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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

TUESDAY, MARCH 14, 2023

Transcribed by: CRC Salomon Reporting

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2 **BOARD MEMBERS:**
3 **Jane Lichter, Board Chair**
4 **Robin Harvey, Vice Chair**
5 **Roah Hassan**
6 **John H. Offerman**
7 **Russell T. Kuehn**
8 **Erin Hager**
9 **Christina Pumphrey**
10 **Maggie Domanowski**
11 **Rodney R. McMillion**
12 **Julie Henn**
13 **Moalie S. Jose**
14 **Brenda Savoy**
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1 **PROCEEDINGS**
2 **MS. LICHTER:** Good evening, everyone. This
3 is Chairwoman Jane Lichter. I now call to order the
4 meeting of the Board of Education of Baltimore County
5 for Tuesday, March 14, 2023. I want you to recite the
6 Pledge of Allegiance to the Flag to be led by Ms. Roah
7 Hassan. We will then have a moment of silence in
8 recognition of those who have served education in
9 Baltimore County.
10 (Pledge of Allegiance.)
11 (Moment of silence.)
12 **MS. LICHTER:** Thank you. Tonight's Board of
13 Education meeting is being held in person and
14 virtually and broadcast through the BCPS online live
15 meeting broadcast and on BCPS TV, Comcast channel 73
16 and Verizon FiOS Channel 34. In order to efficiently
17 conduct this meeting, all voting items this evening
18 will be done by rollcall vote.
19 The first item on the agenda is
20 consideration of the March 14 agenda. Dr. Williams,
21 are there any additions or changes to tonight's

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1 agenda?

2 DR. WILLIAMS: There are none.

3 MS. LICHTER: Hearing none, the agenda

4 stands as presented. Earlier this evening, the board

5 met in closed session pursuant to the Open Meetings

6 Act for the following reasons. To one, discuss the

7 appointment, employment, assignment, promotion,

8 discipline, demotion, compensation, removal,

9 resignation, or performance evaluation of appointees,

10 employees, or officials over whom it has jurisdiction

11 or any other personnel matter that affects one or more

12 specific individuals, consult with counsel to obtain

13 legal advice and consult with staff, consultants, or

14 other individuals about pending or potential

15 litigation. The summary of the closed session and

16 open session information summary can be found on

17 BoardDocs under this board meeting agenda date. The

18 next item on the agenda is personnel matters. And for

19 that, I call on Mr. McCall. Good evening.

20 MR. McCALL: Good evening, Chair Lichter,

21 Vice Chair Harvey, Superintendent Williams, and

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1 members of the board. I'd like the board's consent

2 for the following personnel matters. Retirements,

3 resignations, leaves, certificated appointments, and

4 deceased recognition of service.

5 MS. LICHTER: Do I have a motion to approve

6 the personnel matters as presented in Exhibits D1

7 through D5?

8 MS. HARVEY: So moved, Harvey.

9 MS. LICHTER: Thank you. Do I have a

10 second?

11 MS. PUMPHREY: Second, Pumphrey.

12 MS. LICHTER: Thank you. Any discussion?

13 May I have a rollcall vote please?

14 MS. HARVEY: Ms. Domanowski?

15 MS. DOMANOWSKI: Yes.

16 MS. GOVER: Ms. Pumphrey?

17 MS. PUMPHREY: Yes.

18 MS. GOVER: Mr. McMillion?

19 MR. McMILLION: Yes.

20 MS. GOVER: Ms. Henn?

21 MS. HENN: Yes.

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1 MS. GOVER: Ms. Jose?

2 MS. JOSE: Yes.

3 MS. GOVER: Ms. Harvey?

4 MS. HARVEY: Yes.

5 MS. GOVER: Ms. Hassan?

6 MS. HASSAN: Yes.

7 MS. GOVER: Mr. Offerman? Mr. Offerman?

8 Dr. Savoy?

9 DR. SAVOY: Yes.

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

11 Lichter.

12 MS. LICHTER: Yes.

13 MS. GOVER: Thank you.

14 MS. LICHTER: The next item on the agenda --

15 thank you, Mr. McCall. The next item on the agenda is

16 administrative appointments. And for that, I call on

17 Dr. Williams.

18 DR. WILLIAMS: Madame Chair Lichter, Vice

19 Chair Harvey and members of the board, I am bringing

20 forward the following administrative appointment for

21 your approval. Enterprise System Engineer, Office of

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1 Network Support Services.

2 MS. LICHTER: Do I have a motion to approve

3 the administrative appointments as presented in

4 Exhibit E1? Do I have a motion to approve the

5 administrative appointments?

6 MS. HASSAN: So moved. Hassan.

7 MS. LICHTER: Thank you. Do I have a

8 second?

9 MS. DOMANOWSKI: Second, Domanowski.

10 MS. SAVOY: Second, Savoy.

11 MS. LICHTER: Thank you. Any discussion?

12 May I have a rollcall vote, please?

13 MS. GOVER: Ms. Domanowski?

14 MS. DOMANOWSKI: Yes.

15 MS. GOVER: Ms. Pumphrey?

16 MS. PUMPHREY: Yes.

17 MS. GOVER: Mr. McMillion?

18 MR. McMILLION: Yes.

19 MS. GOVER: Ms. Henn?

20 MS. HENN: Yes.

21 MS. GOVER: Ms. Jose?

<p style="text-align: right;">Page 10</p> <p>1 MS. JOSE: Yes.</p> <p>2 MS. GOVER: Ms. Harvey?</p> <p>3 MS. HARVEY: Yes.</p> <p>4 MS. GOVER: Ms. Hassan?</p> <p>5 MS. HASSAN: Yes.</p> <p>6 MS. GOVER: Mr. Offerman?</p> <p>7 MR. OFFERMAN: Yes.</p> <p>8 MS. GOVER: Dr. Savoy?</p> <p>9 DR. SAVOY: Yes.</p> <p>10 MS. GOVER: Mr. Kuehn? Ms. Lichter?</p> <p>11 MS. LICHTER: Yes.</p> <p>12 MS. GOVER: Thank you.</p> <p>13 MS. LICHTER: Motion carries. Dr. Williams.</p> <p>14 DR. WILLIAMS: So, our only appointment this</p> <p>15 evening is Christopher Coston as the Enterprise System</p> <p>16 Engineer in the Office of Network Support Services.</p> <p>17 Prior to this appointment, he was a network analyst in</p> <p>18 the Office of Network Support Services. He was also a</p> <p>19 contractual analyst and he has prior experience in an</p> <p>20 Apple Store for over two years. He brings over one</p> <p>21 year of experience in Baltimore County.</p>	<p style="text-align: right;">Page 12</p> <p>1 minutes prior to the meeting. If a registered speaker</p> <p>2 is absent, the speaker slots will be reassigned from</p> <p>3 the waitlist so that the ten speaker slots are</p> <p>4 allocated.</p> <p>5 While we encourage public input on policy,</p> <p>6 programs, and practices within the purview of this</p> <p>7 Board and the school system, this is not the proper</p> <p>8 forum to address specific student or employee matters</p> <p>9 or to comment on matters that do not relate to public</p> <p>10 education in Baltimore County. We encourage everyone</p> <p>11 to utilize existing dispute resolution processes as</p> <p>12 appropriate.</p> <p>13 I remind everyone that inappropriate personal</p> <p>14 remarks or other behavior that disrupts or interferes</p> <p>15 with the conduct of this meeting are out of order.</p> <p>16 Persons using language that is threatening or promotes</p> <p>17 violence against a BCPS employee are subject to legal</p> <p>18 penalties. Persons who otherwise disrupt or disturb</p> <p>19 this meeting will not be allowed to continue their</p> <p>20 remarks and will be escorted from the meeting.</p> <p>21 I ask speakers to observe the three-minute clock,</p>
<p style="text-align: right;">Page 11</p> <p>1 Congratulations, Christopher Coston.</p> <p>2 DR. WILLIAMS: He is watching virtually.</p> <p>3 MS. LICHTER: Okay. Congratulations. Our</p> <p>4 next item is public comment. This is one of the</p> <p>5 opportunities the Board provides to hear the views and</p> <p>6 receive the advice of community members. The members</p> <p>7 of the Board appreciate hearing from interested</p> <p>8 citizens. As appropriate, we will refer your comments</p> <p>9 to the superintendent for follow up by his staff.</p> <p>10 Online registration was open to the public one</p> <p>11 week prior to tonight's board meeting and was closed</p> <p>12 at 3:00 p.m. yesterday for anyone wishing to speak at</p> <p>13 this evening's meeting. Board practice limits to ten</p> <p>14 the number of speakers at a regularly scheduled board</p> <p>15 meeting. Speakers are selected randomly using</p> <p>16 electronic selection process from all registrations</p> <p>17 received within the designated timeframe.</p> <p>18 Each speaker is allowed three minutes to address</p> <p>19 the Board. No speaker substitutions will be allowed.</p> <p>20 For those who were not selected through the online</p> <p>21 registration, a waitlist signup sheet was available 30</p>	<p style="text-align: right;">Page 13</p> <p>1 which will let you know when your time is up. Please</p> <p>2 conclude your remarks when you hear the tone or see</p> <p>3 the time has expired. The microphone will be turned</p> <p>4 off at the end of your time and it could be turned off</p> <p>5 if a speaker addresses specific student or employee</p> <p>6 matters or is commenting on matters not related to</p> <p>7 public education in Baltimore County.</p> <p>8 If not selected, the public may submit their</p> <p>9 comments to the board members via email at</p> <p>10 boe@bcps.org. More information is provided on the</p> <p>11 board's website at BCPS.org under Board of Education</p> <p>12 Participation by the Public. I now call on your</p> <p>13 advisory and stakeholder group leaders to speak. Our</p> <p>14 first speaker is Mr. Billy Burke from CASE. Good</p> <p>15 evening.</p> <p>16 MR. BURKE: Good evening, Chairwoman Ms.</p> <p>17 Lichter, Vice Chair Ms. Harvey, Superintendent Dr.</p> <p>18 Williams, and members of the board. Thank you for the</p> <p>19 opportunity to speak on behalf of CASE. I'd like to</p> <p>20 speak to you tonight about two issues. The first</p> <p>21 issue is the Star Ratings. It is important that we as</p>

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1 educators are accountable for student learning. But I
 2 am concerned that the Star system of ranking schools
 3 creates a confusing and misleading picture of what is
 4 happening in schools.

