, as we close out this year and look 10 forward to the next one, I would like to forecast some 11 areas of continued focus. As you know, throughout the 12 year, we have worked collaboratively with all union 13 partners and engaged students/staff/parents for 14 feedback. As a result, we have focused on improved 15 communication, climate and morale, and safe and 16 supportive environments. Highlights of these efforts 17 are depicted on this slide. Next slide. 18 Additional areas of intense focus include 19 improved academic performance, reduction of vacancies, 20 and consistent and reliable transportation services. 21 While public school systems across the nation are</p>	<p style="text-align: right;">Page 121</p> <p>1 stranger. You will always be a part of the Board. 2 So, thank you. 3 To borrow from Principal Karen Steele at 4 George Washington Carver Center, to the class of 2022, 5 "You not only met the standards of excellence, you 6 define them. You are a class unlike any other in what 7 you have overcome, you and those that have supported 8 you throughout your journey." The Carver graduation 9 was memorable. Their vocal music prime performed a 10 song from Dear Evan Hansen, and I'd like to share a 11 lyric in my report. "Even when the dark comes 12 crashing through when you need someone to carry you, 13 when you're broken on the ground, you will be found." 14 In BCPS, there is always someone to pick us 15 up and the important part is, even though when you're 16 down, the important part is getting back up, and I'd 17 like to thank all of those who work so hard to support 18 students, to keep them standing, but when they fall, 19 to pick them back up. Both our students, who pick 20 each other up, and our staff, who pick each other up 21 and who pick our students up. So, thank you for all</p>

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1 your hard work the school year. To our students,
 2 especially the Class of 2022, congratulations. Have a
 3 wonderful summer, and stay in touch. And as Dr.
 4 Williams said, you'll always be a part of Team BCPS.
 5 Thank you.

6 The next item on the agenda is the Student
 7 Board Member's Report, and for that, I call on Mr.
 8 Thomas for his last student member report.

9 MR. THOMAS: Thank you, Ms. Henn. Mine
 10 will not be as brief, since this is my last one. For
 11 the last time, good evening, everyone. Today, I
 12 present to you all my final Student Member of the
 13 Board Report, and it is quite the bittersweet moment
 14 for me, a moment that I never would have imagined
 15 coming so quickly. Almost 12 months ago, I was
 16 standing in the Towson Courthouse being sworn in,
 17 wide-eyed and ready to advocate for students, and here
 18 I am, at the end of my term, older by a year, wiser,
 19 but with the same spirit as when we began, the same
 20 spirit, the spirit of optimism and hope for the
 21 students of BCPS, our Board of Education, and our

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1 system overall.

2 This past year, I have seen so much
 3 incredible work in our school system. From
 4 groundbreaking after ribbon-cuttings, after
 5 groundbreakings, where I missed a lot of school, we've
 6 been celebrating our new construction projects and
 7 investing in our students. To presentations in
 8 curriculum community about the expansion of community
 9 schools and increasing course options for students, as
 10 we move into the next year, I am so excited for the
 11 work we've been doing.

12 Watching the astute leadership of our
 13 superintendent, Dr. Williams, as he worked to address
 14 the concerns of school safety with countless community
 15 meetings and piloting school to safety assistance
 16 programs, to working to improve our transportation, in
 17 collaboration with this Board, by providing bonuses
 18 and increased funding for our bus drivers. I've
 19 enjoyed playing a part in the improvements in our
 20 school system and helping to change BCPS with work
 21 like the Environmental Sustainability Resolution, the

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1 LGBTQ-plus Inclusivity Resolution, and our approved
 2 calendar that is much more inclusive of our religious
 3 diversity in BCPS. And probably the best part and
 4 most rewarding thing about this year is getting to
 5 visit every single one of our middle and high schools
 6 in the county, as well as many of our alternative
 7 schools and a number of our elementary schools to
 8 connect with students, learn about the concerns, and
 9 then being able to bring all of those right up here to
 10 this dais and with Dr. Williams. The work we've been
 11 doing, the work of our entire system, is good work,
 12 and I am so proud of what we have been able to
 13 accomplish and the part that I've played during my
 14 term.

15 However, as we all know, the work is never
 16 done. This is why I am so excited that the fiery and
 17 passionate individual who will be sitting in my seat
 18 to be the next, 42nd Student Member of the Board is
 19 Roah Hassan. She is the perfect student to continue
 20 this work as we enter into a school year filled with
 21 inconsistency, as almost this entire Board of

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1 Education will be changing, and one in which a more
 2 normal year will mean a return from crisis management
 3 and into an investment into strategic planning and
 4 visionary thinking for all future students at BCPS.
 5 She will, without a doubt in my mind, be an excellent
 6 Student Member of the Board. Good luck next year,
 7 Roah.

8 However, before I pass the torch, there are
 9 two last messages I have for my colleagues, number
 10 one, thank you, and number two, let's not be insane.
 11 Number one, words cannot express how thankful I am for
 12 all of you on the Board. You have put yourself in a
 13 position that has heightened public scrutiny and are
 14 constantly in divisive situations. But yet, you're
 15 here every day, every Board meeting, supporting our
 16 students. Thank you, Ms. Henn, Mr. McMillion, and Ms.
 17 Scott first serving as board leadership, the chairs
 18 and vice chairs, during my term. Thank you to Ms.
 19 Causey and former board member, Ms. Pasteur, for
 20 partnering with me and leading the Legislative
 21 Committee. Thank you to Ms. Mack for your leadership

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1 in the curriculum committee. Thank you, Ms. Rowe,
 2 although you're not here right now, for your
 3 leadership in PRC, and a huge thank you to Dr. Hager,
 4 Ms. Jose, Ms. Rogan, and Ms. Scott for the excellent
 5 work we're doing in the Equity Committee, as well as
 6 any former Equity Committee members. Thank you to Dr.
 7 Williams for your steadfast leadership this year and a
 8 willingness to always listen and respond to student
 9 concerns. Thank you to our staff, especially Dr.
 10 McComas and everyone working in the Division of School
 11 Curriculum and Instruction. Dr. Yarbrough and Dr.
 12 Zarchin, thank you for the work you're doing for
 13 school safety, Ms. Charley-Greene for the support
 14 you've given with improving communications in BCPS,
 15 Mr. Hartlove for your new -- well, I guess it's not
 16 really new anymore, work with the budgets, and Ms.
 17 Anderson for your recruitment efforts to retain staff
 18 and support our students, and Mr. Augusto, and I know
 19 Mr. Corns isn't here, for your work with IT and
 20 supporting our school system with that.
 21 Now for number two. As many of you

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1 probably know, Albert Einstein's definition of
 2 insanity is doing the same thing over and over again
 3 and expecting different results. Well, Board members,
 4 I feel that we might be verging into insanity if we
 5 fail to approve the myView Literacy contract tonight.
 6 If this contract fails, we'd be insane, because our
 7 data is showing that the nine-year-old mod-pod, hodge-
 8 podge Frankenstein curriculum that is currently in
 9 place needs a massive change. Our data shows that we
 10 need that change now. We needed it years ago,
 11 especially now, though. We're insane if we pretend to
 12 be concerned about test scores, student achievement,
 13 and data, and then are not actually willing to take
 14 the steps to change the root of that problem, which is
 15 our curriculum. We're insane if we claim to be moving
 16 towards academic excellence by defying the advocacy of
 17 our teachers and our pilot schools, ignoring the
 18 science of evidence-based reading and leaving our
 19 children with anything less than what is this literacy
 20 curriculum.
 21 You and I, we're insane if we claim to be

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1 focusing on increasing student literacy while refusing
 2 to take the step to give our teachers the flexible,
 3 easily modifiable, and 21st-century tools that is
 4 within our course this curriculum to teach our
 5 children. We are insane if we don't change our
 6 curriculum and follow what our educational
 7 professionals, individuals who have dedicated their
 8 entire lives to education and curriculum, those
 9 individuals that are pushing for this.
 10 But Board members, I hope that we will be
 11 verging on the edge of sanity tonight and adopt this
 12 contract to equip our students and staff with physical
 13 books, online options, mentor text, an all-
 14 encompassing plan for professional development,
 15 rigorous texts in which students are pushed, and they
 16 have been pushed, in our pilot schools, where I got to
 17 experience seeing students with IEPs succeeding in
 18 ways they had not in previous years and improving
 19 tremendously. Because the insane route is continuing
 20 to look at our data, the achievement of our students,
 21 and continuing to use the same curriculum, but I think

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1 we're all sane individuals. So I hope we won't do
 2 that.
 3 It has been an honor representing 111,000
 4 students on the Board this year. I will forever be
 5 thankful for our school system, the teachers, bus
 6 drivers, principals, cafeteria workers, and the work
 7 of our Superintendent and Board that is going to
 8 continue to make our schools excellent places, and
 9 they been excellent places for my educational journey
 10 in BCPS.
 11 And lastly, a huge thank you to my family.
 12 Thank you for standing by my side after these
 13 ridiculously long Board meetings where I sometimes
 14 left in tears because of the passion I have for
 15 students. Thank you for listening to me as I complain
 16 about these people who might be considered insane,
 17 depending on tonight's contract vote, and thank you
 18 for always supporting me every step of the way to this
 19 Board of Education and for all the support you will
 20 give me and all the future endeavors. Board members,
 21 it has been a pleasure this past year, and I really

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1 hope that we can continue to do great work for
 2 students. I'll be back. Thank you.
 3 CHAIRWOMAN HENN: Thank you.
 4 MR. THOMAS: Oh, before I go, I just wanted
 5 to show this book to you all real quick. It's the
 6 myView Literacy book. Thank you.
 7 CHAIRWOMAN HENN: The next item on the
 8 agenda is action taken in closed session, and for that
 9 I call on Mr. Brousaides.
 10 MR. BROUSAIDES: Good evening. As you
 11 know, earlier tonight you met in closed session in
 12 your quasi-judicial capacity to render decisions in
 13 six appeals. Those were numbers HE22-19, HE22-23,
 14 HE22-24, HE-22-25, HE-22-27, and SD2021-22-03. Now
 15 would be an appropriate time to confirm the votes
 16 taken in closed session.
 17 CHAIRWOMAN HENN: May I have a motion to
 18 approve the action taken in closed session on Hearing
 19 Examiner's Cases HE22-19, 22-23, 22-24, 22-25, 22-27,
 20 and SD2021-22-03, and authorize Ms. Gover to sign for
 21 those Board members not physically present?

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1 MS. MACK: So moved, Mack.
 2 CHAIRWOMAN HENN: Is there a second?
 3 MR. THOMAS: Second, Thomas.
 4 CHAIRWOMAN HENN: Any discussion? Hearing
 5 none, may I have a roll call vote please?
 6 MS. GOVER: Ms. Causey?
 7 UNIDENTIFIED MALE SPEAKER: She stepped
 8 out.
 9 MS. GOVER: Thank you. Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Thomas.
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yep.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Ms. Henn?
 3 CHAIRWOMAN HENN: Yes.
 4 MS. GOVER: Thank you.
 5 CHAIRWOMAN HENN: Thank you, the motion
 6 carries. Thank you, Mr. Brousaides.
 7 The next item on the agenda is contract
 8 awards. Do we have Ms. Jose?
 9 MS. JOSE: Yes, I'm here.
 10 CHAIRWOMAN HENN: Ms. Jose, hi. For that,
 11 I call on Ms. Jose, Chair of the Building and
 12 Contracts Committee.
 13 MS. JOSE: Good evening. Thank you, Ms.
 14 Henn. Members of the Board, the Board's Building and
 15 Contract Committee met on Monday, June 13, 2022.
 16 Items M1 through M40 are being forwarded to the full
 17 Board for approval.
 18 CHAIRWOMAN HENN: Ms. Jose, may we separate
 19 item M2?
 20 MS. JOSE: Yes.
 21 CHAIRWOMAN HENN: Okay.

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1 MS. JOSE: They're all coming approved from
 2 the committee. So I could make two motions M1, M3 to
 3 M40 is being brought to the Board for full approval.
 4 CHAIRWOMAN HENN: Okay, thank you. Do I
 5 have a motion to approve Items M1 and M3 through M40?
 6 MR. OFFERMAN: So moved, Offerman.
 7 CHAIRWOMAN HENN: Thank you, Mr. Offerman.
 8 No second is needed since the recommendation comes
 9 from the committee. Is there any discussion, Board
 10 members? Mr. Thomas?
 11 MR. THOMAS: Yes, thank you, Ms. Henn. Ms.
 12 Causey had something in the chat. She wanted to
 13 separate other items out.
 14 CHAIRWOMAN HENN: Ms. Causey, which items
 15 would you like to separate?
 16 MS. CAUSEY: Thank you, Mr. Thomas. So,
 17 the construction contracts and the -- let's see, Item
 18 2.
 19 CHAIRWOMAN HENN: Item 2 is already
 20 separated, M29 through M39?
 21 MS. CAUSEY: Yes.

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1 CHAIRWOMAN HENN: Okay. So there's already
 2 a motion on the floor. I will withdraw my --
 3 actually, Mr. Offerman made the motion. If he's
 4 willing to withdraw that, no second was needed.
 5 MR. OFFERMAN: Yes.
 6 CHAIRWOMAN HENN: Thank you, Mr. Offerman.
 7 Do I have a motion to approve items M1 and M3 through
 8 -- bear with me one moment please, M2?
 9 MR. OFFERMAN: So moved, Offerman.
 10 CHAIRWOMAN HENN: Thank you, Mr. Offerman.
 11 No second is needed. Any discussion? May I have a
 12 roll call vote, Ms. Gover?
 13 MS. GOVER: Ms. Causey?
 14 MS. CAUSEY: Yes.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. GOVER: Mr. McMillion?
 20 MR. MCMILLION: Yes.
 21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Yes.
 2 MS. GOVER: Mr. Offerman?
 3 MR. OFFERMAN: Yes.
 4 MS. GOVER: Ms. Scott?
 5 MS. SCOTT: Yes.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Ms. Henn?
 9 CHAIRWOMAN HENN: Yes.
 10 MS. GOVER: Thank you.
 11 CHAIRWOMAN HENN: The motion carries, and
 12 we can have discussion. Do I have a motion to -- Ms.
 13 Causey, do you need to separate each construction
 14 contract out, or may we process them, as they're part
 15 of the same package?
 16 MS. CAUSEY: They can be (indiscernible).
 17 I'm going to abstain from them. So, they can be all
 18 together.
 19 CHAIRWOMAN HENN: Okay. So, let's process
 20 those and get that out of the way.
 21 MS. CAUSEY: Thank you.