5 Rating systems like Star assume everyone comes to
 6 the table with the same resources and opportunities.
 7 Nothing could be farther from the truth. Variability
 8 is the norm. Students are different, and the
 9 challenges they face happen at the community, school,
 10 and family level. It is important to remember that
 11 Star ratings are a snapshot in time. The rankings
 12 don't explain where schools started and how schools
 13 and students have grown. And most importantly, the
 14 Star Ratings don't provide a corrective action plan
 15 for moving forward based on the individual or real
 16 challenges that students, schools, and communities
 17 face.

18 I'm not against accountability, but rating
 19 systems like Star mislead the public into believing
 20 that one school is good and one school is bad based on
 21 ratings. As you visit schools, you will see

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1 excellence in schools with a 1-star rating and you
 2 will see room for improvement in schools with a 5-star
 3 rating.

4 The second issue I'd like to bring to your
 5 attention is changes to COMAR when disciplining
 6 students with IEPs that have exhibited dangerous
 7 behavior like weapons possession and fighting. The
 8 law limits and prohibits the suspension and expulsion
 9 of students that exhibit dangerous behaviors if those
 10 behaviors are a manifestation of the student's
 11 disabilities. The law limits the use of virtual
 12 learning for these students.

13 What the law doesn't do, though, is provide
 14 direction and support as well as resources to schools
 15 and school districts in providing appropriate
 16 placements and supports for these students. Teachers
 17 and administrators feel unheard and under resourced
 18 when asking for support in providing an appropriate
 19 education for these students. The current law makes
 20 students feel -- and staff -- fell unsafe.

21 I often hear board members say to staff, "How can

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1 we help?" This is how you can help. Lobby at the
 2 state and national levels for the resources and
 3 guidance needed to provide appropriate education
 4 supports to students struggling with behavioral
 5 challenges. Ask for processes that are rigorous and
 6 funded, but streamlined to get students the supports
 7 they need quickly. It would be an important step in
 8 making schools safer. And you can be part of that.
 9 Just ask your child's teacher. Just ask your
 10 children. Thank you for your time.

11 MS. LICHTER: Thank you. Our next speaker
 12 is Cindy Sexton from TABCO.

13 MS. SEXTON: Good evening, Chair Lichter,
 14 Vice Chair Harvey, Dr. Williams, and members of the
 15 board. Now that your budget for FY '24 is passed, we
 16 continue our negotiations and advocacy with the county
 17 exec and the county council for funding. And we also
 18 continue our negotiations with the school system
 19 around our compensation.

20 My message remains recruiting and retaining our
 21 educators. And while I understand the why we are

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1 cutting positions to match enrollment data, I do not
 2 agree that is what is best for our students. Large
 3 class sizes, discipline concerns, mental, physical,
 4 emotional, academic needs and more. Our students need
 5 more educators, not fewer.

6 And our special ed students are losing their
 7 educators due to resignations and retirements at one
 8 of the highest rates. None of our students can afford
 9 fewer educators. We need every single person to help
 10 us meet their needs.

11 The recent MCAP report supports this need. In
 12 his community update, Dr. Williams addresses the need
 13 to improve and accelerate student learning and that
 14 will be very difficult with fewer educators. The
 15 immediate and long term strategic steps outlined are
 16 important to the work, but as I look through them, I
 17 again see the need for educators, the people in the
 18 schoolhouse with the students addressing their needs.

19 Can we please work together and find a way to be
 20 sure that the compensation is there so we can keep the
 21 educators we have and attract new ones? In a perfect

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1 world, we would hire more and keep our class sizes
 2 smaller. But since that is unlikely, let's do all we
 3 can now for our students. When the work on these
 4 strategic steps is taking place, please be sure
 5 educators have a seat at the table from the beginning
 6 so we are all on the same page growing in the same
 7 direction towards success for our students. Thank
 8 you.

9 MS. LICHTER: Thank you. Next is general
 10 public comment. And our first speaker is Bash
 11 Pharoan. Mr. Pharoan? Dr. Pharoan? Yes. You're
 12 first.

13 DR. PHAROAN: Thank you.

14 MS. LICHTER: Good evening.

15 DR. PHAROAN: Good evening. Last board
 16 meeting was a good testament for all of you,
 17 especially you, the chair, for finishing early, 9:30.
 18 I think you have this skill. However, in the meeting,
 19 there were lots of unhappy teachers. Public speakers,
 20 six of them, were TABCO members unhappy. The other
 21 four are parents who are not really happy. And one of

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1 the four is a teacher. It is really interesting that
 2 no one had something positive in the last board
 3 meeting about the school system.

4 And out of the educational advisory councils,
 5 only the central area chair came in and that's her
 6 second time, I believe, in about eight or nine months.
 7 No one else. So, my thought to you is -- and
 8 honestly, I don't mean disrespect. I have been here
 9 for 25 years. What TABCO and CASE told you today and
 10 what the teachers and parents told you last board
 11 meeting is the same I heard when I was here with Dr.
 12 Berger, with Dr. Hairston, then Dr. Dance, then Dr.
 13 White, and now, Dr. Williams. We've certainly
 14 made progress. But the only thing I really can see as
 15 a bird flying high and looking down not on the minute
 16 details that the school system today in relation to 20
 17 years ago has laptops and has the virtual learning
 18 program, which is still in incubation stage, despite
 19 the good work of Dr. Mary McComas. The rest of it is
 20 more or less the same. And I, I really just want you
 21 to think about that.

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1 If the McCormick Company in Baltimore County
 2 functions like the school system, we'll have no
 3 spices. We would not. No company would. You are not
 4 independent. You have no control on the budget. And
 5 you have so many bosses, both in Towson and Annapolis.
 6 And I really think that needs to be addressed. Only
 7 you, the board member, can lobby the state and the
 8 county for being truly independent. Truly
 9 independent. You have one product, and that's the
 10 students. No other products. Thank you.

11 MS. LICHTER: Thank you. Our next speaker
 12 is Amy Adams. Good evening.

13 MS. ADAMS: Good evening, Chair Lichter,
 14 Vice Chair Harvey, Dr. Williams, and members of the
 15 board. I look forward to the presentation this
 16 evening and the discussion of the 2022 MCAP results.
 17 More and more parents and community members are
 18 accepting the fact, based on multiple datapoints, that
 19 our schools are not adequately educating the majority
 20 of children, especially the most vulnerable in our
 21 communities. Tutoring and other interventions

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1 previously discussed won't do much at this point,
 2 especially if they're limited on the number of
 3 students involved, are optional, or are outside of
 4 school hours.

5 Once of the problems related to subgroups of
 6 students specifically identifying race and income is
 7 that many white and black parents from upper income
 8 levels did not realize that their children were being
 9 cheated and not educated to their full ability.
 10 Instead, they settled for often questionable
 11 indicators of success based on Baltimore County's
 12 school report cards and grades. They accepted
 13 information from the school district and didn't ask
 14 the vital question about the quality of education
 15 their children were actually receiving. Many parents
 16 are just satisfied to know that their children were
 17 doing better than others, and that's how they judged
 18 success.

19 The problem is now in the fabric of the school
 20 system. BCPS used to create nationally recognized in-
 21 house curriculum based on state and federal standards

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1 to meet the needs of their student population. Now,
 2 starting in the last decade, we've become more
 3 dependent on spending millions of dollars on
 4 curriculum programs, subscriptions, and materials that
 5 yield little academic results and certainly are not
 6 solutions for the problems facing our students and
 7 teachers today.

8 The problems in our schools did not start with
 9 poor children and teachers. It began with how they
 10 were deprived of the education and the support they
 11 deserved from the system. Now, we are plagued by this
 12 issue because it has become more and more evident in
 13 our communities and in schools with increased levels
 14 of violence and blight.

15 Recently, Mary and I have become members of the
 16 Randallstown NAACP in hopes to collaborate our efforts
 17 when advocating for Baltimore County students. As you
 18 move forward, citizens are depending on you to make
 19 right decisions regarding our school system leadership
 20 before it's too late. We need people in leadership
 21 who know how to run an education system and get

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1 improved, measurable results. We need leaders who
 2 have knowledge of the past and concrete vision for the
 3 future. We need leaders who will be evaluated based
 4 on their actions, not just their well-meaning words.
 5 We need leaders who openly communicate and be
 6 responsible to the public.

7 Finally, you must select a superintendent ready
 8 to confront the current state of academics and work to
 9 overcome the mountain of challenges. There are
 10 solutions that don't cost millions, but we need
 11 leaders who aren't distracted by the bling and chasing
 12 technology but rather those who believe in the ability
 13 of all children. Thank you.

14 MS. LICHTER: Thank you. Our next speaker
 15 is Julie Culotta. Good evening.

16 MS. CULOTTA: Good evening. My name is
 17 Julie Culotta, and I am a parent of three students at
 18 Hampton Elementary and I serve as Hampton's PTA
 19 president. I appreciate the opportunity to speak to
 20 you once again about the serious overcrowding that we
 21 are facing at Hampton. This is a serious problem, and

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1 the parents and teachers of Hampton Elementary implore
 2 you to find a creative solution to provide relief for
 3 our school. Trailers are not an adequate solution for
 4 the 812 students at Hampton.

5 Dr. Williams, the parents, teachers, and students
 6 of Hampton Elementary implore you to enact an
 7 emergency redistricting for Hampton Elementary.
 8 Redistricting is a free, reasonable, and appropriate
 9 solution to the overcrowding we are facing. We do not
 10 have time to wait for a new superintendent. We want
 11 an emergency redistricting for Hampton Elementary to
 12 be added to your March 28 agenda and brought to a
 13 vote.

14 While we have all grown tired of the constant
 15 redistricting across Baltimore County, this is the
 16 only long term solution that will ease the strain on
 17 Hampton's catchment area and relieve the stress on our
 18 students, teachers, and parents. We need this
 19 situation to be rectified before August. We didn't
 20 ask for this problem. We spoke out in 2020 and tried
 21 to warn the board that the Pleasant Plains boundary

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1 study would only shift the problem and not provide a
 2 solution to overcrowding in the central district. An
 3 emergency redistricting is a reasonable, appropriate,
 4 and free solution.

5 According to the September 30 enrollment numbers,
 6 four neighboring school are under capacity and could
 7 jointly provide relief to Hampton. As I shared last
 8 week, one school in particular is at 79 percent of
 9 capacity with 100 seats available. We need you to
 10 look at the numbers closely and provide a creative
 11 solution that evenly distributes students to all four
 12 neighboring and under enrolled schools so as to not
 13 overcrowd any one school again.

14 Cromwell Valley Elementary could be a part of the
 15 solution. Baltimore County can no longer support an
 16 elementary magnet school for the whole county in the
 17 central district. We need Cromwell to be a
 18 neighborhood school that supports more than 150
 19 students in its walkable catchment area. But Cromwell
 20 should only be a part of the solution.

21 You can add all the trailers you want, but

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1 Hampton’s cafeteria and gymnasium were built for 300
 2 and do not support our population of 812. Hampton is
 3 not a candidate for a future capital project that
 4 would solve this problem. This is not a matter of
 5 whether or not you decide to redraw the boundary lines
 6 for Hampton, it’s a matter of when. Hampton’s
 7 boundary is way too large, and it needs to be
 8 reevaluated.

9 In addition to adding trailers, we were also
 10 notified that the current plan includes moving Pre-K 3
 11 to Jacksonville Elementary. When everything in the
 12 State of Maryland is moving towards the importance of
 13 early childhood education, Baltimore County should be
 14 searching for Pre-K classrooms, not eliminating them.
 15 When the solution exists to allow Hampton to maintain
 16 our Pre-K program, why aren’t we examining that
 17 solution? Please take time to look at Hampton’s
 18 neighboring --

19 MS. LICHTER: Thank you. Our next speaker
 20 is Laura Houliaras. And you’ll tell me the correct
 21 pronunciation when you come up.

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1 MS. HOULIARAS: It’s Houliaras.
 2 MS. LICHTER: Houliaras. Okay.
 3 MS. HOULIARAS: Houliaras.
 4 MS. LICHTER: Houliaras.
 5 MS. HOULIARAS: No worries.
 6 MS. LICHTER: Okay. Welcome.
 7 MS. HOULIARAS: Thank you. Good evening.

8 Some of you may remember me from the Pleasant Plains
 9 boundary study discussion of three years ago. My name
 10 is Laura Houliaras, and I’m the parent of a Hampton
 11 Elementary kindergartener. I’m back because, as I
 12 feared, the situation at Hampton has become a huge
 13 problem. Too many students in each classroom,
 14 teachers stretched to the max, children’s behavior,
 15 and hence learning, suffering.

16 I understand that part of the defense of voting
 17 in favor of moving kids to Hampton in 2020 was that
 18 Hampton would “share the burden” of overcrowding
 19 alongside Pleasant Plains. However, we can now see
 20 that the entire issue or burden was shifted to
 21 Hampton. In 2020, Pleasant Plains enrollment was 124

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1 percent and Hampton’s was around 90 percent.
 2 According to BCPC enrollment numbers from this
 3 past September, Pleasant Plains is now at 96 percent
 4 capacity and Hamptons is now at 121 percent. So, not
 5 only did Hampton meet the capacity, it well surpassed
 6 it in only three years. This was not an optimal use
 7 of time allocated to that boundary study as it did not
 8 provide an effective outcome, only transferred the
 9 problem.

10 If Hampton Elementary continues on the current
 11 trend, it’s enrollment will be close to 900 students
 12 next year, an unacceptable and unheard of number for
 13 BCPS Elementary School. With the sheer volume of
 14 current students, much less any additional, it is not
 15 an effective learning environment.

16 My incredible Ridgely Middle eighth grade English
 17 teacher, Ms. Jones, hammered into my memory the idea
 18 of foreshadowing in literature. “There are so many
 19 points in a book,” she said, “where you can see a
 20 foreboding or prediction of what is to come.”
 21 Foreshadowing gives clues as to a climax, a turning

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1 point, or even the story’s ending. I strongly believe
 2 this is true in life as well.

3 I and other parents saw the train coming in 2020,
 4 and look at the devastating results for Hampton. But
 5 you can take action now before there’s a complete and
 6 total over capacity catastrophe. We desperately need
 7 an urgent short term solution and, as we’ve been
 8 saying for months, trailers are not good enough,
 9 especially since the gym and cafeteria support only
 10 one third of our enrollment. Kindergarteners cut out
 11 of what should be schoolwide assemblies, multiple PE
 12 classes at a time sharing an already too small
 13 gymnasium, and second graders starting their lunch at
 14 almost 1:00 are very sad byproducts of these facts.

15 While Hampton teachers and staff are doing their
 16 best to adjust and accommodate, these procedures
 17 should not be normalized. We are here requesting an
 18 agenda item be added to the Board of Education’s next
 19 meeting agenda. The subject: an immediate Hampton
 20 Elementary School boundary study. Hampton cannot
 21 shoulder the overcrowding burden by itself, and this

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1 means students must be moved to neighboring under
 2 capacity schools of which there are at least four.
 3 We need to do this to keep parents from
 4 unenrolling kids and sending them to private schools,
 5 to keep our teachers motivated, and to work at Hampton
 6 and to keep our students achieving at their highest
 7 potential. I beseech you to take action, recognize
 8 the foreshadowing, and do something to affect the
 9 outcome.
 10 MS. LICHTER: Thank you. Our next speaker
 11 virtually is Darren Badillo. He's not on?
 12 UNIDENTIFIED SPEAKER: No.
 13 MS. LICHTER: Okay. Our next speaker is
 14 Stephanie Binetti. Good evening.
 15 MS. BINETTI: Good evening. Good evening,
 16 Madame Chair Lichter, Vice Chair Harvey, Dr. Williams,
 17 and members of the board. My name is Stephanie
 18 Binetti, and I'm here tonight as a concerned parent on
 19 behalf of other parents, students, and educators of
 20 Hampton Elementary School.
 21 First, I would like to thank you all for allowing

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1 me to speak this evening. I know you have a lot of
 2 things that you hear on a variety of issues, and so I
 3 really appreciate your time. I currently have a
 4 kindergartener in Hampton, a three year old who's
 5 excited to one day to attend, and another child on the
 6 way.
 7 As a lifetime Baltimore County resident, I am
 8 committed to ensuring that my children thrive in
 9 public schools for many years to come. Although I'm
 10 new to BCPS and have heard nothing but glowing reviews
 11 of Hampton from friends and neighbors, as a volunteer
 12 and a class mom, it's obvious that things are not as
 13 they should be. Teachers and school staff are
 14 frustrated and overwhelmed. Parents and
 15 administrators are fearful of continued overcrowding
 16 and usage that far exceeds the capacity of the
 17 infrastructure.
 18 The issue is that Hampton is trying to
 19 accommodate more children than the building was ever
 20 intended to serve. The current enrollment exceeds 800
 21 students in a building designed for 670. The

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1 cafeteria and gym can only hold 300 at a time, making
 2 schoolwide assemblies impossible. Not only has this
 3 over enrollment created a cramped and at times chaotic
 4 environment, but it has also had the unintended
 5 consequence of suspending the threes preschool program
 6 at Hampton so space could be turned over to hold more
 7 elementary school classrooms.
 8 At a time of the Blueprint for Maryland's Future
 9 when we should be embracing early childhood education,
 10 we are having to close our own program. And I believe
 11 that this is simply unacceptable. I'm here to echo
 12 the comments of Julie and Laura and to also offer a
 13 solution. I am here to implore the board to consider
 14 an immediate emergency redistricting. Using the
 15 September numbers -- indicate that there are four
 16 neighboring schools, once of which is a magnet school,
 17 with a very small, walkable catchment. And all of
 18 these neighboring schools have available seats.
 19 An emergency redistricting would be a free,
 20 appropriate action to ensure that our kids start
 21 school in the fall with more reasonable class sizes.

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1 Because the overcrowding issue must be addressed with
 2 the urgency our kids deserve, I would like to
 3 respectfully request that this be on your next meeting
 4 agenda. It's not a future problem, it's a today
 5 problem. I thank you for your time, and I hope that
 6 the board will take the appropriate actions to work
 7 toward a resolution regarding this very serious but
 8 very solvable dilemma. Thank you.
 9 MS. LICHTER: Thank you. Our next speaker
 10 is Mr. Badillo.
 11 MR. BADILLO: Hello, yes. Can you hear me?
 12 MS. LICHTER: Yes.
 13 MR. BADILLO: All right. Thank you very
 14 much. You know, I wanted to get on this call. You
 15 know, I'm there every week representing my county and
 16 part of the Baltimore County Parent Student Coalition.
 17 And like I said last week, I got numerous calls about
 18 violence in the schools, parents frustrated not
 19 knowing what to do. Parents thinking about
 20 homeschooling and just quitting their jobs and having
 21 one income because they just can't take their

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1 violence, the learning environment.
 2 You know, my question to the board is, when has
 3 being equitable been more important than education? I
 4 just don't understand it. We would much rather our
 5 kids know their pronouns than learn how to read or
 6 write. I honestly believe that we need to focus on
 7 the safety and the learning environment. But also,
 8 we're not doing nothing to catch these kids up. We
 9 have a couple months left of school. What is the
 10 board -- what are the teachers doing? What is the,
 11 what is the leadership doing to catch these kids up or
 12 are we just going to continue to pass failing students
 13 on to the next grade?
 14 I think all the board members need to look at
 15 themselves in the mirror and figure out what they can
 16 do before school ends to help these children catch up
 17 because they're so far behind. We're counting on you,
 18 and I'm hoping somebody steps up. Up until now, I
 19 haven't seen nothing. Thank you.
 20 MS. LICHTER: Thank you. Our next speaker
 21 is Lloyd Allen.

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1 MR. ALLEN: Good evening, and Happy Pi Day
 2 Chair Lichter, Vice Chair Harvey, Superintendent
 3 Williams, and members of the board. Thank you for
 4 your time. I'm Lloyd Allen, he/him, special educator
 5 in mathematics, speaking as an individual to express
 6 gratitude for last meeting's result. Speaking of Pi
 7 Day, there are three problems in classical Greek
 8 mathematics that are impossible to solve: squaring
 9 the circle, doubling the cube, and trisecting an
 10 arbitrary angle are tasks that can't be performed with
 11 a compass and an unmarked straight edge.
 12 Similarly, it is impossible to create a budget that
 13 satisfies all stakeholders.
 14 BCPS announced through Facebook that association
 15 negotiations are ongoing to achieve increased
 16 compensation for all employees and address salary
 17 scales and Blueprint requirements in the board's
 18 requested budget. I am reading that to mean that the
 19 budget allows for the compressed salary scale that was
 20 mutually agreed last year to be within the bounds of
 21 this budget that just got passed.