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1 CHAIRWOMAN HENN: Thank you. Do I have a
 2 motion to approve items M29 through M39?
 3 MR. OFFERMAN: So moved, Offerman.
 4 CHAIRWOMAN HENN: Thank you. No second is
 5 needed. Any discussion? May I have a roll call vote,
 6 please?
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Abstain.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Ms. Henn?
 3 CHAIRWOMAN HENN: Yes.
 4 MS. GOVER: Thank you.
 5 CHAIRWOMAN HENN: The motion carries. We
 6 will return to M2. Do I have a motion to approve Item
 7 M40, the EFMP?
 8 MR. THOMAS: So moved, Thomas.
 9 CHAIRWOMAN HENN: No second's needed. Any
 10 discussion? May I have a roll call? Ms. Mack?
 11 MS. MACK: Yes, thank you very much, Ms.
 12 Henn. As has been stated many times tonight,
 13 referenced many times tonight, 2019 pre-pandemic, only
 14 37.3 percent of our --
 15 CHAIRWOMAN HENN: We're discussing M40, the
 16 Educational Facilities Master Plan and Comprehensive -
 17 -
 18 MS. MACK: I am so sorry.
 19 CHAIRWOMAN HENN: No worries. Any questions
 20 on M40, Board members? Okay, hearing none, may I have
 21 a roll call vote, please?

<p style="text-align: right;">Page 138</p> <p>1 MS. GOVER: Ms. Causey? 2 MS. CAUSEY: Abstain. 3 MS. GOVER: Ms. Mack? 4 MS. MACK: Yes. 5 MS. GOVER: Ms. Jose? 6 MS. JOSE: Yes. 7 MS. GOVER: Mr. McMillion? 8 MR. MCMILLION: Yes. 9 MS. GOVER: Mr. Thomas? 10 MR. THOMAS: Yes. 11 MS. GOVER: Mr. Offerman? 12 MR. OFFERMAN: Yes. 13 MS. GOVER: Ms. Scott? 14 MS. SCOTT: Yes. 15 MS. GOVER: Dr. Hager? 16 DR. HAGER: Yes. 17 MS. GOVER: Ms. Henn? 18 CHAIRWOMAN HENN: Yes. The motion carries. 19 M40 is approved. We are now -- do I have a motion to 20 approve Item M2? 21 MR. THOMAS: So moved, Thomas.</p>	<p style="text-align: right;">Page 140</p> <p>1 achievement, I would be voting for it, but our 2 problems are bigger than that. For example, we don't 3 even know who has been trained on the last 12 ELA 4 products we have purchased, even though the cost of 5 those products is in the multi-thousands of dollars. 6 So I guess that makes me insane. I will not be voting 7 for it. 8 CHAIRWOMAN HENN: Thank you. Ms. Jose? 9 MS. JOSE: Thank you, Ms. Henn. I actually 10 have some questions about having procured so much 11 data, I would actually like Dr. McComas, who is an 12 expert. This is your life's work, Dr. Williams, Dr. 13 Yarborough, Ms. Shay, in very simple words, third 14 grade level, come and rebut that, because this is what 15 you guys do, and what she said is totally wrong. So, 16 I want you to rebut it, because it doesn't matter. 17 They're not going to vote for it, but it has to be 18 rebutted, because it's false. 19 DR. BOSWELL-MCCOMAS: So good evening, 20 Chair Henn, members of the board, and Dr. Williams. 21 Thank you for the opportunity. So, first I will begin</p>
<p style="text-align: right;">Page 139</p> <p>1 CHAIRWOMAN HENN: No second's needed. Any 2 discussion, Ms. Mack? 3 MS. MACK: Yes, thank you. As has been 4 referenced by many tonight, in 2019 pre-pandemic, only 5 37 percent of our 3rd graders demonstrated proficiency 6 in reading, while only 33 percent of our 10th graders 7 demonstrated proficiency. During that same pre- 8 pandemic period, only 38 percent of our 3rd graders 9 demonstrated proficiency in math, and 17 percent of 10 students demonstrated proficiency in algebra. These 11 stated proficiency levels represent a significant and 12 sustained decline in academic achievement over the 13 last 6 years, in spite of the fact that during that 14 same period, the Board of Education approved 24 ELA 15 contracts with a spending authority of \$59,422,000 and 16 20 math contracts with a spending authority seating 17 \$42 million. This 6-year spending authority of over 18 \$102 million was for curriculum, interventions, and 19 games only, and did not include any pandemic dollars. 20 If approving this contract could solve our 21 sustained and significant lack of academic</p>	<p style="text-align: right;">Page 141</p> <p>1 by saying that our data is unacceptable, absolutely. 2 No one at this table believes that our data is 3 acceptable, which is why we are bringing forward the 4 very best evidence-based product that we have used 5 that there are proper procedures to identify. Part of 6 our struggle is that our curriculum requires an 7 extensive amount of customization by our teachers, 8 which is part of why our teachers are tired from the 9 workload, on the heels of our pandemic where we had to 10 ask them two and three times to adjust what they were 11 doing. This curriculum brings forward a very 12 cohesive, easy-to-use product. 13 I will ask Ms. Shay and then Ms. Craft if 14 they'd like to join in my comment, but I will tell you 15 that part of our struggle is that right now, what we 16 have in place, and if we choose to keep that, we are 17 choosing to ask our teachers to continue to work more 18 extensively. No one thinks that our data is 19 acceptable, least of all me, and every one of those 20 contracts that I have brought forward has been to 21 target interventions for students that are identified</p>

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1 with very specific learning needs. It has been
 2 brought forward to really address the needs of our
 3 students, and we have, as I have said previously at
 4 this table, we have just this year been putting in
 5 place a professional development database whereby we
 6 will be able to have that data for you, because we,
 7 too, want that data.
 8 As everyone knows, we have a large faculty.
 9 We have approximately 9,000 teachers to train, and we
 10 know that we are in a staffing changeover, as many
 11 people are leaving the profession, either for
 12 retirement or other opportunities. And so, our
 13 training needs never stop. We will never hit a day
 14 where everyone is trained 100 percent because of the
 15 natural attrition rate of the profession. So I just
 16 want to clarify that, and at this point, I'll invite
 17 Ms. Shay, if you want to add.
 18 MS. SHAY: Sure. Thank you, Dr. McComas.
 19 I would just add that in those nine years, we have not
 20 replaced the foundation, the core curriculum, which is
 21 what we're doing. We have brought forward many

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1 resources. We have targeted those resources to
 2 specific learning needs, whether it's part of our
 3 multi-tier system of support for students who have
 4 specific reading disabilities, supporting students
 5 receiving special education, providing classroom
 6 libraries, et cetera.
 7 What we are bringing forward tonight is
 8 replacing a nine-year-old core curriculum for language
 9 comprehension that does not meet high-quality
 10 standards, and so, as Dr. McComas shared, what we've
 11 been trying to do over nine years that has not yielded
 12 a change for students, has been the piecemeal, add
 13 different pieces, and address one component at a time.
 14 What the research tells us more than ever is that the
 15 core curricular instructional materials are an
 16 extremely important part of the science of reading and
 17 of how you move student achievement. It's why it's
 18 written into COMAR legislation requiring that we have
 19 a standards-aligned core curriculum. It's why it's a
 20 part of the Maryland Leads Grant funding sources,
 21 because it's necessary.

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1 That research has come a tremendous way.
 2 Organizations like Ed Reports did not exist when we
 3 brought forward many of the other resources Ms. Mack
 4 has described. And so, what I would also add is that
 5 there is no perfect curriculum. I listened really
 6 carefully to every teacher that I talked to, and as
 7 Ms. Sexton described, I respond. I will leave no
 8 teacher behind when we adopt this, I will work with
 9 teachers to support them in their needs.
 10 I guarantee there are some students for
 11 whom these texts are too hard. Part of our challenge
 12 is that we have not been using text that matches the
 13 complexity of our state curriculum, our standards, and
 14 our assessments. So, it does feel hard, but we're
 15 going to scaffold, and we're going to keep those high
 16 expectations for our students because they deserve it.
 17 We need both. It's not an either/or. We do need
 18 contracts for resources to support specific learning
 19 disabilities. We need professional learning in a
 20 variety of different strategies, including Orton
 21 Gillingham and Letters Training, and we need a solid

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1 foundation, core program, in every classroom, for
 2 every child, every day, and that's what we're bringing
 3 forward today.
 4 CHAIRWOMAN HENN: Thank you. Ms. Scott?
 5 MS. SCOTT: Yes, thank you for that
 6 information, and I agree that is the definition of
 7 insanity, as you said, doing the same thing over and
 8 again and over again and expecting a different result.
 9 So, with that being said, you just said that the
 10 curriculum, it hasn't changed in nine years? So
 11 that's almost 10 years?
 12 MS. SHAY: Correct.
 13 MS. SCOTT: Okay and also, so it's showing
 14 that what we're doing, or what we have been doing,
 15 isn't working. So I'm not sure why we would want to
 16 continue doing that. That's bizarre to me. That
 17 doesn't logically make sense, and the fact that Board
 18 members, especially those who are on our curriculum,
 19 are thinking that that's acceptable and it's okay is
 20 just, as a fellow Board member, a little bit alarming.
 21 I don't know why you would stay on the course, or why

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1 we would want to stay on the course of something
 2 that's not working, that's been proven not to work,
 3 and this is something that can work and can help, and
 4 we're not -- or there are people who are not wanting
 5 to do that. So, I just had a question. Was just
 6 funding -- would this have come out of the BAT? Okay,
 7 so by that not getting funded, then this funding, this
 8 contract is also in jeopardy, because it --

9 DR. BOSWELL-MCCOMAS: So, thank you, Ms.
 10 Scott, for that. So, yes, we have requested funding
 11 for this in the BAT. What that would allow us to do
 12 is to do K-5 all at once. As all of you recall, when
 13 we transitioned the math curriculum, which we're
 14 asking to do the same thing tonight for our English
 15 language arts at the elementary school, when we
 16 transitioned for math, we were not able to do that in
 17 a single sweep. Nor were we able to do Open Court in
 18 a single sweep. And so, the BAT provides us that
 19 opportunity, so that we don't have our third, fourth,
 20 and fifth graders, or our K-1-2 having to wait two,
 21 three, four years to get that opportunity. Time is

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1 urgent, we all know that we are coming out of two
 2 years of a great deal of interrupted learning. And
 3 so, to be able to do that in one sweep would be
 4 fantastic for our children.

5 Our contingency plan is if we don't get the
 6 BAT, then I would use my own operating budget to begin
 7 a phased rollout. We could extend the pilot for
 8 longer period of time, but we need to move forward,
 9 whether that's in a whole sweep, K-5, or in a
 10 different format. But what we cannot do is stand
 11 still. What we cannot do is stay where we are for our
 12 children or our teachers, and is learning something
 13 new work? Yes.

14 MS. SCOTT: Well, yeah, you're answering my
 15 questions, because that was what I was going to ask,
 16 what you were going to do and how you're going to roll
 17 it out, and then you answered that. Is diversity in
 18 learning, does that help children learn better?

19 DR. BOSWELL-MCCOMAS: Absolutely. The
 20 research is really clear.

21 MS. SCOTT: I would assume it does.

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1 DR. BOSWELL-MCCOMAS: Absolutely.
 2 MS. SCOTT: But you all are the experts.
 3 MS. SHAY: Yes, and I certainly would also
 4 invite Ms. Craft. The research is clear that
 5 culturally relevant pedagogy, as well as diverse texts
 6 and students being able to see themselves, is critical
 7 to student achievement. Is not an either/or. It's
 8 both. We have to be sure our students see themselves
 9 in the text. We also have to make sure that
 10 culturally relevant pedagogy includes high
 11 expectations. These texts are carefully lexiled. So,
 12 when we talk about them being challenging, part of
 13 that is reflecting that we have not been meeting the
 14 text complexity required, which is also evident in our
 15 state assessments data.

16 Having students have an opportunity to read
 17 from diverse authors, from the first time periods,
 18 making connections interdisciplinary is all a part of
 19 the science of reading. Sometimes we only talk about
 20 science of reading to mean phonics, and it is so much
 21 more than that, and it talks specifically about making

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1 those background knowledge and content knowledge
 2 connections through language comprehension.

3 MS. SCOTT: Okay, and so, I mean this is
 4 wonderful to hear. And so, by not updating this, it
 5 sounds like we're holding our children back by not
 6 doing that. In other districts, in other areas,
 7 children are getting advanced curriculum and learning
 8 the latest, and we as a Board, by not approving this,
 9 are literally holding our children back by almost 10
 10 years, and for me, that's unacceptable. Thank you.

11 MR. BROUSAIDES: And Ms. Scott, just to
 12 clarify, the dollars for this were in the original
 13 BAT, and in the revised BAT tonight that's brought
 14 forward, it's also in that. So, you know, our hope is
 15 that that will be passed here tonight and passed by
 16 the Council going forward, yes.