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1 I appreciate the school board members and other
 2 BCPS staff who have been present at the County Council
 3 Town Hall and budget hearings over the last month and
 4 a half. Our presence at these hearings increases the
 5 chance that any mutually agreed salary scale and each
 6 other part of the budget will be funded.
 7 Mr. Olszewski stated at the District Six Town
 8 Hall that his goal is, by the time that his term is
 9 over, for Baltimore County teachers to be the best
 10 paid in the state. I think that's a great goal. All
 11 of this will increase the probability of retaining and
 12 recruiting educators, which will increase the
 13 probability of positive outcomes for the students in
 14 Baltimore County as long as we don't cut staffing
 15 ratios, particularly what is perceived to be at a
 16 greater degree than the actual decreases in
 17 enrollment. These students largely become the adults
 18 who drive the potential of Baltimore County as a
 19 whole.
 20 One more piece of gratitude. Last year, I
 21 advocated for something that may well have already

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1 been in the works, for ASL to be actualized as a
 2 vehicle for meeting the world language college
 3 completer graduation requirement. On June 30 of last
 4 summer, BCPS officially announced that CCBC ASL 101
 5 and 102 were recognized options for meeting that
 6 requirement. I hope that students were able to make
 7 use of this option and that this is mutually
 8 beneficial for BCPS, CCBC, and these students. Thank
 9 you.
 10 MS. LICHTER: Thank you. Our next speaker
 11 is Danyell Smith. Good evening.
 12 MS. SMITH: Good evening. I first would
 13 like to thank you for this opportunity to speak
 14 tonight. You are all doing a thankless job, and I
 15 want to let you know that we see you. I am here as an
 16 advocate speaking on behalf of individuals who, while
 17 you won't see them here speaking or attending your
 18 meetings personally, they are extremely concerned
 19 about the welfare of their children and grandchildren.
 20 However, they have to work two and three jobs and
 21 can't afford daycare, let alone the luxury to sit here

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1 for hours to convey their issues and concerns. That's
 2 my job.

3 We encourage BCPS to continue to expand and
 4 provide resources for early childhood education
 5 services because we all know that it is truly the
 6 foundation of our future leaders and productive
 7 citizens. When a child is exposed to early childhood
 8 education via pre-K and kindergarten programs, their
 9 chances of being successful grows exponentially.

10 The opportunity for every child to receive
 11 equitable educational services will also address many
 12 of the aptitude disparities that we see throughout our
 13 country, state, and county, putting children, future
 14 taxpayers, and future voters across our community at
 15 an advantage. It will enable all children to access
 16 an even playing field for future opportunities
 17 throughout their lives. The foundation is imperative.

18 While there are specific programs for ECE, for
 19 those living under the poverty level, individuals that
 20 fall right over the cusp and the living wage category
 21 can only afford basic needs and quality early

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1 childhood education isn't typically one of them. It
 2 is the hope that these individuals be considered to
 3 receive benefits, especially since they are paying
 4 exorbitant fees for subpar daycare services that are
 5 in some cases more expensive than their mortgages as
 6 well as before and after cares. Some have stated that
 7 they have chosen the option of quitting their jobs, a
 8 more challenging issue for single parents. Getting
 9 an early childhood education is truly the key to
 10 equity and educational success. One important case
 11 study to consider is private daycares. They are
 12 community staples in educators -- over three
 13 generations. Their work is the epitome of the
 14 vitality of early childhood education. Not only are
 15 our children reading and writing at three and four,
 16 but they are socially talented and respectful. The
 17 early childhood educators not only educate, they give
 18 unconditional love and support to the kids and their
 19 families and the results are real.

20 And a large percentage of their graduates have
 21 gone on to attend college and many are Ivy League

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1 graduates. They are also successful and many are
 2 alumnus. Their kids -- they also bring their kids and
 3 their grandkids back to these same daycares. We need
 4 to make sure that private institutions are equipped
 5 with all of the necessary tools that they need to
 6 continue shaping our future leaders. I am formally
 7 requesting that private daycare centers be considered
 8 for inclusion and the county --

9 MS. LICHTER: Thank you. Thanks.

10 MS. SMITH: Thank you.

11 MS. LICHTER: Our next speaker is Sharon
 12 Saroff.

13 MS. SAROFF: Good evening.

14 MS. LICHTER: Good evening.

15 MS. SAROFF: I'm here to talk tonight about
 16 a service called Home and Hospital that has been of
 17 big concern, especially this year. The service of
 18 Home and Hospital has traditionally been a temporary
 19 service to students who cannot attend normal school
 20 hours due to medical, mental health, or pregnancy
 21 conditions. Students receive their services one-on-

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1 one from a tutor to address their instruction. They
 2 get six to ten hours of instruction a week, depending
 3 upon their grade and amount of classes.

4 There are students, believe it or not, who cannot
 5 attend school on a full time basis within the hours
 6 that they are expected to attend. And I have several
 7 on my caseload. This has worsened over the past three
 8 years because of the pandemic, bringing to light
 9 immunocompromised students who, again, cannot attend
 10 school on a full time basis. They can't attend in the
 11 building at all. They need to receive their services
 12 virtually. And a lot of these kids have IEPs and have
 13 a situation where the VLP just does not meet their
 14 needs.

15 What I have found, unfortunately, is that
 16 students on home and hospital are not getting the same
 17 curriculum as their peers. There is something
 18 radically wrong with that. If they are on it
 19 temporarily, how are they supposed to reenter the
 20 building and catch up if they don't have the same
 21 curriculum? If they are on it full time, how are they

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1 supposed to really gain a quality education getting
 2 standards that everybody else gets?
 3 We have a crisis in the state of Maryland and
 4 particularly in Baltimore County. Looking at the
 5 quality of the curriculum and the quality of the
 6 scores that just came out from the MCAP, these
 7 students need to have the same curriculum, if not
 8 better, than their peers and not given a watered down
 9 curriculum and forced out the door or forced to be
 10 promoted without getting what their peers get. Thank
 11 you.
 12 MS. LICHTER: Thank you. And our last
 13 speaker is Ramona Basilio.
 14 MS. BASILIO: Good evening, everyone.
 15 MS. LICHTER: Good evening.
 16 MS. BASILIO: Madame Chair Lichter, Vice
 17 Chair Harvey, Dr. Williams, and members of the board.
 18 I am excited and I am pleased to be here tonight. I
 19 make a practice of doing my thank yous first and my
 20 gratitudes first, so I want to take a moment to thank
 21 all of you who attended the Deer Park Middle Magnet

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1 public meeting to hear our concerns about are
 2 overcapacity issues. We had our speaker speak on
 3 behalf of several of us who outlined very well the
 4 good, the bad, and the ugly related to the boundary
 5 study. But principally, she had an opportunity to let
 6 you all know how much we appreciate the work of the
 7 committee.
 8 I sit before you as a person who participated in
 9 the boundary study, a boundary study that was
 10 necessary and important to help us address some
 11 critical issues. At the time, we were almost 300
 12 students over capacity. We had students sitting in
 13 the hallway eating lunch. We added another period of
 14 lunch, for students were eating at roughly 1:00, 1:15
 15 during the day. Students were doing homework on the
 16 floor. We had every nook and cranny available. Our
 17 capacity was so great that students would huddle
 18 against the wall to walk from class to class. You all
 19 heard that, particularly Dr. Williams and his staff
 20 and members of the boundary study.
 21 We spent time working through the issues. Those

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1 issues that also mean that other schools in the
 2 northwest area, particularly the middle schools, will
 3 share the burden that we felt at the beginning of the
 4 year, the beginning of the pandemic. I want to put a
 5 footnote and maybe even elevate the footnote to say
 6 we've successfully had conversations. We had
 7 community input. The boundary study -- and hats off
 8 to Dr. Paul Taylor and Mr. Dixon and the group who
 9 actually made sure I didn't miss a beat even when I
 10 was out on surgery, making sure that everyone had an
 11 opportunity for input. I thank you, Dr. Williams, for
 12 hearing us, for asking us to stay the course.
 13 A friend, colleague, and supporter of mine who
 14 couldn't be here today asked this time ten days -- it
 15 would be ten days on March 5, if we could come to this
 16 group, talk about the boundary study, the over
 17 crowdedness, the impact of it. Dr. Williams and this
 18 board heard us. She would be here today were it not
 19 for the fact that she went home to God on March 5.
 20 So, I sit here on behalf of Ms. Martinez to say thank
 21 you for hearing us, to say thank you for looking to

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1 the future and for making sure that the future won't -
 2 -
 3 MS. LICHTER: Thank you. The next item on
 4 the agenda is the superintendent's report, and for
 5 that I call on Dr. Williams.
 6 DR. WILLIAMS: Good evening, Chair Lichter,
 7 Vice Chair Harvey, and members of the board. I am
 8 pleased to present my superintendent's report to the
 9 board and team BCPS. Again, this report includes
 10 celebrations, updates, evidence of our strategic plan
 11 to accomplish our pathway to excellence in action and
 12 our effort to heal, rebuild, and recover are ongoing.
 13 As we move forward together, we continue to focus on
 14 the academic achievement of our students and the
 15 partnerships in our schools. We know that we can't do
 16 this work alone, and we thank you for your support of
 17 our school system.
 18 BCPS celebrates Women's History Month in March.
 19 During this month, we honor and celebrate women's
 20 contribution to culture, history, and society. As it
 21 was mentioned earlier, Pi Day is celebrated today,