17 CHAIRWOMAN HENN: Thank you. Ms. Causey?
 18 MS. CAUSEY: Good evening. Excuse me,
 19 thank you for this discussion. I know that we all
 20 have the best interests and sometimes different
 21 opinions. It's okay to have them. During a CNI

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1 meeting, an ELA audit was referenced. Who is
 2 conducting the audit? How much did it cost? When did
 3 it start? When is it expected to be concluded? Why
 4 would CNI bring a multimillion-dollar, multi-year
 5 contract before seeing the final audit
 6 recommendations, as was done with the math curriculum?
 7 DR. BOSWELL-MCCOMAS: Great question, Ms.
 8 Causey. So, I'm happy to say, as I have informed the
 9 Board over the years, but I know we've had many things
 10 going on, MSDE is conducting -- began an audit for us.
 11 They began the audit in February 2020, and we know
 12 what happened to the world in March 2020. When school
 13 began in the fall of 2020, MSDE met with us to begin
 14 that work. They did not complete that audit in the
 15 2020-2021 school year. They didn't complete it. I
 16 don't know if it was because we experienced the
 17 ransomware, but nevertheless, at the end of the year,
 18 they had not completed it.
 19 They met with us again this year to begin
 20 that audit. Once again, they have not completed the
 21 audit. They are in the process of going through

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1 significant changes at MSD this year to include staff
 2 that were involved with the audit. We are bringing
 3 this forward because we already know that the
 4 curriculum that we have does not meet the COMAR
 5 standards. We don't need to wait for some outside
 6 agencies to tell us what we already know, which is
 7 what we have is not meeting the expectations, and our
 8 data is evidence to that fact. And so, we could wait.
 9 We could kick this can, but it will only hurt our
 10 children.
 11 MS. SHAY: Can I add something to that?
 12 The other thing I wanted to add -- oh, I'm sorry.
 13 DR. BOSWELL-MCCOMAS: Oh, nope, go ahead,
 14 Ms. Shay.
 15 MS. SHAY: Sure. What I also wanted to add
 16 is in COMAR it talks about either having the external
 17 partners, such as Ed Reports or having MSDE conduct
 18 the audit. Part of the reason MSDE had selected our
 19 LEA to begin that work is because the Wonders of
 20 material does not meet standards, according to Ed
 21 Reports. So they already started that process

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1 originally selecting us from all 24 LEAs because they
 2 already had evidence that the current core resource,
 3 which is the Wonders anthology, does not meet the
 4 evidence-based standards. So I just think that
 5 underscores Dr. McComas's direction that we're not
 6 being premature. We're trying to be proactive because
 7 our students deserve that, and I just wanted to share
 8 that piece of how we were even identified for the MSDE
 9 audit, which has not taken place.
 10 DR. BOSWELL-MCCOMAS: Yes, and just to
 11 clarify, there's no cost to us for MSDE to do that
 12 audit. And again, we look forward to when they
 13 complete the audit, but what we already know. We
 14 don't need to wait for them to tell us what we know.
 15 MS. CAUSEY: Okay, thank you. My next
 16 question is the BAT that's now attached in BoardDocs
 17 shows \$6.6 million, from my view, and the previous BAT
 18 that was denied by the County Council showed \$7.9
 19 million. So, why is the contract presented here for
 20 \$10 million?
 21 MR. BROUSAIDES: It's fully covered, and I

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1 believe it's because we're going to pick up some of
 2 that. In order to kind of address the Council's
 3 concerns, we shifted some of those funds, some of the
 4 funding, the next year. So, it's going to be a
 5 combination of year-end funding, and then, the rest of
 6 it will be done with FY 23 funding.
 7 UNIDENTIFIED FEMALE SPEAKER: Can I also --
 8 UNIDENTIFIED FEMALE SPEAKER: Okay.
 9 MR. BROUSAIDES: Sure. Sure. Sure.
 10 MS. SHAY: And then, I just want to add,
 11 because this did come up in the Contracts Committee.
 12 Some of the funding identified in the spending
 13 authority is for the duration of the five-year
 14 contract. And so, we will use different funding
 15 moving forward to replenish consumables. As Mr.
 16 Thomas held up the consumable that our students and
 17 teachers have given us really positive feedback on.
 18 So that would not be in the BAT, because that would be
 19 this year's purchase to ensure teachers have their
 20 teacher materials and students have materials. And
 21 then some of the \$10 million spending authority is to

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1 ensure that in years two through five, we're able to
 2 continue to purchase those replenishment of
 3 consumables for schools.

4 MS. CAUSEY: Thank you. And you know, I
 5 have to say, I've been on the Board for seven years,
 6 and many, many times I've heard urgent, you know,
 7 discussion around purchases, and then some of which
 8 were not used two years later, were not used or some
 9 years later were found to not be effective. So it's
 10 concerning that it's only a four-week pilot, and the
 11 other question I had is what other districts in
 12 Maryland are using this?

13 MS. SHAY: So, I can share other districts
 14 nationwide. I don't know, Ms. Craft, if we have any
 15 other districts in Maryland, but I can start with the
 16 other districts nationally that I've shared our data.
 17 The other thing I would just like to add, though.
 18 Although the pilot is shorter than we would like
 19 because of circumstances that we're all well aware of,
 20 we are building upon a highly evidenced research base
 21 from Ed Reports. So, the pilot is around us test

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1 driving within BCPS.

2 How does it integrate in Schoology, for
 3 example? How are students accessing it through our
 4 learning management system and In Focus? We already
 5 have not only the Ed Reports national organization,
 6 but multiple states that have given it the highest
 7 rating. So in some of our other programs, as you have
 8 identified, we don't have that foundation of research
 9 to build upon, and we're much more reliant on the data
 10 that we have. This time is different. We're building
 11 upon a much more solid foundation of research. In
 12 terms of the districts in other states that have used
 13 this, we have multiple states that have, including,
 14 I'm going to pull up, but while I'm doing that, Ms.
 15 Craft, are there any other state districts within
 16 Maryland that are using it?

17 MS. CRAFT: So, right now, there are not
 18 any other districts in Maryland, which is why we went
 19 back to the company to find the districts across the
 20 United States that are using them, and we were able to
 21 find a lot of states that are using it, and they also

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1 were able to pull together a graphic of states that
 2 started the adoption when it was published in 2020.
 3 And so, they were able to show the year-end data for
 4 2019, and then, they were able to come back and show
 5 the year-end results of '21. And if so, what Ms. Shay
 6 is about to talk about is the data that we saw in
 7 states that have implemented it over a period of time,
 8 and we were able to see some measurable growth. In
 9 some of the states that Ms. Shay will talk about, like
 10 in Texas had 121 schools within the district that were
 11 using the product.

12 MS. SHAY: And in Texas, they saw 7 percent
 13 growth. In Pennsylvania, they saw 12.5 percent growth
 14 in the pandemic year, in the year where he had
 15 multiple disruptions. Idaho saw 13.7 percent growth,
 16 Michigan, 3 percent, Louisiana 7.27 percent,
 17 Massachusetts 5 percent, North Carolina 1 percent, and
 18 Georgia 7.2 percent.

19 The other thing that I will offer, too, is
 20 in addition to Ed Reports I mentioned, there are
 21 several states that did their own curricular review.

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1 I believe Ms. Henn cited the one for Massachusetts,
 2 which is very thorough, and they gave it the highest
 3 rating, and while they certainly identify that it
 4 isn't perfect, each of the states that did their own
 5 investigation of myView Literacy gave it that highest
 6 rating.

7 So again, I share that while our internal
 8 pilot was brief, and we wish it would have been
 9 longer, but with other disruptions to this year, that
 10 wasn't possible. We believe it gave us a story of how
 11 it integrates into Schoology. Our teachers were very
 12 vocal. They shared with us what we need to do to
 13 support them with professional learning. They
 14 identified which resources were the most beneficial,
 15 and they also told us what was a challenge. There is
 16 no perfect curriculum, and one thing that I just want
 17 to underscore is even if I came back in year 10 or
 18 year 11, I would not be able to bring you a curriculum
 19 that 100 percent of everyone everywhere thought was
 20 perfect. It doesn't exist. Instead, what I'm trying
 21 to do is bring forward a curriculum that I know is

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1 based on evidence, aligns to the science of reading,
 2 meets the COMAR requirements, and provides our
 3 students with the opportunities and our teachers with
 4 what they deserve as a foundation. It's what we need.
 5 CHAIRWOMAN HENN: I'll reserve my time.
 6 Thank you. Mr. Thomas?
 7 MR. THOMAS: Thank you. I actually have a
 8 question. It's not a comment, sorry. Can you
 9 elaborate on the Leads Grant and the requirement that
 10 is separate within the Leads Grant, and if this
 11 contract wasn't approved, would we be able to qualify
 12 for that?
 13 MS. SHAY: Sure, and Ms. Craft can
 14 certainly chime in, as well. So as you know, in the
 15 Maryland Leads Grant, there were seven different
 16 strategies that systems could apply for funding under.
 17 One of which was the Science of Reading. We applied
 18 for the Science of Reading specifically to address
 19 some of what Ms. Mack raised, which is to ensure we
 20 had funding to train our teachers in high, evidence-
 21 based training such as Orton Gillingham and Letters.

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1 In order to qualify and apply for the
 2 Science of Reading, there were three sub strategies.
 3 Districts had to either show evidence that they
 4 already met that strategy or demonstrate how they
 5 would use the Leads funding for that strategy. The
 6 three strategies within the science of reading were
 7 professional learning, which is what we applied for,
 8 an assessment system, which we already have in place
 9 using the Dibble system to meet the Ready to Read Act,
 10 and the third was a high-quality instructional
 11 material that was evidence based.
 12 When we met with staff from MSDE to get
 13 feedback on our application for the Maryland Leads
 14 Grant around the Science of Reading, the only question
 15 that they asked us was what is your plan to ensure you
 16 have a high-quality, evidence-based curriculum as your
 17 instructional material in elementary school? We
 18 shared with them this plan. We shared with them that
 19 we were taking it to the curriculum committee, that we
 20 had a pilot in place. We shared that we had chosen
 21 myView Literacy and the Ed Reports foundation. I

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1 believe that if we are not able to move forward, we
 2 would not be in alignment with that expectation of the
 3 strategy within the Maryland Leads Grant funding,
 4 because it was very clearly stipulated, and it was the
 5 only question that they asked us when they met to give
 6 us feedback on our application.
 7 MR. THOMAS: How much money is the Maryland
 8 Leads Grant?
 9 DR. BOSWELL-MCCOMAS: \$11.9 million.
 10 MR. THOMAS: Okay, thank you. When I
 11 visited the two schools that I visited, I think it was
 12 Honeygo Elementary School and West Towson Elementary
 13 School, Ms. Craft, and I heard from staff and teachers
 14 there, they were really advocating for this
 15 curriculum. They were also sharing some stories, some
 16 student success stories, some of the things, student
 17 response, really. And I, as a Student Member of the
 18 Board, that's what I really care about most. So can
 19 you share some of your responses that you've heard
 20 from students?
 21 MS. SHAY: Actually, I would love to share,

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1 if I may, an email we got from the teacher today. She
 2 actually sent it yesterday, but it was forwarded to us
 3 today. "I wanted to share a beautiful moment with you
 4 and the connections my class made as we read a book
 5 for pleasure outside today. I read the book, Ron's
 6 Mission, to my class. It's about a young African-
 7 American boy in the late 1950s who goes to the public
 8 library to make a stand. He wanted to stand for
 9 equality and the ability to check out his own library
 10 books, because that was against the law in South
 11 Carolina at the time.
 12 As soon as I read the page about him not
 13 being able to check out his own books, the entire
 14 class began making connections to the unit, Changing
 15 Laws Changing Lives, the Martin Luther King story we
 16 had read through this pilot. The students talked
 17 about unfairness, racism, how this law was similar to
 18 ones they had read about within segregation, and the
 19 text that they read that challenged them and how
 20 people could've helped Ron.
 21 On the back of our book, there was a little

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1 blurb, and a picture of Ron McNair, who was a real
 2 person and ended up becoming an astronaut. The text
 3 mentioned that the story was a fictionalized story of
 4 real events. Because of the foundational knowledge
 5 that the pilot built with fiction stories and how they
 6 can have real stories and real events at the basis,
 7 our students understood that it was a real story and
 8 real event, but only some of the details may have been
 9 changed. This was a cool experience, and it occurred
 10 completely organically, as my class lead the
 11 discussions and made the majority of the connections,
 12 I can't say enough about the pilot and the engagement
 13 and lasting impact it has had on my students. Signed
 14 a kindergarten teacher." This was kindergarten.
 15 In fifth grade, when we visited Honeygo
 16 Elementary, the teacher was incredibly passionate when
 17 she met with us at the end, and which she shared with
 18 us was that the level of discourse that was happening
 19 the class, the level of stamina her students were
 20 demonstrating, and the level of writing was not taking
 21 place in her class three months ago. She is a veteran

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1 teacher who is a rockstar, and what she shared at the
 2 end was that in that class of students that we saw
 3 engaging with an incredibly complex text about the
 4 cycles of nature, eventually going to read about
 5 forest fires and controlled fires, 10 of the students
 6 in the class that we had observed were students
 7 currently receiving services through an independent
 8 education plan or receiving special education
 9 services. And so, those are just two stories at two
 10 ends of the spectrum, from kindergarten and fifth
 11 grade, that underscore how potentially powerful this
 12 could be for students and teachers.
 13 MR. THOMAS: And I sat at the table with
 14 those students looking at the text with them, and I
 15 was just blown away. I mean, some of those concepts
 16 in the reading, I learned while in AP environmental
 17 science like in my sophomore year of high school.
 18 They were so complex. They were so engaging, and the
 19 connections they were making between their lives in
 20 the environment, I was blown away. Can you talk about
 21 why this curriculum was chosen over other curriculums

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1 that you may have been considering?
 2 MS. SHAY: Sure. Ms. Craft, do you want to
 3 talk a little bit about our 6002 process?
 4 MS. CRAFT: Sure. So we followed the 6002
 5 process to make sure that we were using our own
 6 policies and guidelines, and we actually started this
 7 in 2020, and this has been a very extensive process.
 8 And so, what happens is we issue an RFI, and then
 9 publishers send in materials. And we do a first
 10 review to see did they meet the requirements of the
 11 RFI? And so, what happens at that point is we weed
 12 out anyone that didn't meet the basic requirements of
 13 what we asked for.
 14 From there, we then did a stakeholder
 15 review where we had the curriculum materials plus,
 16 actually, the vendors come out and present the
 17 materials once we had narrowed down to three that had
 18 really emerged that they had met all of our
 19 requirements. And at that point, we were like, we
 20 could pilot any of these. You know, these all met the
 21 minimum requirement.

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1 What happened in that vendor presentation
 2 was this one is the one that emerged as the highest,
 3 in terms of all of our stakeholders, and so we had
 4 parents. We had people from Dyslexia Decoding come
 5 out and be in our group. We had administrators. We
 6 had teachers. We had reading specialists, a really
 7 large gamut of people that examined all of them. And
 8 so, then we got to myView, and that was the one that
 9 emerged as being the strongest.
 10 And as we looked at the other curricula, we
 11 had some concerns. One, you know, we looked at did it
 12 really meet our minimum requirements for equity? And
 13 then, there was another one that we really were
 14 looking at the rigor of the standards, and did it
 15 really fully embrace the rigor of the standards? And
 16 so, that's when we moved forward with myView in the
 17 schools. But it was over the course of 18 months that
 18 this was not taken lightly. You know, every step of
 19 the way, we followed the policy, and we made sure that
 20 stakeholders are involved in every step of the way to
 21 ensure, and even Ms. Shay shared two very lovely

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1 stories, but even we were at a different school, and
 2 we were in third-grade classroom and we just basically
 3 said to the students, "How do you like compared to
 4 what you were doing before?" And they were like, "We
 5 love it. Don't make us use the orange books again."
 6 The orange? Is that what it was? Don't let us use
 7 the orange books. So you know, it is really
 8 interesting as you start to think about all those
 9 stakeholders and, you know, what they're saying. And
 10 so, that's a little bit of the process. I mean, it's,
 11 obviously, a very long process, but that's how we
 12 ended up with myView was really through the
 13 stakeholder input.
 14 MS. SHAY: And if I can add, too, because I
 15 think this is important, and we are working to make
 16 this process even more transparent. The teachers that
 17 were participating, we asked our TABCO leadership to
 18 help us identify. One of the teachers, I will tell
 19 you, has since retired, but she is one who, for the
 20 five years that I've been in this position, begged me
 21 to replace the curriculum every year. I'm sorry that

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1 she retired before I was able to, but I just share
 2 that, because sometimes teachers say did you handpick
 3 teachers? Or how can I participate in that process?
 4 And we do want to, moving forward, make it even more
 5 transparent, but I wanted to share for the record, we
 6 asked our advisory groups such as C-CAC, as Ms. Craft
 7 mentioned. We asked TABCO and CASE to provide us with
 8 representative to represent the teachers and the
 9 administrators. I think that's important for people
 10 to understand how those individuals participated.
 11 MR. THOMAS: Thank you, and I just want to
 12 echo that this was an 18-month process, not just the 4
 13 weeks in the pilot. There was so much more behind
 14 that. So, thank you so much for sharing that. I'll
 15 reserve the rest of my time.
 16 MS. SHAY: Thank you.
 17 CHAIRWOMAN HENN: Thank you. I have a
 18 follow-up to Mr. Thomas's question and then a comment.
 19 So it's really helpful to hear about the process, and
 20 he touches on, and you've shared with me, information
 21 that ties into the questions that I was going to ask,

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1 which are centered around process, because my concerns
 2 are not so much the product, but rather the process
 3 that we followed and that we're doing our due
 4 diligence to make sure that we are getting the bang
 5 for our taxpayers' bucks, because they are the ones
 6 investing in this. And as others have said, we've
 7 invested considerably in resources, and we want to see
 8 the return on that investment for our students, as I
 9 know you do, too.
 10 MS. SHAY: Of course.
 11 CHAIRWOMAN HENN: I don't know if anyone's
 12 familiar with Montgomery County's CNI website, but
 13 their process is extremely transparent. They have
 14 thorough information on their site. Sorry, Dr.
 15 Williams. Not to bring up MCPS, and it outlines
 16 exactly their process, their pilot. I believe they
 17 spent 18 months changing ELI curriculums, or their
 18 curriculum, and, you know, our pilot was a few weeks.
 19 And I know, Ms. Shay, you expressed a concern in that.
 20 However, transparency goes a long way in that. So if
 21 you could respond to that concern with regards to the

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1 pilot. Again, they discussed -- they piloted in 12
 2 schools for 18 months. How does this Board know that
 3 we've done our due diligence, and why should we
 4 support this, given the differences in those two
 5 pilots, because that's a very different process?
 6 MS. SHAY: I think it's a really good
 7 question, but I would also offer, and certainly, in
 8 this instance, I'm lucky that I have Ms. Craft as an
 9 expert, because she actually was a part of Montgomery
 10 County when we actually were able to bring her here,
 11 and we're lucky to have her expertise. So she may be
 12 able to talk a little bit about their process since I
 13 cannot.
 14 What I can offer is that the 18 months that
 15 we went through our process is absolutely in alignment
 16 with our Board Policy in Rule 6002. In that Board
 17 policy, it is very specific about the ways that we do
 18 our RFI. We work together with our purchasing office,
 19 and Ms. Webster will, I'm sure, is nodding because she
 20 knows this has been a lot of work to strengthen this
 21 process, as well as to ensure that we are documenting

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1 that process.

2 The other piece that I want to talk about

3 is that the time period was impacted through COVID.

4 Our goal, originally, had been to pilot this entire

5 school year, actually beginning last year, because

6 when we first engaged in the RFI process and in

7 selecting the material, that was our preparation plan.

8 What we found when we engaged with schools was that

9 there were so many other things on schools' plates, in

10 terms of changes that were happening with reopening,

11 trying to understand scheduling, responding to

12 learning acceleration, ensuring our students have what

13 they need, and centering them.

14 It also was impacted in our office support.

15 You've heard many tales tonight even Kay spoke to.

16 Central Office was out in schools. We've been

17 substituting. We've been teaching in classes, helping

18 to support that staff shortage. So we did not have

19 the capacity throughout the entire year to support a

20 pilot the way that we intended. So, there were

21 multiple factors that impacted the last piece of our

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1 process, but the entirety of the process, no shortcuts

2 were taken in terms of the RFI, in terms of the

3 reviewing of the different products, and in terms of

4 stakeholders having an opportunity. We had it on

5 public display. We had multiple meetings with our

6 different union partners, as well as some of the

7 advisory boards that participated.

8 The part that was not as lengthy was

9 actually using in the classroom, and again, I see in

10 the past, we have not had the foundation of those

11 research bases. In terms of transparency, we agree.

12 I get a lot of emails and questions asking about the

13 process. I work very closely with the TABCO

14 Curriculum and Instruction Committee. They've been

15 helping me to develop ways to get the word out there.

16 Dr. McComas and I actually have been working on a

17 website redesign around transparency, around all

18 aspects of curriculum, because we know that that's

19 something that our parents are very invested in. We

20 want our parents as partners. And so, we do have a

21 significant intention to shift what we're forward

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1 facing. What you can actually learn just from the

2 public-facing website, not only about the process of

3 how we choose curriculum, but even about what

4 curriculum is in place and how people can learn about

5 how to help their child at home. So all of that is a

6 part of our work, because we agree. Transparency is

7 key to true building trust, to helping parents know

8 how they can support their student. And so, to date,

9 we've really relied on our partners in the unions to

10 help us with sending a message out, but we have talked

11 about plans moving forward for how we can utilize some

12 of our other communication tools. I know our

13 Communications Office is working around with site

14 design in general, and we want to be a part of that,

15 as well.

16 CHAIRWOMAN HENN: Sure, and I appreciate

17 your candor and, you know, this is a conversation,

18 right? So it's certainly not meant to say but they're

19 doing this and compare us, because continual

20 improvement is what it's about, and I'm sharing that

21 feedback with you, because I think as the Board looks

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1 to better understand your process, and we want to

2 approve things that you recommend to us, that would

3 help us in the confidence we need to say, yeah, this

4 is the transparency we're looking for. This is what

5 our stakeholders are looking for, but you mentioned

6 that in the classroom, there's one area, that time, we

7 did not invest that time. And I would say that that

8 is the most important step in our process is the time

9 spent in the classroom using their product.

10 MS. SHAY: Well, I would say we didn't go

11 as long as I wanted, but we did invest. We start this

12 pilot in the classrooms for the entirety of the fourth

13 marking period, and they did teach entire unit within

14 that pilot.

15 MS. CRAFT: Right, I did just want to thank

16 you, Ms. Shay. I did want to add that we actually did

17 pilot for eight weeks. A unit of instruction is

18 actually only six weeks long, but we knew it was new

19 and people would need kind of an on-ramping to learn

20 it. And so, they did do an entire unit from start to

21 finish, so that they could see every aspect of it.

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1 And so, while the units are usually only slated for
 2 six weeks, we ran the pilot for eight weeks to give a
 3 little bit of buffer time as we were learning it. So
 4 in that sense, I do feel good that in every single
 5 grade, we piloted at least one unit to see how the
 6 teachers responded, how the students responded, what
 7 kind of engagement there was, not only for teachers
 8 but for students, and then just all the pieces that go
 9 with it. And so, in that sense, I can see that, you
 10 know, we did get a chance to see a unit from start to
 11 finish.

12 MS. SHAY: And then, I would also add, if I
 13 may, we have already had conversations with our
 14 teachers' union. We did something very similar with
 15 Open Court and with Bridges, where when it was the
 16 first year of full implementation, our teachers that
 17 were using the curriculum used a modified evaluation
 18 tool that we use during pilots, so that there is an
 19 aspect of the evaluation where teachers are not
 20 impacted in terms of their teacher evaluation, based
 21 on learning new material. So, that's a process that's

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1 already been in place, and we had already talked about
 2 with TABCO doing that, just like we had done for
 3 Bridges and Open Court when it was our first of full
 4 implementation.

5 CHAIRWOMAN HENN: Yet we have Montgomery
 6 County piloting for 18 months versus ours 8 weeks.

7 MS. SHAY: It's time.

8 CHAIRWOMAN HENN: Yes, yes, I understand
 9 it's time.

10 DR. WILLIAMS: So let me respond because we
 11 always -- I just want to respond. I apologize. I
 12 didn't know you all were --

13 CHAIRWOMAN HENN: No, I apologize.

14 DR. WILLIAMS: I just want to respond. In
 15 2019, we had, this Board, had concerns with our data.
 16 We all had concerns with our data. We've spent eight
 17 months updating our Strategic Plan to be very critical
 18 about data points we want to see before our students
 19 reach a certain grade level. We did that hard work.
 20 And when I talked to the team, it is three components,
 21 the written, taught, and assessed curriculum. Our

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1 data was not strong, based on one data point, one data
 2 point which was a state assessment, which change
 3 multiple years.

4 So the experts in the room said we have to
 5 look at the written curriculum and taught curriculum.
 6 That's what this team has done. If you're going to
 7 continue to mention data points and say, "Dr. Williams
 8 and team, fix the data point," we have to look at
 9 everything related to what the data, how we generate
 10 the data. We don't fix students. We don't fix
 11 students. Students come as they are. We love them.
 12 We teach them. We look at ourselves as adults.
 13 That's school improvement. We look at the resources
 14 that we provide our staff. This Board supported
 15 Baltimore County Public Schools over years by buying
 16 the resources needed for students. If we're not
 17 getting the results, and if you keep mentioning data
 18 points, we have to look at how do we improve these
 19 data points?

20 The team has gone forth and looked at the
 21 written curricula, which was not evidence-based.

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1 Let's look at the written curricula. We did the same
 2 thing with the mathematics. This Board supported us
 3 with contracts building that pipeline. So all those
 4 students that graduate, 7,200 students that graduated,
 5 we back mapped them and looked at their success to
 6 look at grades in which we want to monitor their
 7 progress. So, the written curriculum is being
 8 discussed, if it's not working, we need to work at a
 9 different menu, a different support, different
 10 resource, in the written.

11 What the team also said, and I don't want
 12 this just to go through one ear and out the other.
 13 It's the taught curricula. That's the school side and
 14 the curriculum going in classrooms and providing
 15 feedback to our staff. We've put forth the revised
 16 teaching and learning -- I put forth the revised
 17 teaching and learning framework. That's how we assess
 18 how our staff members are doing this math, with
 19 observations and providing feedback.

20 And the last piece is the assessment. We
 21 can't wait for a state assessment to determine how our

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1 students are doing. We came to this Board and say we
 2 would like to provide this tool to our administrators
 3 so they can have on-time data instead of lagging data,
 4 Ms. Henn, which would be the state assessments. This
 5 Board funded that, and that's a game changer. So
 6 staff and students have data immediately to then
 7 inform how they're going to reteach, or accelerate, or
 8 provide interventions.

9 So, when you mention a data point in 2019,
 10 I'm familiar with that. I looked at all the data.
 11 The charge is how do we move this system around
 12 instruction? It's the written. As Ms. Shay said,
 13 you're not going to find a perfect curricula. We've
 14 found a much better curricula, but it's the written,
 15 taught, and assessed curricula to prepare our students
 16 for kindergarten, 2nd grade, 5th grade, 8th grade, and
 17 10th grade. I will ask the Board to go back and look
 18 at the Strategic Plan that talks about those grade
 19 points.

20 So, 2019 happened. We can argue that.
 21 That's a data point. That, therefore, we say to the

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1 system and system leaders, you have to look at
 2 multiple data points to understand how our students
 3 are doing and then to intervene. So what the team is
 4 suggesting that it is time to revamp our curriculum,
 5 if you're expecting and holding us accountable to get
 6 better results. But I'm going to just end and see it
 7 again. It's the written, taught, and assessed
 8 curricula, and if we can't do one of those focus
 9 areas, it's going to take us a much longer time to
 10 improve the instruction. And as was said earlier, we
 11 don't have that. We don't have time. There's a sense
 12 of urgency. There's a sense of urgency, particularly
 13 in what we encountered with the pandemic and potential
 14 learning loss among our most vulnerable students. So
 15 I ask that you have an open mind, a part of the Board
 16 principles. "I will listen with an open mind and
 17 demonstrate flexibility and creativity in seeking
 18 solutions." We have come forth with an opportunity to
 19 provide a solution that will help many of our kids who
 20 are not reading and writing at grade level, and since
 21 you mentioned Montgomery County Public Schools, that's

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1 a whole different system, and that process, if I
 2 believe, Ms. Craft, was pre-pandemic.