<p style="text-align: right;">Page 46</p> <p>1 March 14, around the world. Pi is the symbol, the 2 Greek letter is the symbol used in mathematics to 3 represent a constant, the ratio of the circumference 4 of a circle to its diameter, which is approximately 5 3.14159. Pi Day is an annual opportunity for math 6 enthusiasts to recite the infinite digits of Pi, talk 7 to their friends about math and, of course, eat pie. 8 Please join us in celebrating the invaluable 9 contributions of our team BCPS school social workers. 10 National Social Work week was March 5 through March 11 11. Our school social workers provide counseling and 12 help students, parents, and school staff to address 13 the psychological and social well-being of our 14 students from elementary to the university age. Our 15 school social workers also work with outside support 16 services and agencies to assist these students who 17 need help in their personal lives. 18 The Community College of Baltimore County, in 19 collaboration with BCPS, is hosting College Fair 2023 20 on March 14 and 15. At the event, students and their 21 parents can meet representatives from more than 100</p>	<p style="text-align: right;">Page 48</p> <p>1 Teacher of the Year. As one of the six regional 2 winners, Mr. Patterson will be recognized at the MSA 3 National Conference to be held in April and he is a 4 candidate for the MSA National Teacher of the Year 5 Award. 6 It's Arts in our Schools Month. This weekend, 7 the Baltimore Museum of Art showcased the outstanding 8 artwork created by team BCPS students. 9 Congratulations to our amazing students and special 10 thanks to our staff and families for your support. 11 The 2023 All County Band Orchestra and Chorus Concerts 12 took place on March 11. The concerts featured 13 approximately 600 BCPS middle and high school 14 students. Congratulations to our amazing musicians 15 for a job well done. 16 Congratulations to all of our student athletes 17 who participated in winter sports. And our winter 18 county champions in basketball, we had New Town boys' 19 basketball as well as Pikesville girls' basketball. 20 Cheerleading 3A/4A, we had Perryville High School and 21 1A/2A we had Sparrows Point High School. Indoor</p>
<p style="text-align: right;">Page 47</p> <p>1 colleges and universities, historically black 2 colleges, and universities and military and trade 3 schools. 4 Congratulations to the 169 outstanding educators 5 nominated this year for the Teacher of the Year. BCPS 6 hopes to elevate the teaching profession, recognize 7 excellence in teaching and thank all teachers for 8 their skill, knowledge, creativity, and dedication. 9 For our photo gallery of the nominees, take a look at 10 bcps.org. 11 Congratulations to three music educators in BCPS 12 honored by the state. Laura Allison of Ridge Ruxton 13 and Grace White of Colgate Elementary are among seven 14 individuals named the MMEA of the Maryland Music 15 Educators Association Outstanding Music Educators of 16 the Year. Jim Wharton from Catonsville High School is 17 one of two retired educators inducted into the MMEA 18 Hall of Fame. 19 Congratulations to Justin Patterson, media 20 production teacher from Chesapeake High School. He 21 has been named Magnet Schools American Region One</p>	<p style="text-align: right;">Page 49</p> <p>1 track, we had Towson High School boys and Hereford 2 High School girls. In wrestling, we had Sparrows 3 Point High School. 4 The winter regional champions basketball girls, 5 we had Pikesville High School, Hereford High School, 6 Eastern Tech and Towson High School. Our boys, Loch 7 Raven High School, New Town High School, Overlea High 8 School and Parkville High School. Cheerleading, we 9 had Hereford High School, Sparrows Point High School, 10 Pikesville High School. And indoor track we had 11 Western Tech girls, Hereford High School girls, and 12 Hereford High School boys. 13 Congratulations to our winter sports state 14 championship student athletes, coaches, school 15 communities, and families. For basketball 2A we had 16 New Town High School boys, 1A, Pikesville High School 17 girls, 4A, Parkville High School boys. Indoor track, 18 we had Tammy Araullo (phonetic), Overlea High School, 19 New Town High School 2A boys, Nakaya Williams 20 (phonetic). Woodlawn High School, Dasean Shell 21 (phonetic). Milford Mill Academy, Miles Taylor</p>

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1 (phonetic). Franklin High School, Taylor Daley
 2 (phonetic), Dulaney High School.
 3 In wrestling, we had Ugochi Anunobi, Randallstown
 4 High School, Owen Bell from Hereford High School, and
 5 Amondre Wooden, Owings Mills High School. And for our
 6 allied bocce we had Dulaney High School, Franklin High
 7 School, and Loch Raven High School.
 8 The best and the brightest made their way to the
 9 Timonium Fairgrounds recently for the BCPS Job Fair.
 10 Teachers, principals, and support staff showcased
 11 their achievements, hoping to attract the next stellar
 12 employee. Many thanks to the human resources team for
 13 organizing such a successful event and to all of our
 14 school leaders and supporting offices and teams who
 15 were on hand to share the best of BCPS with potential
 16 candidates.
 17 I'm pleased to invite you to attend our first
 18 ever Champions for Children Educator Recognition Event
 19 to celebrate excellence in education. So on April 19,
 20 this fun and festive evening will include a pre award
 21 show reception for the honorees, sponsor and guests,

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1 awards presentations punctuated by student performance
 2 and a post-production dessert reception. Each honoree
 3 will be recognized for exemplary work in pursuit of
 4 the BCPS core purpose. The evening will culminate in
 5 the announcement of the BCPS Teacher of the Year, who
 6 represents BCPS in the Maryland teacher of the year
 7 competition. As a reminder, the State of the School
 8 will take place on March 22 at Dundalk Sollers Point
 9 High School.
 10 As you know, last week the Maryland State
 11 Department of Education released new accountability
 12 information for each public school system in the
 13 state, including the star ratings for the individual
 14 schools. These new Star ratings are calculated using
 15 the 2021 to 2022 school year accountability data.
 16 Since 2017 and 2018, the Maryland State
 17 Department of Education or MSDE evaluates school
 18 systems and individual schools on a set of criteria.
 19 So, at the elementary and middle school level, schools
 20 are assessed on academic achievement, academic
 21 progress, progress in achieving English language

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1 proficiency and school quality and student success.
 2 High schools are assessed on academic achievement,
 3 graduation rate, progress in achieving English
 4 language proficiency, readiness for post-secondary
 5 success, and school quality and student success.
 6 This slide provides a comparison for Baltimore
 7 County Public Schools' average Star rating four years:
 8 2018, 2019, and 2022 compared to the state. The
 9 overall BCPS 2022 Star average is 3.2, which is .2
 10 less or two-tenths of a point less than our 2019 Star
 11 average of 3.4 and below the state.
 12 We know, we know there is much more work to be
 13 done to ensure each student at every school is meeting
 14 their full potential. And there are great things
 15 happening in our school system. As Central Office
 16 team members and I continue to visit schools, we have
 17 seen high levels of student engagement, rigorous
 18 teaching and learning, growth in our students and
 19 staff, and deep community and partnership building.
 20 BCPS is working relentlessly to improve and accelerate
 21 student learning. That concludes my report. Thank

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1 you.
 2 MS. LICHTER: Thank you, Dr. Williams. Next
 3 on the agenda is the chair's report. And I would like
 4 to just echo Dr. Williams's comments about this
 5 weekend. We saw children's passions all over the
 6 place. We saw them at Carver Center with our all
 7 county chorus band and orchestra performing. We saw
 8 it at the Baltimore Museum of Art with their kids
 9 display and we saw it on many courts in many fields.
 10 So, it's just wonderful to see our students excel.
 11 And also, thank you to the staff in the
 12 performing arts, the visual arts, and also athletics
 13 for the amount of work that they put into all of the
 14 different events that took place over the weekend. I
 15 also want to thank our three area Educational Advisory
 16 Councils, Dr. Stitt, Ms. Pearsell of the Southwest,
 17 and Ms. Stith from the Northeast.
 18 Last night, they had a joint meeting were over 70
 19 people at one point were on that meeting. It was
 20 virtual. We had a lot of staff presenting. But it
 21 was a wonderful joint effort and well attended by our

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1 community. So, thank you to those three women for
 2 their work in putting together that joint
 3 presentation.
 4 Last month, I shared that I would share updates
 5 about our superintendent search. So, that's what I'm
 6 going to do now. I just have several updates to
 7 share. Next slide, please. The board officially
 8 launched the search for a new superintendent for
 9 Baltimore County on March 1st with the hiring of the
 10 executive firm of McPherson and Jacobson. We are
 11 committed to a transparent and efficient search
 12 process and engaging with team BCPS stakeholders.
 13 We met with the firm already to develop a work
 14 plan for the search, including the nature and the
 15 extent of the community involvement and engagement.
 16 They will assist us in key pieces of the national
 17 search process, including identifying the desired
 18 qualifications and characteristics, facilitating the
 19 process for community input and engagement,
 20 identifying and fielding a pool of highly qualified
 21 candidates, coordinating the interview process and

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1 helping the board narrow down a field of candidates
 2 and advising the board on appropriate compensation
 3 package.
 4 The search firm will also gather feedback a
 5 number of ways. One is through a survey that will be
 6 available in multiple languages. The survey will be
 7 emailed to all BCPS families and staff and will be
 8 accessible online and that will occur very soon. Next
 9 week, March 21st through the 23rd, the search firm
 10 will board six community input meetings. On the 21st,
 11 there will be meetings held at Carver Center and also
 12 the Western School of Technology. On the 22nd,
 13 meetings will be held at New Town or Perry Hall and on
 14 the 23rd at Chesapeake High School and Hereford Middle
 15 School.
 16 The purpose of these meetings will be to allow --
 17 go back one slide, please. The purpose of the
 18 meetings will be to allow the community to provide the
 19 firm with their input concerning the characteristics
 20 of what they feel are essential for the next
 21 superintendent. The public is welcome to attend any

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1 of the community meetings. And again, if you cannot
 2 attend a meeting, the survey will also prompt the same
 3 types of questions and information.
 4 Next slide, please. I'm also pleased to share
 5 that there has been a superintendent search website
 6 that has been put together by our communication
 7 office. It is up and it will serve as a hub for the
 8 information related to the search and will include
 9 important dates and milestones.
 10 And then on the last slide is the tentative
 11 timeline for the search process as we worked on with
 12 the firm beginning now and through May. So, we will
 13 also share updates on the search process on the
 14 website. We encourage members of the PCPS community
 15 to participate in the meetings or complete the survey
 16 or both and share your thoughts with the board
 17 throughout the process. And I will continue to
 18 provide updates during my chairs report each month.
 19 Next on the agenda is our student board member's
 20 report. And for that, I call on Ms. Hassan.
 21 MS. HASSAN: Thank you, Madame Chair. Good

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1 evening everyone. So, it is as always a pleasure to
 2 be here with you all today serving our students and
 3 the respective community. It remains to be an honor
 4 to serve our students and represent their unwavering
 5 voices.
 6 Within the past month, I visited 13 schools,
 7 including Parkville Middle, Parkville High School,
 8 Pine Grove Middle, Rosedale and Crossroads Alternative
 9 Centers, Kenwood, Eastern, Taggart, Stemmers Run,
 10 Dundalk Middle, Sollers Point, Dundalk High, Woodlawn
 11 High, Woodlawn Middle, and Watershed Public Charter
 12 School.
 13 In meeting with each of these schools and their
 14 amazing students, I must once again reiterate to you
 15 their unique set of needs. As we make decisions that
 16 are essential to the function of our schools and our
 17 system, I ask that you most importantly hear our
 18 students. I ask that you remember us, as a student
 19 from Woodlawn Middle School asked me to do as we
 20 discussed their love for the community and their
 21 schools.

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1 In our system, perception and misconceptions must
 2 not significantly influence our decision, if any at
 3 all. It is misconception that divides our system. It
 4 is the lack of empathy and lack of active efforts that
 5 harm our students. Our students are nothing short of
 6 excellent and have the potential to grow
 7 intellectually and emotionally so long as we provide
 8 them the resources to do so.

9 I thank you once again for beginning those
 10 processes with me as we approved Resolution 2023-01
 11 Mental Health last meeting. Our next steps must
 12 acknowledge each and every single one of our
 13 communities. As I visited alternative schools
 14 Rosedale and Crossroads, I learned that our students
 15 needs are unique and action to support them must be
 16 flexible in order to individualize.

17 Our alternative schools shared the idea that
 18 stigma is largely what may prevent our students from
 19 moving forward and growing. Those schools are not
 20 permanent for students, though many students have
 21 shared that they wish that they could stay and learn

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1 with no distractions and with the mental health
 2 supports that they need. We must understand that
 3 every part of our system prepares us for the next
 4 step. For students attending alternative schools, it
 5 may mean returning back to their home schools with the
 6 skills to succeed no matter where they go. I ask that
 7 we collectively see students not only as they are, but
 8 what they can be. I ask that we support every school
 9 in our system and provide students the right to learn
 10 and the opportunity to excel.

11 This morning, the Baltimore County Student
 12 Council headed up to Annapolis for Advocacy Day where
 13 we had the opportunity to see government in action and
 14 were welcomed by Senator Brooks and Delegates Ebersole
 15 and Pasteur as we watched the inner workings of the
 16 General Assembly. Baltimore County Student Councils
 17 met Governor Moore and Lieutenant Governor Miller as
 18 we extended civic education to the House and Senate
 19 Galleries and around Annapolis.

20 Next Thursday, students vote for my successor and
 21 your next student member of the Board of Education.

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1 Our candidates are Nick Demetriades (phonetic) from
 2 Towson High School, Kayla Drummond (phonetic) from
 3 Parkville High School, and Nathan Harris from Carver
 4 Center for the Arts and Technology. I wish them all
 5 the best on March 23rd and look forward to seeing the
 6 results coming after. So, be sure to check out
 7 candidate speeches and Q and A located on the BCPS
 8 website. So, good luck, candidates, and I look
 9 forward to seeing the student voice in action.

10 I'm keeping my report brief, but to end off
 11 tonight's report, I would like to share some good
 12 personal news. I would like to share with you all
 13 that for the next four years, I will be attending the
 14 University of Maryland College Park studying
 15 philosophy, politics, and economics. I have also
 16 accepted an invitation to the CIVICUS Living Learning
 17 Program. I cannot thank this system enough for
 18 everything it's done for me, which is exactly why I
 19 pursued this position. My love for this system and
 20 our students is unconditional because I truly believe
 21 in the strength of our students and our growth

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1 together as a system. So, thank you all. Let's get
 2 in good trouble.

3 MS. LICHTER: Congratulations on your
 4 decision, Ms. Hassan. You're not an official Terp.

5 UNIDENTIFIED SPEAKER: Go, Terps.

6 MS. LICHTER: The next item on the agenda is
 7 action taken in closed session. And for that, I call
 8 on Mr. Brousaides.

9 MR. BROUSAIDES: Good evening.

10 MS. LICHTER: Good evening.

11 MR. BROUSAIDES: Earlier tonight, the board
 12 met in closed session and took action on the following
 13 cases. HE 23-02, HE 23-07, and Case JCCP 5052, which
 14 was filed on July 28th, 2020. Now would be an
 15 appropriate time to confirm the action taken on those
 16 matters.

17 MS. LICHTER: May I have a motion to approve
 18 the action taken in closed session on Hearing
 19 Examiner's Case HE 23-02 and 23-07 and authorize Ms.
 20 Gover to sign for those board members not physically
 21 present.

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1 MS. PUMPHREY: So moved, Pumphrey.
 2 MS. LICHTER: Thank you. Is there a second?
 3 MS. HASSAN: Second, Hassan.
 4 MS. LICHTER: Thank you. Any discussion?
 5 May I have a rollcall vote?
 6 MS. GOVER: Ms. Domanowski?
 7 MS. DOMANOWSKI: Yes.
 8 MS. GOVER: Ms. Pumphrey?
 9 MS. PUMPHREY: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. McMILLION: Yes.
 12 MS. GOVER: Ms. Henn?
 13 MS. HENN: Yes.
 14 MS. GOVER: Ms. Jose?
 15 MS. JOSE: Abstain.
 16 MS. GOVER: Ms. Harvey?
 17 MS. HARVEY: Yes.
 18 MS. GOVER: Ms. Hassan?
 19 MS. HASSAN: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Yes.

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1 MS. GOVER: Dr. Savoy?
 2 DR. SAVOY: Yes.
 3 MS. GOVER: Mr. Kuehn?
 4 MR. KUEHN: Yes.
 5 MS. GOVER: Ms. Lichter?
 6 MS. LICHTER: Yes.
 7 MS. GOVER: Thank you. Motion carries.
 8 MS. LICHTER: May I have a motion to approve
 9 the action taken in closed session with respect to
 10 JCCP 5052 filed on July 28th, 2020? May I --
 11 MS. HARVEY: So moved, Harvey.
 12 MS. LICHTER: Thank you. May I have a
 13 second?
 14 MS. HASSAN: Second, Hassan.
 15 MS. LICHTER: Thank you. Any discussion?
 16 May I have a rollcall vote, please?
 17 MS. GOVER: Ms. Domanowski?
 18 MS. DOMANOWSKI: Yes.
 19 MS. GOVER: Ms. Pumphrey?
 20 MS. PUMPHREY: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. McMILLION: Yes.
 2 MS. GOVER: Ms. Henn?
 3 MS. HENN: Yes.
 4 MS. GOVER: Ms. Jose?
 5 MS. JOSE: Abstain.
 6 MS. GOVER: Ms. Harvey?
 7 MS. HARVEY: Yes.
 8 MS. GOVER: Ms. Hassan?
 9 MS. HASSAN: Yes.
 10 MS. GOVER: Mr. Offerman?
 11 MR. OFFERMAN: Yes.
 12 MS. GOVER: Dr. Savoy?
 13 DR. SAVOY: Yes.
 14 MS. GOVER: Mr. Kuehn?
 15 MR. KUEHN: Yes.
 16 UNKNOWN SPEAKER: Ms. Lichter?
 17 MS. LICHTER: Yes.
 18 MS. GOVER: Thank you.
 19 MS. LICHTER: The next item on the -- oh,
 20 thank you, Mr. Broussides. The next item on the
 21 agenda is contract awards. And for that I call on Ms.

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1 Jose, chair of the Building and Contracts Committee.
 2 MS. JOSE: Thank you, Chair Lichter. Good
 3 evening, board members. The board's Building and
 4 Contract met on Monday, March 13th. Items K1 through
 5 K24 have been approved by the committee and are being
 6 forwarded to the board for approval. Thank you.
 7 MS. LICHTER: Thank you. Do I have a motion
 8 to approve items K1 through K24? No second is needed
 9 since the recommendation comes from the committee. Do
 10 I have a motion?
 11 MS. HASSAN: So moved.
 12 MR. OFFERMAN: So moved. Offerman.
 13 MS. LICHTER: Thank you. Any discussion?
 14 Ms. Domanowski?
 15 MS. DOMANOWSKI: Yes. I had a question
 16 about one of the contracts. It was GDA 31323 -- I
 17 think it was K19, Building Renovation and Alteration
 18 Services. Hereford High School's historic barn has
 19 been waiting for --
 20 DR. SAVOY: This is where you put the --
 21 this slide is on. Look at this.

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1 MS. LICHTER: Ms. Jose, your mic's still on.
 2 MS. JOSE: No, it's not. I just unmuted it.
 3 MS. LICHTER: Okay. Or -- Dr. Savoy, I'm
 4 sorry. Ms. Domanowski.
 5 MS. DOMANOWSKI: I wanted to know if --
 6 sorry. So, back to contract K19, Building Renovation
 7 and Alteration Services. I wanted to know if any of
 8 these funds that are being set aside for the Hereford
 9 Barn historic repair that they've been waiting for?
 10 MS. GOVER: Recalling Mr. Dixit. Thank you.
 11 MR. DIXIT: Thank you for your question.
 12 So, the design work for historic barn is already
 13 complete. We were waiting for some additional grants
 14 money that we have received. So, pretty soon if
 15 everything goes all right it will be awarded through
 16 using regular bidding process. This contract is for
 17 small projects where we do not have time to bid. That
 18 one, we had plan and it has been bidden out.
 19 MS. DOMANOWSKI: So, what is the next step
 20 as far as -- I mean, you said it's been bid on. So,
 21 now it's --

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1 MR. DIXIT: So, very soon, you will see the
 2 contract being awarded.
 3 MS. DOMANOWSKI: Very soon. Okay. Thank
 4 you.
 5 MR. DIXIT: Thank you.
 6 MS. LICHTER: Any other question or
 7 discussion? May I have a rollcall vote?
 8 MS. GOVER: Ms. Domanowski?
 9 MS. DOMANOWSKI: Yes.
 10 MS. GOVER: Ms. Pumphrey?
 11 MS. PUMPHREY: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 MR. McMILLION: Yes.
 14 MS. GOVER: Ms. Henn?
 15 MS. HENN: Yes.
 16 MS. GOVER: Ms. Jose?
 17 MS. JOSE: Yes.
 18 MS. GOVER: Ms. Harvey?
 19 MS. HARVEY: Yes.
 20 MS. GOVER: Ms. Hassan?
 21 MS. HASSAN: Yes.