3 MS. CRAFT: It was.

4 DR. WILLIAMS: Thank you.

5 MS. CRAFT: And it wasn't a full 18-month,
 6 you know, pilot, and pilots mean different things,
 7 like so sometimes a pilot is like we're just trying it
 8 out, but we haven't purchased anything, and sometimes,
 9 people call year one when they've already purchased
 10 the materials a pilot. And so, sometimes different
 11 language is used for different meanings.

12 DR. WILLIAMS: Yeah. So, what the team is
 13 coming forth to encourage the Board, if we want to see
 14 outcomes, I'm committed, and I have involved the
 15 entire Central Office. We follow our strategic plan,
 16 but when it comes to CNI, they've heard me say many
 17 times, the written, taught, and assessed curriculum,
 18 and that's what we're putting forth tonight,
 19 particularly in her English language arts. Thank you.

20 CHAIRWOMAN HENN: Thank you. Ms. Mack,
 21 you're next.

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1 MS. MACK: Will our Leads Grant be at risk
 2 because we have \$11 million of spending authority on
 3 two products that are rated as do not meet on Ed
 4 Reports?

5 MS. SHAY: I'm not sure I understand your
 6 question.

7 MS. MACK: LLI and Fountas & Pinnell does
 8 not meet. Will that impact our ability to get the
 9 Leads Grant?

10 MS. SHAY: No. Neither LLI or Fountas &
 11 Pinnell are the core ELA curriculum. The specific
 12 strategy in the Maryland Leads Grant speaks to the
 13 core ELA curriculum being a high-quality instructional
 14 material as evidence based.

15 MS. MACK: And then my comment is for
 16 everybody who loved this, in 2017, teachers and
 17 students loved a math program that we ultimately paid
 18 \$3.2 million for and did not get rid of until we paid
 19 \$650,000 to have an audit tell us that it did not help
 20 outcomes. No comment.

21 CHAIRWOMAN HENN: Okay. Dr. Hager?

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1 DR. HAGER: I'm sorry. I tend to lose my
 2 poker face when I get tired. I want to start by
 3 saying I'm glad this is evidence-based. The process,
 4 the bulk of the time we spent on this was finding and
 5 identifying evidence-based curriculum, and it's the
 6 core curriculum. So, it's super important. So, thank
 7 you for identifying that. My concern is, of course,
 8 with the implementation. There's a whole field of
 9 implementation science that says, you know, you can
 10 poorly implement the best curriculum in the world, or
 11 you could implement the worst in the best way
 12 possible, and you both lead to bad outcomes, right?
 13 So I was going to ask tonight if it was possible to do
 14 an extended pilot, and I know Dr. McComas said but
 15 that would be kind of the backup plan. Can you talk
 16 more about what that might look like?

17 DR. BOSWELL-MCCOMAS: Yeah, so what we can
 18 do is move forward and bring this in, and really, our
 19 pilot work is that very intensive engagement with our
 20 teachers to hear how is it going with implementation?
 21 What do we need to do to support? So, it's not do you

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1 like it or do you not like it. It's how do we make
 2 this work the best we can make it work for our folks
 3 and our students? And so, at that I'm going to turn
 4 it over to the team here to talk about how does that
 5 come to life, and how does that look like?

6 MS. SHAY: And thank you for bringing up
 7 implementation, and I know when Dr. Williams talks
 8 about written and taught, the taught is where that
 9 implementation, rubber meets the road, and it's
 10 critically important. I want to see two things.

11 Before I answer your question about the
 12 extended pilot and what our backup plan would be, I
 13 also want to talk about our professional development
 14 plan. So part of what we are able to do, because of
 15 the Board calendar reflecting many more professional
 16 learning days, we have three out of the four next fall
 17 for us to be able to offer where teachers are paid.
 18 It is mandatory, which has sometimes been a challenge
 19 with professional learning when we have to pay
 20 outside, and because we have those multiple
 21 professional learning days where we can devote three

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1 full days to supporting teachers with implementation,
 2 we also have a plan for different entry points. So we
 3 are going to offer that schools can start on day one,
 4 and we have some schools that are chomping at the bit
 5 begging. I'm getting emails right now from principals
 6 asking me for this.

7 We also are offering to schools that if
 8 they want to wait until after two of those
 9 professional learning days, they could start at the
 10 end of the first marking period, and that would be a
 11 natural entry point that would not disrupt the
 12 learning for students. And then, we have also offered
 13 an entry point at the end of the first semester. And
 14 so, that is a way of extending this on-ramp, if you
 15 will. It gives us an opportunity to focus on
 16 implementation to onboard new teachers, to support the
 17 37 new leaders that were named this evening with
 18 understanding, and it also allows for principles to
 19 work with their community of teachers to make a plan
 20 for that extension. That is across the board.
 21 Now, our backup plan. Every school that I

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1 visited with the pilot said to us, "But you're not
 2 going to take this away from us, are you, if this
 3 doesn't go forward?" In order for me to extend the
 4 pilot in any way, I still did a contract, because I
 5 would not be able to replenish consumables. Nor would
 6 I be able to follow students. So in other words, we
 7 had substance schools that piloted K-2. They have
 8 asked me if this does not go forward, full
 9 implementation, the way that they want, "Can I at
 10 least keep it for my third grade, my K-3, so that
 11 students that began and invested in this at the end of
 12 second grade have that pathway?" I cannot do that if
 13 I don't have a contract, because I would be limited by
 14 the spending authority. So our backup plan, should
 15 this not go forward, is to work with that.

16 However, I will tell you that will have
 17 incredible challenges, because then we will have data
 18 points where we have different schools using different
 19 curricula, which will make it very difficult to have
 20 conversations around that. It will also still require
 21 us to continue to make changes to the curriculum

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1 that's in place, because I will have some students
 2 using a curriculum that I know doesn't align to
 3 standards. So it's possible, and we will certainly do
 4 our best to work with schools, whatever the decision
 5 is this evening, but I just wanted to also be
 6 transparent about some of the challenges that would
 7 present.

8 DR. HAGER: So different schools having
 9 different curriculum is a great way to evaluate how
 10 well it's working. So I don't have as big of an issue
 11 with that. I just have an issue of bringing something
 12 to scale where we haven't ironed out the
 13 implementation. You said teacher training, how the
 14 students access, you know, the things online. All
 15 that stuff needs to be ironed out before we bring it
 16 to scale, and that's where I get a little bit hung up
 17 with the super-small pilot that we did. And that's
 18 kind of what's going on in my head. All the evidence
 19 I've seen and I've heard tonight with super anecdotal,
 20 emails, teachers love it. There's a quote. You know,
 21 like that's not evidence, and that is not even

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1 implementation evidence. It's not even feasibility
 2 data. It's none of those metrics that tells you how
 3 well it was implemented.

4 MS. SHAY: Right. So some of the evidence
 5 that we brought forward is from other states that had
 6 a full year and is from national evaluation tools.
 7 That is hard metrics. That is based on assessment
 8 data. You're right. I don't have state assessment
 9 data to show the implementation. The other challenge
 10 that I have, again, if we were talking about two
 11 highly rated evidence-based curricula, and one school
 12 was using this, and that's where we often talk about
 13 implementation science when you're comparing two
 14 products. But we're talking about some students
 15 having a curriculum that we know is not aligned and is
 16 nine years old, and that becomes more challenging when
 17 we're thinking about that. Oh, that could be a storm.

18 DR. HAGER: Yeah, I mean --

19 MS. SHAY: That's serious, too, an Amber.
 20 That's a child, right?

21 UNIDENTIFIED FEMALE SPEAKER: Yeah.

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1 DR. HAGER: Again, it gives me pause to
 2 bring something to scale that we have -- and
 3 implementation data isn't outcome data to me. It's
 4 how well it's been implemented, and that's where I'm
 5 like getting hung up, because it's the core
 6 curriculum. It's like the most important basis of
 7 what we're doing, and I just -- I don't want to, you
 8 know, get too far ahead of ourselves before we
 9 understand how to best implement it, which to me would
 10 require an extended pilot, and that's why.

11 MS. SHAY: And I just want to make sure
 12 that I underscore that I can't do an extended pilot if
 13 this contract doesn't pass, because I would be limited
 14 by the spending authority that I wouldn't have without
 15 a contract. So I just need to make sure that that's
 16 clear, too. I appreciate your point, and we would
 17 always work with whatever the decision of the Board to
 18 support our schools protect.

19 DR. HAGER: I just have two last comments.
 20 One is that I can't fathom that a funder for the
 21 Maryland Leads Program would withdraw funding if we

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1 said, we did feel that it was right to bring to scale.
 2 Like that sounds really odd to me that a funder would
 3 pull out money if you were honest that you needed more
 4 time to understand the implementation, and frankly,
 5 the politicization -- I can't say that word because
 6 I'm so tired -- of this contract I find very
 7 disturbing. Like all the comments, all that is
 8 happening with this \$10 million contract I find all of
 9 it, the talking points, very disturbing. That's all
 10 have to say.

11 MS. SHAY: So if I may, what I believe
 12 would happen with the Maryland Leads Grant, I don't
 13 know if they would pull the funding or not. What I
 14 know is that that was the only question that they
 15 asked us, and what they were proposing when school
 16 systems applied for the Science of Reading, some
 17 school systems applied for the funds to pay for a new
 18 evidence-based curriculum. And so, when I'm
 19 underscoring as they told us that in order to apply
 20 for the Science of Reading, you had to either apply
 21 for funding for those three strategies or demonstrate

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1 through evidence that you already have that in place,
 2 because we applied for funding for Strategy A, which
 3 was about professional learning. Sorry. Because we
 4 applied for Strategy A, which was professional
 5 learning, they asked us what evidence we had around
 6 the evidence-based curriculum, and we told them about
 7 this plan. So that's what I'm explaining.

8 DR. BOSWELL-MCCOMAS: And I will also point
 9 out that I did send to all of you, I think it was last
 10 Thursday afternoon, the actual letter of conditional
 11 approval that has those conditions, and that is one of
 12 those conditions.

13 DR. HAGER: Sorry because my brain is not
 14 working. If this contract is not funded, we cannot
 15 move forward with this program ever in the future or
 16 just until the next meeting when we revisit a
 17 different contract?

18 MS. SHAY: No. So what I was offering is
 19 that without a contract with a vendor, we're limited
 20 to \$50,000, based on our procurement rolls. And so,
 21 in order for me even just keep it in the 27 schools,

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1 5,000 students, 274 teachers for next year, it would
 2 require me replenishing consumables. If I also then
 3 tried to add the rising grade level to support those
 4 students, I would exceed the \$50,000. So, for
 5 example, in order to stay under that this year in the
 6 pilot, we didn't purchase the big books for some of
 7 our kindergarten teachers. So what I'm offering is
 8 that even to do an extended pilot really well, I still
 9 need a contract. I don't need, necessarily, the same
 10 spending authority, but I do still need a contract.

11 DR. HAGER: Yeah, so you could go back to
 12 the company and ask them for an extended-pilot style
 13 contract, which would look different.

14 MS. SHAY: Then I would have to change the
 15 terms, but I would still need a contract, because it
 16 would go beyond \$50,000. That's what I was trying to
 17 explain.

18 DR. HAGER: Yeah, but is not possible.

19 MS. SHAY: Correct.

20 CHAIRWOMAN HENN: Thank you. Mr.
 21 McMillion?

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1 MR. MCMILLION: I'm just an ordinary guy
 2 trying to figure this out. I've got a question about
 3 funding, and that I've got something else to say. So
 4 this money was in the original BAT that the County
 5 Council voted against. Correct?

6 MR. BROUSAIDES: You are correct.

7 MR. MCMILLION: Okay, so now you're going
 8 to resubmit a second BAT to them? Is that correct?

9 MR. BROUSAIDES: Yes, we are. Yes.

10 MR. MCMILLION: Okay. I'd be shocked if
 11 they vote for that, but it's just my opinion. It's
 12 strictly my opinion. Because this is an election
 13 year, and they're not going to change out, in my
 14 opinion. So then you don't have funding. So if you
 15 don't have funding, Dr. McComas, do you have money
 16 that you can shift around to keep that going or no?

17 DR. BOSWELL-MCCOMAS: Yes. So my
 18 contingency plan is if we are not able to get any
 19 money in the BAT, what I will do is I will use my own
 20 CNI, the Maintenance of Effort funding that comes to
 21 me to buy materials of instruction. It means we will

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1 use what we have to get as far as we can.

2 MR. MCMILLION: So that means that you can
 3 keep the pilot going in the fall for X number of
 4 weeks?

5 DR. BOSWELL-MCCOMAS: Yes. Again, we could
 6 continue to move forward with the pilot. The scale,
 7 of course, would be different. We would have to
 8 address some of the things that Ms. Shay just talked
 9 about, about replenishing consumables. And so, we
 10 would use the funds that we have, and again, for those
 11 who want to pump the brakes, so to speak, and slow
 12 down the pilot, it would be on a smaller scale,
 13 because I don't have that amount of money to put
 14 forward out of my operating budget.

15 MR. MCMILLION: Okay, so you could do that
 16 even without the contract, no?

17 DR. BOSWELL-MCCOMAS: No. I still need the
 18 contract. So keep in mind, there's the money, and
 19 then there's the permission to contract with this
 20 company and purchase the materials. Ideally, I could
 21 have the BAT funds as the money, but I still need the

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1 contract, you need both to make it happen.

2 MR. MCMILLION: Okay.

3 DR. BOSWELL-MCCOMAS: You need both to make

4 it happen. It's not one exclusive -- mutually

5 exclusive.

6 MR. MCMILLION: Now I'm trying to -- go

7 ahead.