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1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Dr. Savoy?
 4 DR. SAVOY: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: Yes.
 7 UNKNOWN SPEAKER: Ms. Lichter?
 8 MS. LICHTER: Yes.
 9 MS. GOVER: Thank you.
 10 MS. LICHTER: Next -- thank you. Oh,
 11 there's nobody there. Next on the agenda -- wait a
 12 sec. I got to -- okay. The next on the agenda is
 13 consideration of the Deer Park Middle Magnet School
 14 Capacity Relief Boundary Study Recommendation. And
 15 for that, I call on Dr. Yarbrough, Dr. Zachin, and Mr.
 16 Dixit. Good evening.
 17 MR. DIXIT: Good evening.
 18 UNIDENTIFIED SPEAKER: Good evening.
 19 DR. YARBROUGH: Good evening. Chair
 20 Lichter, Vice Chair Harvey, Dr. Williams, members of
 21 the board. Thank you this evening for the opportunity

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1 to share information with you and a recommendation
 2 regarding the Deer Park Middle Magnet School Boundary
 3 Study. With me I have Dr. Zarchin, Chief of Schools,
 4 Mr. Dixit, Executive Director for Facilities. I'll
 5 turn it over to Dr. Zarchin at this time.
 6 DR. ZARCHIN: So if I may make an opening
 7 statement. We are here to reintroduce for board
 8 approval the recommendation of the Deer Park Middle
 9 Magnet School Boundary Study Committee. The purpose
 10 of this study was to provide capacity relief at Deer
 11 Park Middle Magnet School. The superintendent
 12 initiated the boundary study in April 2022 for five
 13 middle schools in the region. The boundary study
 14 process was facilitated by an independent consultant,
 15 Cropper GIS, and the process was managed by the Office
 16 of Strategic Planning. We had shared the results of
 17 that in our presentation before and you have heard
 18 some of the community members talking positive about
 19 it. So, with that, I'll ask Dr. Zarchin to make the
 20 recommendation.
 21 DR. ZARCHIN: On February 14th, 2023, the

<p style="text-align: right;">Page 70</p> <p>1 Board of Education received for consideration a report 2 from the Deer Park Magnet School Boundary Study 3 Committee. The recommended boundary changes affect 4 four middle schools. The recommendation known as 5 Option D affects the boundaries of Deer Park, 6 Franklin, Northwest Academy, and Pikesville Middle 7 Schools. 8 A board hearing was held on the recommended 9 boundary changes on March 1, 2023. Feedback was 10 received from one individual. Communications 11 regarding the process were extensive, in multiple 12 languages, and made through the BCPS website, media 13 advisories, emails, and correspondence from 14 principals. 15 The recommended option was voted on by the 16 committee to engage in the process of data collection, 17 analysis, and community engagement. Engagement with 18 the public was facilitated through the completion of a 19 survey, the availability of a dedicated boundary study 20 comment form, a public information session, and a 21 board hearing. All meetings were live streamed and</p>	<p style="text-align: right;">Page 72</p> <p>1 MS. HASSAN: There's not a motion? 2 UNKNOWN SPEAKER: Another person to make the 3 motion. 4 MS. LICHTER: Oh. Not -- okay. May I have 5 another person make the motion to approve the Deer 6 Park Middle Magnet School Capacity Relief Boundary as 7 presented in Option D? 8 DR. SAVOY: Savoy, second. 9 MS. LICHTER: Dr. Savoy, you'll be first. Do 10 I have a second? Mr. McMillion, thank you. Any 11 discussion? May I have a rollcall vote, please? 12 MS. GOVER: Ms. Domanowski? 13 MS. DOMANOWSKI: Yes. 14 MS. GOVER: Ms. Pumphrey? 15 MS. PUMPHREY: Yes. 16 MS. GOVER: Mr. McMillion? 17 MR. McMILLION: Yes. 18 MS. GOVER: Ms. Henn? 19 MS. HENN: Yes. 20 MS. GOVER: Ms. Jose? 21 MS. JOSE: Yes.</p>
<p style="text-align: right;">Page 71</p> <p>1 available for viewing throughout the process in 2 several languages. 3 Throughout the months of the study, the committee 4 attended five meetings that were reviewed by hundreds 5 of documents, developed and evaluated options, and 6 worked together to build a consensus. We thank them 7 for their time and their commitment to the process. 8 This concludes our reintroduction of this submission 9 and request the board vote to approve the Deer Park 10 Middle Magnet School Boundary Study recommendation of 11 Option D. 12 MS. LICHTER: Thank you. May I have a 13 motion to approve the Deer Park Middle Magnet School 14 Capacity Relief Boundary as presented as Option D in 15 Exhibit L1. 16 MS. HASSAN: So moved. Hassan. 17 MS. LICHTER: Thank you. Do I have a 18 second? Whoops. Nope. Whoops. 19 MS. HASSAN: Okay. I rescind my -- 20 UNKNOWN SPEAKER: You need another motion. 21 MS. LICHTER: I need another motion?</p>	<p style="text-align: right;">Page 73</p> <p>1 MS. GOVER: Ms. Harvey? 2 MS. HARVEY: Yes. 3 MS. GOVER: Mr. Offerman? 4 MR. OFFERMAN: Yes. 5 MS. GOVER: Dr. Savoy? 6 DR. SAVOY: Yes. 7 MS. GOVER: Mr. Kuehn? 8 MR. KUEHN: Yes. 9 UNKNOWN SPEAKER: Ms. Lichter? 10 MS. LICHTER: Yes. 11 MS. GOVER: Thank you. 12 MS. LICHTER: The next item on the agenda -- 13 thank you. 14 DR. ZARCHIN: Thank you. 15 MS. LICHTER: Thank you. Sorry. The next 16 item on the agenda is the report on the Maryland 17 Comprehensive Program MCAP Results Report. And for 18 that, I call on Dr. McComas, Dr. Zarchin, Dr. Gregory, 19 and Mr. Barnett. 20 DR. BOSWELL-McCOMAS: Good evening, Mr. 21 Barnett.</p>

<p style="text-align: right;">Page 74</p> <p>1 MR. BARNETT: Good evening.</p> <p>2 DR. BOSWELL-McCOMAS: And this is the</p> <p>3 awkward dinner table thing.</p> <p>4 UNKNOWN SPEAKER: So, I'll get started while</p> <p>5 we are --</p> <p>6 DR. BOSWELL-McCOMAS: Thank you. I just</p> <p>7 need a moment before I came to the table. Thank you,</p> <p>8 everyone.</p> <p>9 MS. LICHTER: Thank you. And, Dr. Gregory,</p> <p>10 are you -- I'm sorry. I forgot to call Dr. Gregory.</p> <p>11 DR. BOSWELL-McCOMAS: It's like family, the</p> <p>12 Thanksgiving dinner. You know, getting everyone at</p> <p>13 the table. So --</p> <p>14 MS. LICHTER: Yes. Welcome.</p> <p>15 DR. BOSWELL-McCOMAS: Thank you again and</p> <p>16 good evening. So, good evening Dr. Williams, Chair</p> <p>17 Lichter, and members of the board. I'm Dr. McComas,</p> <p>18 and I'm the Chief Academic Officer and I'm here this</p> <p>19 evening and joined by Dr. Zarchin, our Chief of</p> <p>20 Schools, Dr. Gregory, our Executive Director, and, of</p> <p>21 course, one of our proud principals, Mr. Barnett of</p>	<p style="text-align: right;">Page 76</p> <p>1 curriculum and instruction as well as our short-term</p> <p>2 continuous improvement priorities. And we will</p> <p>3 highlight along the way the improvement work happening</p> <p>4 in our schools that support our key initiative focused</p> <p>5 area of one, of learning accountability and results.</p> <p>6 Next slide, please. So, what exactly are MCAP?</p> <p>7 What is the MCAP or Maryland Comprehensive Assessment</p> <p>8 Program? It is a new set of assessments that are</p> <p>9 given on -- after the pandemic compared to the</p> <p>10 assessments the state gave prior to the pandemic. The</p> <p>11 previous assessments we often referred to as PARCC,</p> <p>12 and that was an acronym for the Partnership for</p> <p>13 Assessment of Readiness for College and Careers. So,</p> <p>14 while all of us were working through the day-to-day</p> <p>15 interruptions of the pandemic, the state too was</p> <p>16 working through some changes and they were developing</p> <p>17 these new MCAP assessments just to give you a sense of</p> <p>18 what instruments were used prior to the pandemic, what</p> <p>19 was happening during the pandemic in terms of these</p> <p>20 assessments. They were under development.</p> <p>21 And then last year was the first year that we</p>
<p style="text-align: right;">Page 75</p> <p>1 West Towson Elementary. And we're here this evening</p> <p>2 to bring forward an update on our Maryland</p> <p>3 Comprehensive Assessment scores from last year, the</p> <p>4 2022 administration, which would cover the 2021-2022</p> <p>5 school year.</p> <p>6 Next slide, please. As always, we anchor all of</p> <p>7 our work in our strategic plan, The Compass. And our</p> <p>8 MCAP scores are a critical point along our Compass</p> <p>9 connection. These are statewide assessments, which</p> <p>10 include a variety of assessments designed to measure</p> <p>11 our student growth and achievement across different</p> <p>12 grades and content areas as well as English language</p> <p>13 progress and proficiency. Our BCPS pathway for</p> <p>14 college and career success includes these MCAP metrics</p> <p>15 for kindergarten readiness as well as ELA, math,</p> <p>16 across all schools and grade levels. MCAP assessments</p> <p>17 are critical in our monitoring of student progress.</p> <p>18 Next slide, please. Overall this evening -- this</p> <p>19 presentation we will focus on these 2022 results. The</p> <p>20 implications for high quality teaching and learning</p> <p>21 how long are long term initiatives related to</p>	<p style="text-align: right;">Page 77</p> <p>1 gave these new assessments. Now, they do measure the</p> <p>2 same standards, but they are different instruments.</p> <p>3 And just so that everyone has a working understanding</p> <p>4 of that. These assessments are comprehensive as the</p> <p>5 term MCAP implies. And they do involve kindergarten</p> <p>6 readiness, ELA and math for students in grades three</p> <p>7 to eight as well as Algebra 1, Geometry, and Algebra 2</p> <p>8 and of course our English 10 Assessment. It does also</p> <p>9 include science assessments for students in grades</p> <p>10 five and eight and in high school. Life Sciences are</p> <p>11 what many of us think of as Biology. In Social</p> <p>12 Studies, they measure grade eight and High School</p> <p>13 Government and then they also, as we indicated,</p> <p>14 monitor English learner proficiency by using the ACCESS</p> <p>15 for English Learners for students in grades K to 12.</p> <p>16 And for our students receiving special services who</p> <p>17 are certificate bound, we use the Dynamic Learning</p> <p>18 Maps or DLM for their math and ELA standards. So, if</p> <p>19 -- just to give you a sense of what's involved with</p> <p>20 MCAP. This evening, we will focus of course on math</p> <p>21 and literacy.</p>

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1 Next slide, please. Some of the important
 2 structural differences between PARCC and MCAP is what
 3 we're going to talk about now because that development
 4 that happened during those years of the pandemic.
 5 There is a significant different frame in -- for these
 6 new MCAP compared to the previous PARCC. And what I
 7 mean by that is MCAP assessments -- excuse me. You
 8 can see on the screen before you that there's four
 9 categories. The PARCC assessments had five. There's
 10 also different scale scores and cut scores for those
 11 different categories. So, when you think about
 12 going from five categories to four categories and then
 13 determining what actually is the cut score for each of
 14 those categories is different between those two
 15 instruments. Again, just to give you a sense of the
 16 architectural difference of these two instruments.
 17 You can see on the screen before you that the new
 18 assessments there's beginner, developer, developing
 19 learner, proficient, and distinguished learner is the
 20 categories that we will be using this evening and
 21 moving forward with state testing.