8 MS. SHAY: Oh, I was just going to add, if

9 we do not move forward with the adoption of myView

10 Literacy, we do have a pretty significant expense to

11 keep the lights on with the Wonders not aligned nine-

12 year-old curriculum. So every year we pay, I believe

13 it's close to \$1 million, to continue access to that.

14 So if we don't move forward with myView for all

15 classrooms, we'll still have to expend that money to

16 keep Wonders going for the other schools, as well as

17 use some of the funds that Dr. McComas could

18 reallocate for this pilot. So I just want to make

19 that clear, as well.

20 MR. MCMILLION: Okay, it seems pretty

21 obvious that we need something, and what we have had

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1 for the last nine years is that doing the job? We're

2 not doing that, but what I don't understand is why

3 this is so polarizing. Now is that the \$10 million,

4 and maybe you can't answer this? Is it the topics of

5 these stories that the kids are reading? Are people

6 threatened by those stories? Why is it so polarizing?

7 DR. BOSWELL-MCCOMAS: That is a great

8 question, and I, too, do not understand because we all

9 recognize that our student achievement is

10 unacceptable. We recognize that the curriculum we

11 have is not to standards. We recognize that we need

12 to have more rigorous instruction in the classroom,

13 and we're bringing forward a product to address that

14 need. So I truly do not understand what is so

15 polarizing about it. Now I can certainly respect your

16 thoughts on we'd like to see a longer pilot. The only

17 reason our pilot was the length that was because

18 we were fighting, you know, the Omicron variant so

19 much, and in fact, I just looked at the data today.

20 We sent three -- we provided 3017 coverages in the

21 spring semester. And so, that, truly, was the only

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1 thing that restricted the length of that pilot was in

2 response to the pandemic, but I, too, Mr. McMillion,

3 genuinely do not understand. We have followed every

4 proper procedure. We have brought this to this table

5 with expertise, in good faith, to be able to provide

6 higher-quality instruction every day for our students,

7 and more cohesive resources for our teachers that

8 actually will, in the long run, make it easier for

9 them. So I, too, do not understand.

10 MR. MCMILLION: And you say that the kids

11 enjoy reading the stories. In the classes that I was

12 in, that's the way that it appeared.

13 DR. BOSWELL-MCCOMAS: That's the feedback

14 that the students shared with us, as well, in the

15 pilot.

16 MR. MCMILLION: Okay, thank you.

17 CHAIRWOMAN HENN: Thank you. Ms. Jose?

18 MS. JOSE: Thank you. First of all, Dr.

19 Williams, thank you for breaking it down and explain

20 it as you did. We are here for instruction and

21 education. Thank you for stating that we're not here

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1 to fix students. We're here to teach students. Ms.

2 Craft, Ms. Shay, Dr. McComas, you have done an

3 incredible job explaining this ad nauseum. Dr.

4 McComas and team, you've answered dozens of questions

5 from the Board members. You've invited folks to

6 visit. We've had analysis paralysis, data breakdown,

7 but it doesn't matter.

8 I heard you say you cannot do an extended

9 pilot, but that means we'd have a piecemeal

10 curriculum, and you would expend \$9 million for

11 keeping the lights on Wonders going. People were

12 talking about the science of reading, and nobody, and

13 am going to repeat this, nobody on this Board is an

14 expert or has spent a minute of their lives writing or

15 reading curriculum. We have a Board that will debunk

16 evidence-based research in favor of Facebook Group

17 research, conspiracy theories, a Board that will

18 continue to make uneducated decisions for our

19 children.

20 And you know, I want to talk about people

21 saying it's polarizing or political. Folks making

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1 statements that they want African-American children to
 2 read, apart from the tone deafness of that statement,
 3 they're road blocking something that will help, and
 4 what is it? It's a systemic racism. This is not an
 5 opinion, right, Dr. Shay -- Ms. Shay. This is a fact.
 6 I have been reading and writing for four languages
 7 since I was 10, and I speak 5. When I saw this, it
 8 gave me hope that finally a well-rounded curriculum
 9 for my children. And anybody that votes no, this
 10 really needs to reevaluate their presence on this
 11 Board, because none of us are educator experts saying
 12 --
 13 CHAIRWOMAN HENN: Time.
 14 MS. JOSE: Well, thank you, and thank you,
 15 Dr. McComas.
 16 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 17 Let's see who's next, Board members. I believe Ms.
 18 Causey, you have 25 seconds. You were next.
 19 MS. CAUSEY: Thank you. Going back to
 20 Public Works recommendations, there were several
 21 related to curriculum and instruction, including

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1 creating -- excuse me, recommendation 8.31 about
 2 criteria standard operating procedures for the
 3 selection of curriculum. Also Public Works
 4 recommendation 8-35, which is on page 415.
 5 CHAIRWOMAN HENN: Ms. Causey, that's time.
 6 DR. BOSWELL-MCCOMAS: Just to be clear, we
 7 did follow procedures. We did.
 8 CHAIRWOMAN HENN: And Public Works
 9 recommendations? I think that's what Ms. Causey was
 10 getting at in her question.
 11 DR. BOSWELL-MCCOMAS: We already had
 12 standard operating procedures for the curriculum.
 13 CHAIRWOMAN HENN: Right. Ms. Scott?
 14 MS. SCOTT: Thank you. I just wanted to
 15 know, because you said you were with Montgomery County
 16 or had been. For the 18-month pilot, did they have a
 17 contract?
 18 MS. CRAFT: So I'm going to speak to the
 19 secondary part of that question. I don't want to
 20 speak for the elementary just because I would hate to
 21 misspeak. For the secondary pilot, we actually did

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1 have a contract, and we put it -- we phased it in, and
 2 so we were calling it a pilot, but we actually had a
 3 contract and we had purchased it, and then we did it
 4 in waves in terms of putting it into schools over a
 5 three-year period.
 6 MS. SCOTT: In what year?
 7 MS. CRAFT: Sorry, the pandemic made
 8 everything, and I'm trying to think now. So we would
 9 have started -- that must have been in 2018.
 10 MS. SCOTT: Okay, before COVID, and just if
 11 you all could just say, what are you going to do if
 12 this doesn't pass?
 13 DR. BOSWELL-MCCOMAS: Do you want me to --
 14 go ahead. Do you want to go first?
 15 MS. SHAY: It's a very difficult question,
 16 Ms. Scott. I mean, of course, we're going to do
 17 whatever we have to do to support our teachers and
 18 students. If this contract does not pass, the schools
 19 that have currently piloted have made several requests
 20 to me that they be allowed to continue. I would spend
 21 up to \$49,999 to get them the materials that I could

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1 to support the schools in that way. I would continue
 2 to extend that pilot for those schools.
 3 I would also, my team, would have to go in
 4 and make some changes, again, to the current
 5 curriculum that we know doesn't meet standards to try
 6 to be responsive to current data and try to make
 7 improvements, particularly with writing. We haven't
 8 talked a lot about writing, but writing is something
 9 that this Board has asked me about many times that we
 10 do need to work on and that this curriculum would
 11 provide. So my curriculum team would have to work to
 12 support the current BCPS curriculum to supplement
 13 that.
 14 I would have to go back to MSDE and let
 15 them know that this contract did not move forward to
 16 be able to proceed with Maryland Leads, and I would
 17 have to come back. I mean, I can't not have a core
 18 curriculum that aligns to standards, because that's
 19 the law. So at some point, I would need to either
 20 start the RFI process all over again, or I would come
 21 back and hope for a different outcome. So, to be

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1 honest, I don't really know other than I will do
 2 whatever it takes to support the students and
 3 teachers,
 4 MS. CRAFT: Well, I was just going to add
 5 onto what Ms. Shay was saying, and I think that -- I
 6 just want to underscore that we're going to pay \$1
 7 million for a product that we know is not aligned that
 8 is, you know, not rated on Ed Reports as meeting
 9 standard, and additionally, we would have to do a lot
 10 of upgrades this summer on the existing curriculum
 11 with some software being removed, some of our writing
 12 lessons that are incomplete. So there would be a lot
 13 of work to continue to piecemeal a curriculum that we
 14 already know isn't working, based on multiple data
 15 points, not just one.
 16 And interestingly enough, someone was
 17 asking about other districts. So I had a chance to
 18 actually talk to two district leaders without the
 19 vendor present, just to say, okay. Tell me a little
 20 bit about implementation. They were both in year two.
 21 And I was really hard-pressed. They kept telling me

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1 all these wonderful things, I'm like no, but I really
 2 want to know what's not working? Tell me what's not
 3 working, and I was really hard-pressed to get anything
 4 from them about what's not working as they're in year
 5 two of full implementation. And so, you know, again,
 6 I'm just thinking about even the equity of, and of
 7 course, like Ms. Shay said, we will do what we need to
 8 do for our students. We will make what needs to
 9 happen happen. We are creative individuals.
 10 However, I think we also get into an equity
 11 issue of who is going to get this new curriculum that
 12 is aligned to standard, that is rigorous, that does
 13 provide scaffolding, that provides supports for
 14 multilingual learners, that does all those things, and
 15 then who gets to have the curriculum that we've
 16 already decided doesn't align to standards and is not
 17 rated proficiently by Ed Reports?
 18 CHAIRWOMAN HENN: Okay, thank you. Ms.
 19 Mack, did you have a question? You had time
 20 remaining. No? Okay, you were just asking about
 21 that. Let's see, who's next? Ms. Causey, you're out

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1 of time. Mr. Thomas, you are next.
 2 MR. THOMAS: Thank you, Ms. Henn. So,
 3 we've heard from teachers that they need to create new
 4 resources with the student curriculum. Can you rather
 5 validate that or counter that?
 6 MS. SHAY: Sure. So if we're referencing
 7 some of the original Facebook posts and some teachers
 8 out of state, many of the resources that were
 9 described as being supplemented have to do with the
 10 foundational skills portion of the myView Literacy
 11 curriculum, and we are not using that, because we have
 12 Open Court. The second piece that I will offer is
 13 that in terms of the expectations set forth for the
 14 system, there would be no expectation that teachers
 15 have to supplement. Anything that other districts
 16 have identified as needing to be supplemented that
 17 were included in some of the ratings were things like
 18 cross-disciplinary resources. We already have that.
 19 We have the DBQ Project in elementary social studies,
 20 we have the Science and Social Studies Offices working
 21 together to integrate.

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1 Some district teachers in other districts
 2 have talked about having to supplement with something
 3 called the Heggerty Book for phonemic awareness.
 4 Again, the foundational skills. We wouldn't have to
 5 do that here. In some grade levels, they talk about
 6 wanting to supplement with additional readers of
 7 different texts that represent culturally relevant
 8 texts. We've already purchased libraries in some of
 9 our previous. So there would be no expectation or
 10 requirement that teachers would need to supplement
 11 this curriculum in BCPS, based on the resources that
 12 we have.
 13 In addition, we are fortunate that we have
 14 a Central Office team that supports our teachers. And
 15 so, included in some of the resources that we've
 16 provided to the Board and that we provided to the
 17 pilot, our team creates newsletters that go with each
 18 unit that help to pull some of those resources
 19 together for teachers. We also have created unit
 20 planners that identify for teachers that scope and
 21 sequence, so that they can see, at a glance, all those

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1 different pieces, as they're learning a new
 2 curriculum.
 3 That said, I'm a teacher, and I know that
 4 there will still be teachers that do things to help
 5 make it come to life. One of the things Mr. McMillion
 6 talked about is even though we saw the same lesson in
 7 several different classrooms, teachers have a
 8 personality. That's part of the art of teacher. So
 9 there will be teachers that will supplement, that will
 10 -- one teacher, we walked into her classroom, and she
 11 had hand-drawn an organizer for note taking, and I
 12 said to her, "Did that curriculum not provide you with
 13 an organizer for note taking?" And she said, "No, I
 14 just liked this one because I had used with my
 15 students in a different unit earlier in the year, and
 16 I wanted them to have consistency." That's still
 17 going to happen, because that's part of the art of
 18 teacher, but in terms of system expectations, teachers
 19 will not have to supplement this curriculum. If
 20 there's anything else that needs to be integrated,
 21 that will be a part of the Central Office support,

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1 with resources we already have in place that I
 2 mentioned.
 3 MR. THOMAS: Okay, and with the current
 4 curriculum project, are teachers having to do a lot of
 5 supplementary work?
 6 MS. SHAY: Yes. So one of the quotes I
 7 will just share from the teachers, is one of the pilot
 8 teachers said, "This gave me back my weekends." Our
 9 teachers are incredibly hard-working, and we have
 10 asked them to do an incredible amount of shifting and
 11 changing. Pivot has become a bad word. In the
 12 current curriculum, we've had to do a lot of
 13 supplementing, and the teachers are right. They have
 14 spent too many hours having to search for resources.
 15 Teachers will still have to plan in this curriculum.
 16 Our teachers always have to plan, because they know
 17 their students, and we're trying to serve our
 18 students, but they will not have to Google other
 19 resources. They will not have to find them or pull
 20 them from other resources. Currently they do.
 21 Currently, we have built a curriculum where every year

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1 we try to supplement. As Ms. Craft said, if this does
 2 not go forward, we know that some of our writing
 3 lessons are going to have to be changed because of
 4 software that students will not be able to access on
 5 the Chromebook. Teachers are going to have to shift,
 6 because we'll have to change those if we aren't
 7 successful in moving. Teachers, that's probably the
 8 number-one complaint. For several years, teachers
 9 have asked in this nine years, "Why won't you let us
 10 just follow Wonders? We have this Wonders curriculum.
 11 Why won't you let us just follow this instead of
 12 adding all the supplemental resources?" But the
 13 reason for that is because Wonders is not highly
 14 rated. We already know from these Ed Reports that is
 15 not aligned, fully aligned to the standards.
 16 MR. THOMAS: Thank you, and how modifiable
 17 are the resources that the teachers have?
 18 MS. SHAY: So what's great about myView
 19 Literacy, and in fact, one of the teachers shared with
 20 us that she didn't know that until she came to one of
 21 our focus group sessions. Teachers have access to all

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1 of the PDF resources, but they're editable. So that
 2 same teacher, in fact, the teacher that had hand-drawn
 3 the organizer and stopped to talk to her and said tell
 4 me why you did that, I then said to her, "Did you know
 5 that you can take the organizer that myView provides,
 6 and you can edit for your students?" And she hadn't
 7 learned that piece yet. They're incredibly receptive.
 8 The other thing that I will offer is that
 9 the company itself is very responsive to feedback,
 10 which isn't always typical with large vendors, and so,
 11 for example, previous feedback that another state had
 12 identified was about there wasn't enough opinion
 13 writing, and that that's an important part of the
 14 common core. And so, the company actually developed
 15 supplemental units at every grade level, K-2, on
 16 opinion writing. So I think there's also that
 17 opportunity to be responsive in that way, as well.
 18 MR. THOMAS: Thank you, and what was the
 19 pilot for Bridges and for Open Court? How long was
 20 the pilot for that?
 21 MS. SHAY: So that's a great question. The

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1 Bridges pilot was also cut short because of the
 2 pandemic. So we had started it in November. The
 3 teachers did continue using Bridges, but of course, in
 4 March, everything was different. And so, the way that
 5 we were piloting changed dramatically. So that was
 6 pretty brief, in terms of in the classroom, what we
 7 were able to pilot, but we continued to use the
 8 Bridges digital content once we shifted. The Open
 9 Court pilot was longer. It was a year, and of course,
 10 that was pre-pandemic.
 11 MR. THOMAS: Okay, thank you so much.
 12 Hearing this, the presentation from the Curriculum
 13 Committee, I fully support this, and again, I hope
 14 that our Board will, as well. Thank you.
 15 MS. CRAFT: Thank you, Thomas, and thank
 16 you for visiting the classrooms.
 17 CHAIRWOMAN HENN: Dr. Hager?
 18 DR. HAGER: I think this sounds like a very
 19 promising core curriculum. I think scaling too fast
 20 could ruin it for years, though. So if it doesn't
 21 pass, please bring back extended pilot contract.

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1 That's all I ask. Yeah, I worry about scaling too
 2 fast.
 3 MS. SHAY: I appreciate it.
 4 DR. HAGER: Thank you.
 5 CHAIRWOMAN HENN: Okay, Board members, I
 6 think we've had ample time for discussion. Thank you
 7 to the team.
 8 UNIDENTIFIED FEMALE SPEAKER: Is it
 9 tomorrow yet?
 10 CHAIRWOMAN HENN: Three minutes, so perhaps
 11 we can call a vote in the p.m. still. I believe there
 12 is a motion on the floor that did not need a second.
 13 Was it yours, Mr. Offerman? Mr. Thomas made the
 14 motion to approve.
 15 MR. OFFERMAN: Yes.
 16 CHAIRWOMAN HENN: Mr. Thomas made it?
 17 Thank you. So the motion, in case we forgot, was to
 18 approve Item M2. It was made by Mr. Thomas. Ms.
 19 Gover, may we have a roll call vote, please?
 20 MS. GOVER: Ms. Causey? Ms. Causey?
 21 MS. CAUSEY: No, but I'll be making a

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1 motion after the vote, thanks.
 2 MS. GOVER: So your vote is no?
 3 Ms. Mack?
 4 MS. MACK: No.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: Yes.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: Yes.
 13 MS. GOVER: Thank you. Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: No.
 17 MS. GOVER: Ms. Henn?
 18 CHAIRWOMAN HENN: No.
 19 MS. GOVER: Favor is five.
 20 CHAIRWOMAN HENN: Okay. The motion fails.
 21 Ms. Causey, did you have a motion you wanted to make

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1 related to this contract or something else?
 2 MS. CAUSEY: No, related to this.
 3 CHAIRWOMAN HENN: Okay, go ahead. Can you
 4 put your motion -- is your motion in the chat?
 5 MS. CAUSEY: Yes.
 6 CHAIRWOMAN HENN: I'm sorry, is this
 7 related to this contract?
 8 MS. CAUSEY: I move to approve the contract
 9 for an amount to extend the pilot for another quarter.
 10 CHAIRWOMAN HENN: I'm sorry. I'm not
 11 seeing that motion in the -- we would need this
 12 brought back to the Board as another recommendation.
 13 MS. CAUSEY: Okay.
 14 CHAIRWOMAN HENN: Thank you. Okay, next
 15 item.
 16 MR. THOMAS: Ms. Henn?
 17 CHAIRWOMAN HENN: Is this regards to this
 18 contract?
 19 MR. THOMAS: Yes.
 20 CHAIRWOMAN HENN: Please make it quick, Mr.
 21 Thomas.

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1 MR. THOMAS: I move that another myView
 2 contract be brought to the Board for a pilot for
 3 another quarter, and this is different from Ms.
 4 Causey, because it's not approving a contract. It's
 5 moving that a contract be brought forward for a pilot.
 6 For another year. Sorry. It's supposed to say year.
 7 CHAIRWOMAN HENN: I'm going to consult with
 8 Dr. Williams on this. Is a motion necessary for staff
 9 to bring back another contract for consideration for
 10 an extended pilot?
 11 DR. WILLIAMS: I would look to Purchasing
 12 and Mr. Hargrove on that, your recommendation.
 13 UNIDENTIFIED FEMALE SPEAKER: I'm sorry.
 14 Good evening or good morning, no. There is not a
 15 motion if we would discuss this with the Curriculum
 16 Office and if that was their wish, we would bring this
 17 back for an extended pilot. Thank you.
 18 MR. THOMAS: Okay. So the Board can't make
 19 the motion to require that?
 20 CHAIRWOMAN HENN: The general mechanism is
 21 staff bring contract recommendations to the Board. So

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1 if it is based on the discussion tonight, I don't
 2 believe we need a formal action of the Board to
 3 communicate to staff and to Dr. Williams, that it's
 4 our interest in considering a contract recommendation
 5 to pilot the myView for another quarter.
 6 MR. THOMAS: Oh, I didn't know that that's
 7 what the whole Board agreed with. I know one for
 8 member stated that.
 9 CHAIRWOMAN HENN: Consideration. Are there
 10 any objections to staff considering this?
 11 DR. WILLIAMS: I'm not sure I'm following
 12 this.
 13 CHAIRWOMAN HENN: There's interest in
 14 extending the pilot for another quarter, which would
 15 require bringing a modified contract recommendation
 16 back to the Board.
 17 DR. BOSWELL-MCCOMAS: Right. So I
 18 completely hear everybody's okay with us continuing
 19 the pilot. I hear that.
 20 CHAIRWOMAN HENN: Interest in that, yes.
 21 DR. BOSWELL-MCCOMAS: Right. The contract

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1 is written, of course, for a five-year spending
 2 authority. So if I'm understanding you correctly, you
 3 want us to bring back a modified contract with a
 4 different spending authority, because we will continue
 5 the pilot? I guess the contract doesn't give us
 6 permission to pilot. We are piloting, and we will
 7 extend that pilot, because I do hear everyone is
 8 optimistic about we'd like to see a longer pilot. I
 9 think, yeah.
 10 MS. SHAY: If I understand correctly, if
 11 the interest is in extending the pilot, we would need
 12 a contract to allow me to spend the \$50,000. So if
 13 they ask to come back with a contract with a different
 14 spending authority reflecting what I need for an
 15 extended pilot with the different duration.
 16 CHAIRWOMAN HENN: Yes.
 17 MR. THOMAS: Yes.
 18 CHAIRWOMAN HENN: That we do not need
 19 formal Board action but that that is what the Board
 20 seems to be interested in considering, extending the
 21 pilot and considering a modified Spend Authority to

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1 allow you to continue the pilot.
 2 MS. SHAY: Can I ask clarification on that?
 3 I don't really know what we're doing right now, so I
 4 don't really know who to ask.
 5 UNIDENTIFIED FEMALE SPEAKER: What is with
 6 it -- Robert's rules, I'm sure.
 7 MS. SHAY: I don't know. Like do I raise
 8 my hand? But I have some questions about it.
 9 CHAIRWOMAN HENN: Well, I think the Board
 10 can provide direction through Dr. Williams for that.
 11 MS. SHAY: Sure, yes, great.
 12 MR. THOMAS: Okay. Thank you. I love that
 13 we were able to clarify the whole Board wants to see
 14 that. Thank you.
 15 CHAIRWOMAN HENN: Thank you. Okay. Give
 16 me one moment to collect my thoughts, and yes. The
 17 next item on the agenda is the Fiscal Year 2022 Budget
 18 Appropriation Transfer, and for that, I call back Mr.
 19 Hartlove.
 20 MR. HARTLOVE: And knowing the time, I'll
 21 just summarize three things about the BAT. Number

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1 one, we must align our FY 22 operating budget, the
 2 current year budget, via this BAT to our actual
 3 expenditures. So there's part of this BAT is a
 4 mandatory item that we have to have. We can't go
 5 over. We can't overspend in certain areas and just
 6 remind the Board, but we've been doing during the year
 7 is doing BLTs that we passed through the budget
 8 committee. In the past, all this has been approved,
 9 but we have to, then we summarize that. Put it into
 10 the BAT, and that she gets approved. So that is kind
 11 of a thing that we have to do. That's number one.

12 Number two, there's nothing that's in this
 13 BAT that wasn't in the previous BAT. So we're not put
 14 anything additional in, and then, the last thing, the
 15 third thing, is in order to address the concerns of
 16 the County Council, we have reduced the BAT by \$10.3
 17 million. So we moved away from moving any dollars out
 18 of transportation. We moved away from moving any
 19 dollars into administration, which was kind of a
 20 misnomer, because all of our technology runs through
 21 administration, but that administration kind of, they

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1 didn't like the word. So, we kind of reduced out of
 2 there, as well, but we were able to save the dollars
 3 for these curriculum items. So, that's why -- so I
 4 understand your point. We're not bringing back the
 5 exact same thing. We're bringing back a reduced
 6 version of that, and that's going to be our best
 7 attempt. The only other thing we can do is just bring
 8 back, just solely, the movements to correct the
 9 categorical totals. So that's a summary of what this
 10 does.

11 CHAIRWOMAN HENN: Okay, I have one
 12 question, and then I'll open it up to my colleagues
 13 for discussion.

14 MR. HARTLOVE: Sure.

15 CHAIRWOMAN HENN: When you say we are not
 16 moving out of transportation, could you please
 17 elaborate on that and how that's changing? That's
 18 specific. That's their biggest concern.

19 MR. HARTLOVE: Right. A BAT is moving
 20 dollars within the budget. We're not getting any
 21 additional dollars. We're just moving them.

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1 CHAIRWOMAN HENN: Unspent?
 2 MR. HARTLOVE: Yes. We're just moving
 3 dollars that were unspent. We do our budget well in
 4 advance of the fiscal year. We do our best, but
 5 sometimes we don't nail it. And in this case, we had
 6 a lot of reasons. We had all the reasons that you
 7 know, the bus driver shortage causing us to spend less
 8 in transportation. So, you know, the thing that I
 9 said to the council is we are not reducing. We've
 10 made every effort we could to try to spend those
 11 dollars on transportation. We just couldn't. So
 12 then, as we get close to the end of the year, we say,
 13 okay, what opportunities do we have? And the
 14 opportunities were things like technology and
 15 curriculum, and that's what we were doing, but because
 16 of that kind of sensitivity, we said, okay, we can't
 17 come back with another BAT that -- no pun intended but
 18 the BAT that they beat us up with just doing the same
 19 thing again. We can't just bring the same BAT back.
 20 So we have to address some of their concerns.
 21 So we addressed the two concerns that we

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1 heard the loudest were taking dollars from
 2 transportation. Transportation budget is remaining as
 3 is, and those dollars will just go unspent and will
 4 roll into our fund balance. And then we're also
 5 reducing the amount of dollars that are going into
 6 administration, although it's not really
 7 administration. It's technology.

8 CHAIRWOMAN HENN: Okay. Thank you. So as
 9 a follow-up, then, there are no opportunities then to
 10 invest those unspent dollars in transportation into
 11 anything else that will improve the reliability or
 12 safety of student transportation?

13 MR. HARTLOVE: Not in the two weeks we have
 14 left. This is all for the current fiscal year. So
 15 those dollars will go back into fund balance and, you
 16 know, if there is a need in transportation, and I've
 17 talked regularly with Dr. Yarborough about ways that
 18 we can try to -- we have fund, we have dollars. Our
 19 problem has not necessarily always been dollars. It's
 20 sometimes there's other bigger issues out there like
 21 driver shortages and, you know? So, there are things

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1 that we'll try to do, utilizing fund balance in
 2 dollars that were remaining in the transportation
 3 budget.
 4 CHAIRWOMAN HENN: So we don't have the
 5 ability to forward fund things, such as increased
 6 salaries or anything we might anticipate increasing
 7 our investments in transportation to recruit drivers
 8 for next year?
 9 MR. HARTLOVE: No. You can't spend dollars
 10 this year for next year, but those dollars that flow
 11 through into fund balance, we could then say, okay.
 12 (inaudible) these towards transportation.
 13 CHAIRWOMAN HENN: Okay. Thank you. Any
 14 other questions, Board members? Ms. Mack?
 15 MS. MACK: The BAT has a reference to the
 16 myView contract. What happens now?
 17 MR. HARTLOVE: Well, as Dr. McComas
 18 mentioned, we need two things in order to spend
 19 dollars. We need the dollars in the right place,
 20 which this does, but the other thing we need is a
 21 contract. Without the contract, we can't. So it's

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1 not going to -- it's not like a back end into being
 2 able to do this. You can leave that in. We just
 3 can't spend it because we don't have a contract in
 4 place.
 5 MS. MACK: Thank you.
 6 CHAIRWOMAN HENN: Thank you. Ms. Causey?
 7 MS. CAUSEY: Thank you. So for this BAT,
 8 there's \$922,000 is included for digital content for
 9 programs like Read 180, System 44, Wilson Language
 10 Live, HD Words. All of these products have previously
 11 had contracts approved by the Board from 2018 through
 12 2021, with the total spending authority of \$3.2
 13 million. So the BAT states that we have not exhausted
 14 the spending authority on these contracts. So why is
 15 that component of the request necessary?
 16 MR. HARTLOVE: It's that same thing I just
 17 said before is that in order to be able to procure
 18 something, we need the spending authority, but we also
 19 need the dollars. So this is -- so you are correct.
 20 We have the spending authority, but the dollars are
 21 not in the right place. So this BAT puts the dollars

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1 in the right place to be able to spend them on those
 2 contracts we have in place.
 3 MS. CAUSEY: So who is trained and using
 4 these products?
 5 MR. HARTLOVE: That's, oh, here we go.
 6 MS. SHAY: I didn't leave yet. Hello. Oh,
 7 this chair's lower. Hello. Hi, Ms. Causey. So we
 8 have teachers who have participated in training at the
 9 secondary level. Each of these resources you've
 10 identified are part of our reading intervention model
 11 that we've collaborated on with the Office of ELA and
 12 the Office of Special Education. In order for schools
 13 to offer each of these programs, it's a requirement
 14 that teachers have to attend training. Some of these
 15 are special educators. Some of them are reading
 16 teachers. It would depend on the staffing at the
 17 school.
 18 MS. CAUSEY: So these already been vetted
 19 and used, and they're evidence-based for raising the
 20 bar and then closing the achievement gaps as
 21 intervention?

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1 MS. SHAY: Right. These programs that you
 2 just identified are specifically for secondary
 3 literacy intervention programs. So they would mostly
 4 focus on closing the gaps that have been identified
 5 that students are enrolled in a course specifically
 6 because they have an identified need in literacy.
 7 MS. CAUSEY: Okay. Thank you.
 8 MS. SHAY: Yep.
 9 CHAIRWOMAN HENN: Thank you. Any other
 10 questions, Board members?
 11 MS. CAUSEY: Madam Chair, do we need to
 12 make a motion to amend the BAT, given the vote on that
 13 other curriculum resource?
 14 CHAIRWOMAN HENN: Mr. Hartlove, is that
 15 necessary?
 16 MR. HARTLOVE: No. I don't believe it's
 17 necessary.
 18 CHAIRWOMAN HENN: Okay. Thank you.
 19 Hearing no other questions or comments.
 20 MS. CAUSEY: So, Ms. Henn. So I guess my
 21 question -- excuse me. We're asking for a BAT for

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1 materials that aren't approved. So is there something
 2 else that would be helpful for us to align funding?
 3 MR. HARTLOVE: I think, at this point,
 4 we're probably -- I use the terminology 11th hour. I
 5 think we're in the 12th hour. We need to get this one
 6 going. So I would say we're good as is.
 7 CHAIRWOMAN HENN: Thank you. Is there a
 8 motion to approve the Fiscal Year 2022 Budget
 9 Appropriation Transfer?
 10 MR. THOMAS: So moved. Oh, wait, never
 11 mind.
 12 MR. OFFERMAN: Second, Offerman.
 13 CHAIRWOMAN HENN: I'll take that as a
 14 first, Mr. Offerman, or a motion.
 15 DR. HAGER: I'll second it.
 16 CHAIRWOMAN HENN: Dr. Hager for the second.
 17 May have a roll call vote please, Ms. Gover?
 18 MS. GOVER: Ms. Causey?
 19 MS. CAUSEY: No.
 20 MS. GOVER: Ms. Mack?
 21 MS. MACK: Yes.

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1 MS. GOVER: Ms. Jose?
 2 MS. JOSE: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 UNIDENTIFIED MALE SPEAKER: He stepped away
 5 (inaudible).
 6 CHAIRWOMAN HENN: Mr. Thomas?
 7 MS. GOVER: Mr. Offerman?
 8 MR. OFFERMAN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 MS. SCOTT: Yes.
 11 MS. GOVER: Dr. Hager.
 12 DR. HAGER: Yes.
 13 MS. GOVER: Ms. Henn?
 14 CHAIRWOMAN HENN: Yes.
 15 MS. GOVER: Did you want to wait for Mr.
 16 McMillion? It's six right now. He's right here. Mr.
 17 McMillion?
 18 MR. MCMILLION: Yes, on the BAT.
 19 MS. GOVER: We're voting on the BAT.
 20 MR. MCMILLION: Yes.
 21 CHAIRWOMAN HENN: Yes. Thank you. The

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1 motion carries. Just in the nick of time. Thank you.
 2 Okay. Did we drop R?
 3 DR. WILLIAMS: No. We kept R.
 4 CHAIRWOMAN HENN: We kept R. Okay, is
 5 there a motion to postpone Item R1 to the next
 6 meeting?
 7 DR. HAGER: So moved, Hager.
 8 CHAIRWOMAN HENN: Thank you, Dr. Hager. Is
 9 there a second?
 10 MS. MACK: Second, Mack.
 11 CHAIRWOMAN HENN: Thank you, Ms. Mack. Any
 12 discussion?
 13 MR. THOMAS: I do. I want to ask -- I
 14 mean, is this going to hinder what our Curriculum
 15 Office can do? Are they going to work on these
 16 courses throughout July and August?
 17 MS. SHAY: Yes, please.
 18 MR. THOMAS: Okay, that if they need this,
 19 then I am not going to support that.
 20 MS. SHAY: It's really fast, but I need to
 21 be able to enter it into the Master Course File for

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1 scheduling.
 2 DR. HAGER: Do I withdraw, or do we vote
 3 no?
 4 CHAIRWOMAN HENN: Do you withdraw your --
 5 DR. HAGER: I withdraw, yeah.
 6 CHAIRWOMAN HENN: Thank you, ma'am. Ms.
 7 Mack, do you withdraw your second?
 8 MS. MACK: Unfortunately, I just put my
 9 laptop away. Ms. Causey, can you -- is Ms. Causey the
 10 vice-chair?
 11 UNIDENTIFIED FEMALE SPEAKER: No.
 12 DR. HAGER: Do you want to come sit next to
 13 me, Lisa?
 14 CHAIRWOMAN HENN: Do you want to use mine?
 15 Okay, do you withdraw your second?
 16 MS. MACK: Yes.
 17 CHAIRWOMAN HENN: Okay, got to make it
 18 official. Ms. Mack is introducing this agenda item.
 19 We're not having discussion.
 20 MR. THOMAS: Oh, Ms. Mack is introducing.
 21 I did not know that Ms. Mack was. I thought -- I'm

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1 sorry. I apologize. Thank you so much. Ms. Mack,
 2 whenever she's ready. Thank you.
 3 CHAIRWOMAN HENN: We're moving forward with
 4 the agenda items. She didn't have her computer.
 5 MR. THOMAS: Thank you. I did not realize
 6 Ms. Mack was presenting.
 7 CHAIRWOMAN HENN: She is.
 8 MS. MACK: As outlined in policy in Rule
 9 6000, each year staff from the Division of Curriculum
 10 and Instruction present new courses of study for
 11 approval. At the May Curriculum Committee meeting,
 12 staff presented an overview of new, changed, and
 13 deactivated courses for the 2022-23 school year and
 14 beyond. Courses being developed span multiple
 15 academic content areas, including, for example, new
 16 courses in CTE, dance, fine arts, math, music,
 17 science, social studies, and special education and
 18 proposed changes to college and career readiness,
 19 math, and social studies, deactivation of two courses
 20 in math. In May, the Board Curriculum Committee voted
 21 unanimously to approve these new and proposed course

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1 offerings, and I submit them today to the full Board
 2 for approval, as outlined in Policy in Rule 6000.
 3 CHAIRWOMAN HENN: May I have a motion to
 4 approve the Curriculum Committee's changes to
 5 curricula for the 22-23 school year?
 6 MR. THOMAS: So moved, Thomas.
 7 CHAIRWOMAN HENN: No second as needed as it
 8 comes from committee. Any discussion? Hearing none,
 9 may I have a roll call vote?
 10 MS. GOVER: Ms. Causey?
 11 MS. CAUSEY: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Ms. Jose? Ms. Jose?
 15 Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 Ms. Scott?
 21 MS. SCOTT: Yes.

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1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Yes.
 3 MS. GOVER: Ms. Henn?
 4 CHAIRWOMAN HENN: Yes.
 5 MS. GOVER: Thank you.
 6 CHAIRWOMAN HENN: The motion passes. Okay,
 7 the next item on the agenda is the Consideration of
 8 the 2022-2023 Organizational Chart per Board Policy
 9 2310 and for that, I call on Dr. Williams.
 10 DR. WILLIAMS: So Board, you have a copy of
 11 the proposed FY 23 Organizational Chart. If you
 12 recall back in October, on October 26, 2021, I
 13 provided the revised cabinet, a reduction of the
 14 revised cabinet, and according to Policy 2310, I am
 15 showing those direct reports at his Executive Director
 16 level and above the for your consideration.
 17 CHAIRWOMAN HENN: Thank you. May I have a
 18 motion to approve the 2022-2023 Organizational Chart?
 19 MR. THOMAS: So moved, Thomas.
 20 CHAIRWOMAN HENN: Per Board Policy 2310.
 21 MR. THOMAS: So moved, Thomas.

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1 CHAIRWOMAN HENN: Is there a second?
 2 DR. HAGER: Second, Hager.
 3 CHAIRWOMAN HENN: Any discussion? Hearing
 4 none, may I have a roll call of it, please?
 5 MS. GOVER: Ms. Causey? Ms. Causey?
 6 MS. CAUSEY: I had quit the chat. I have a
 7 question, but I'll just make it a comment and not a
 8 question. Is that okay, Madam Chair?
 9 CHAIRWOMAN HENN: Go for it, Ms. Causey.
 10 MS. CAUSEY: Thank you. I want to thank
 11 Dr. Williams for bringing this forward, and I wanted
 12 to appreciate all of the work that has been done by
 13 Dr. Williams and staff and also community members
 14 participating in the focus groups to implement the
 15 Public Works recommendations, which is all about
 16 providing effective educational instruction and
 17 opportunities to our children and supporting the
 18 teachers' staff administrators that are necessary for
 19 that academic achievement to happen, and I look
 20 forward to the additional information that Dr.
 21 Williams will be providing the Board, in fulfillment

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1 of the recommendations, including job descriptions,
 2 and it is also recommended that we modify the current
 3 2310, because just a few short years ago, the Board
 4 would approve the organization chart for the entire
 5 school system. So thank you, and I will be voting to
 6 support this.

7 CHAIRWOMAN HENN: Okay, thank you. Any
 8 other comments or questions before voting?

9 UNIDENTIFIED FEMALE SPEAKER: So we were in
 10 the process of voting.

11 MR. THOMAS: I thought that we were in the
 12 middle of the vote.

13 CHAIRWOMAN HENN: We were in the middle of
 14 a vote.

15 MS. GOVER: Ms. Causey?

16 CHAIRWOMAN HENN: It's late, I'm sorry.
 17 Thank you.

18 MS. GOVER: Ms. Causey?

19 CHAIRWOMAN HENN: Ms. Causey, your vote?

20 MS. CAUSEY: Yes.

21 MS. GOVER: Ms. Mack?

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1 MS. MACK: Yes.

2 MS. GOVER: Ms. Jose?

3 Mr. McMillion?

4 MR. MCMILLION: Yes.

5 MS. GOVER: Mr. Thomas?

6 MR. THOMAS: Yes, for the last time, yes.

7 MS. GOVER: Ms. Scott?

8 MS. SCOTT: Yes.

9 MS. GOVER: Dr. Hager?

10 DR. HAGER: Yes.

11 MS. GOVER: Ms. Henn?

12 CHAIRWOMAN HENN: Yes.

13 MS. GOVER: Thank you.

14 CHAIRWOMAN HENN: The motion carries.
 15 Thank you, Dr. Williams.

16 DR. WILLIAMS: Thank you.

17 CHAIRWOMAN HENN: Item T was postponed and
 18 item V, as well, correct? That brings us to the next
 19 item is information. Information items include the
 20 Financial Report for April 2022. The Compass Spring
 21 2022 update, the revised 2021-2022 school calendar,

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1 which reflects the June 20th closure in observance of
 2 Juneteenth, Revised Superintendent Rules 2373, 3410,
 3 and 4303, and the updated Students Count 2021.

4 The last item on the agenda is
 5 Announcements. The Board's next meeting will be held
 6 on Tuesday, July 12, 2022, at 6:30 p.m. V was not
 7 removed? We have one other item of business. May I
 8 have a motion to postpone Item V, Board Committee
 9 Reports, Member Comments, and Agenda Setting?

10 MS. MACK: So moved, Mack.

11 DR. HAGER: Second, Hager.

12 CHAIRWOMAN HENN: Thank you. Any concerns?
 13 May I have a roll call a vote, please?

14 MS. GOVER: Ms. Causey?

15 MS. CAUSEY: Yes.

16 MS. GOVER: Ms. Mack?

17 MS. MACK: Yes.

18 MS. GOVER: Mr. McMillion?

19 MR. MCMILLION: Yes.

20 MS. GOVER: Mr. Thomas?

21 MR. THOMAS: Yes.

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1 MS. GOVER: Ms. Scott?

2 MS. SCOTT: Yes.

3 MS. GOVER: Dr. Hager?

4 DR. HAGER: Yes.

5 MS. GOVER: Ms. Henn?

6 CHAIRWOMAN HENN: Yes.

7 MS. GOVER: Thank you.

8 CHAIRWOMAN HENN: The motion carries.
 9 Thank you for joining us tonight. Thank you for your
 10 patience. The meeting is now adjourned.
 11 (Meeting was adjourned.)

TRANSCRIBER'S CERTIFICATE

I, Vivian Saxe, hereby certify that I transcribed from audio file the proceedings to the best of my ability in the foregoing-entitled matter; and I further certify that the foregoing is a full, true and correct transcript of the audio files produced.

IN WITNESS THEREOF, I have subscribed my name on June 24, 2022.

Vivian Saxe

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