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1 Next slide, please. The MCAP, ELA and math
 2 assessments have fixed scale score cut points. As you
 3 can see on the screen before you, we see beginner
 4 learners have to score between 650 and 724, developing
 5 learners, of course, 725 to 749 and proficient or
 6 distinguished learners score 750 to 850. 750 is
 7 considered the proficient line for students in these
 8 assessments.
 9 It's important as we move forward that we dig in
 10 and see exactly how close to 750 students are that did
 11 not make 750 or better so that we have a sense of how
 12 close to proficient they are and that impacts some of
 13 their short term responses.
 14 Next slide, please. On the screen before you,
 15 you can see the data are reported by percent
 16 proficient and mean scale score. The data shown
 17 represent the main score of students by grade level
 18 for the MCAP literacy assessment. And the blue
 19 horizontal line represents that cut score of 750 I
 20 just talked about. And that is the line where we
 21 consider students to be proficient or higher, labeled

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1 distinguished.
 2 As shown, the mean score for our elementary
 3 students is within two to six points of proficiency
 4 while the mean score of our middle school students is
 5 within seven to ten points of proficiency. Our grade
 6 10 students mean score was within two points of the
 7 proficiency mark. A closer examination of this data
 8 reveals that we had 5,458 students score within five
 9 points within 750.
 10 So, while we know that we need to get them over
 11 the 750 line, we also have to recognize that we had
 12 that number that are close that we need to focus on.
 13 Additionally, that 5,458 students who were within five
 14 points of the proficiency line, that represents 20.7
 15 percent of our students.
 16 The other thing I want to highlight on this
 17 screen is if you look closely at grade three, our
 18 students in this cohort of grade three students -- so,
 19 they were in third grade last year. They are this
 20 year's fourth grade peers. These are the students
 21 that have had the longest exposure to our Open Court

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1 Foundational Literacy Curriculum, which is an
 2 evidence-based curriculum anchored to the science of
 3 reading.
 4 And so I just want to point out that while
 5 certainly we want all of our students to be above 750
 6 and distinguished, we can see here the beginning
 7 evidence that those newly implemented resources are
 8 beginning to yield stronger performance for our
 9 students. And that's just the foundational phonics
 10 piece. That doesn't get into the comprehension, which
 11 we'll be talking about later and upcoming
 12 opportunities and curriculum committee.
 13 Next slide, please. Here we're looking at,
 14 again, our math data from last school year. And the
 15 same data are displayed here for math by grade level
 16 and content area. Of course, our blue line represents
 17 the 750 proficiency line. As shown, the mean score
 18 for our elementary students is within 10 to 13 points
 19 of the proficiency line while the mean score of our
 20 middle or high school students are within 20 to 35
 21 points of proficiency.

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1 When we do that closer examination of the data,
 2 what we see is about 3,044 students scored within five
 3 points of 750. Or that was 12.9 percent of our
 4 students that tested in math were that close to the
 5 proficiency line. Again, we recognize that we need to
 6 get them not just a 750 but beyond but we wanted to
 7 tease that out to really understand how close are we.
 8 Another point I ask to draw your attention to
 9 here is if you look at the data for grades three,
 10 four, and five, these are our cohorts of students who
 11 have had opportunity with the new Bridges Math
 12 Program, which is, again, an evidence-based curriculum
 13 that we began implementing during the pandemic years.
 14 And what we see here is students in grade three
 15 actually had a full three years of Bridges. Now, of
 16 course, those years encompassed the 2020 to 2021, the
 17 '21-'22 school year.
 18 So, we recognize that there was great turbulence
 19 in -- as we were moving back to in person instruction.
 20 But I just point out that we're seeing in that
 21 elementary some early evidence that those implemented

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1 evidence-based curriculums are yielding a difference.
 2 I also want to take a moment to point out that the
 3 grades six through eight data represents our old
 4 curriculum. That does not represent the new evidence-
 5 based curriculum that we just began implementing
 6 systemwide this year.
 7 Next slide, please. The MCAP Algebra 1 and
 8 Geometry were given in both our middle and high
 9 schools based upon student course participation. So,
 10 for those students who are enrolled in those
 11 respective courses. High school students who had not
 12 previously met the state requirement for participation
 13 in a math assessment during high school were also
 14 included in the MCAP testing. The figures showed
 15 display that the MCAP means scores for our students
 16 who participate in Algebra 1 and Geometry assessments
 17 with the blue horizontal line, of course, representing
 18 our 750 cut score which concerns our students that are
 19 proficient or distinguished line.
 20 Students in Advanced Academic Pathways for math
 21 in grade six scored proficient and close to

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1 distinguished for Algebra 1 while our students in
 2 grades seven scored in upper level proficiency for
 3 Geometry. Our students in Advanced Academic Pathways
 4 for grade seven had a mean score within 10 percentage
 5 points of proficiency for Algebra 1 while students in
 6 grade eight had mean scores within 19 percentage
 7 points proficient for Algebra 1 and within 12
 8 percentage points for Geometry.
 9 Our high school student mean scores decrease in
 10 comparison at performance levels of close to
 11 developing or beginning performance levels for
 12 Algebra. And for Geometry, students in grade nine
 13 performed at developing or close to beginning level
 14 while our students in grade ten performed at a
 15 beginning performance level.
 16 Next slide, please. So, what are we doing in
 17 response to this data? Because we all agree that our
 18 data needs to be much stronger than what we see here.
 19 And so we are taking both short term and long term
 20 steps. And some of the things that we are doing this
 21 school year as immediate responses to this data, as

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1 shared in January 23rd in a Team BCPS community
 2 update, we are reevaluating our pacing guides to
 3 ensure that we are focusing on key standards. We are
 4 providing tailored support by school with pacing and
 5 professional learning to our staff to create short
 6 term action plans based on identifying student needs
 7 at the school level.
 8 We're offering targeted tutoring support for
 9 students in need of additional practice. We're
 10 identifying students who need structured summer
 11 support and reaching out to families to get those
 12 students engaged and enrolled in our summer
 13 opportunities. Reviewing our ELA and math curriculum
 14 guides and district assessments as well as convening
 15 stakeholder groups for feedback to ensure that we're
 16 being responsive in real time to both the older
 17 curriculums that we're in the process of working
 18 through but also our new curriculums that we are
 19 implementing.
 20 Next slide, please. Some of the long term
 21 strategies that you have heard us talk about at

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1 different points and you will hear us continue to talk
 2 about as we move forward through the school year.
 3 Conducting instructional rounds at the building level
 4 where we are going in and looking very closely at the
 5 quality and rigor of classroom instruction to identify
 6 what our targeted responses that we need to do in
 7 terms of professional learning for our professionals.
 8 Implementing evidence-based curriculums that are
 9 anchored in the science of reading such as our Open
 10 Court Foundational Curriculum for Phonics as well as,
 11 you know, we are currently piloting two possible
 12 products to be considered for the comprehension and
 13 writing element curriculums.
 14 We are actively using DIBELS, which is a screener
 15 for early literacy. DIBELS stands for Dynamic
 16 Indicators of Basic Early Literacy Skills. And our
 17 DIBELS data is very strong in terms of the
 18 effectiveness of Open Court at those early grades.
 19 They're the grades that are measured, really, before
 20 third grade. So, they're the foundations that lead
 21 into that third grade data that we were looking at a

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1 few slides back.
 2 And we are providing acceleration resources for
 3 each unit, including diagnostic tasks, differentiated
 4 resources that address prerequisite skills and gaps,
 5 and scaffolding resources to support students as well
 6 as implementing a multi-tiered system of supports of
 7 evidence-based programs for literacy.
 8 Next slide, please. In terms of what we are
 9 doing to respond to math -- conducting instructional
 10 rounds. Again, it's the same methodology by which we
 11 can go in and look at any subject area, but naturally
 12 we're focusing on literacy and mathematics. We have
 13 moved to implement our highly rated evidence-based
 14 curriculums in Bridges. This is really the third year
 15 at elementary for the cohorts of students who had it
 16 in the first year of rollout. As you know, we do
 17 multi-year rollouts.
 18 And then illustrative math is our new secondary
 19 curriculum that's just being implemented systemwide
 20 for the first time this year. This is where a lot of
 21 our active feedback from our teachers and our

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1 department chairs are supporting us in this
 2 implementation. Again, using diagnostic assessments
 3 that are built in to quickly identify what are
 4 prerequisite skills that students have previously
 5 mastered or have gaps in so that we can target that in
 6 small group instruction in the classroom.
 7 We have revised our frameworks for math
 8 assistance courses whereby we have -- reevaluate how
 9 we identify students that need that assistance. And
 10 then we are redesigning a summer math program,
 11 piloting a push pull case model to support our math
 12 students over the summer so that they're building
 13 momentum as opposed to losing momentum. Next slide,
 14 please. And at this point, I will hand it over to my
 15 colleague, Dr. Zarchin.
 16 DR. ZARCHIN: Thank you. With a focus on
 17 learning, accountability, and results, staff from the
 18 Department of Schools aim to provide timely strategic
 19 supports to school administrators and staff that are
 20 data driven and grounded in research. Our purpose is
 21 to increase access, opportunities, and achievement for

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1 every student in Baltimore County Public Schools.
 2 Staff from the Department of Schools serve to develop
 3 optimum capacity of principles in their effort to lead
 4 instruction for all students, ensure a positive, safe,
 5 and productive school climate, demonstrate and carry
 6 out equitable practices and support and practice
 7 social and emotional learning.
 8 Specific supports to schools that have been
 9 operationalized during the 2022-2023 school year
 10 through the Department of Schools include the
 11 implementation of the elements of effective
 12 instruction, instructional rounds, monitoring the
 13 fidelity of implementation of the Open Court and
 14 Bridges curriculums, use of the evidence-based
 15 strategies from the Framework for Teaching and
 16 Learning, professional development relative to the
 17 creation of the master schedule, data literacy, social
 18 emotional learning, and equity in action.
 19 Additionally, coaching opportunities to analyze
 20 data with an emphasis on student groups to ensure
 21 learning is accessible to all students has been a

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1 focus. And now, I will turn it over to the proud
 2 principal of West Towson Elementary School, Principal
 3 Jason Barnett.

4 PRINCIPAL BARNETT: Good evening, everyone.
 5 Thank you for this opportunity. So, I want to just
 6 talk a little bit about what this looks like in the
 7 schoolhouse. But before I do so, I'd like to talk a
 8 little bit about my school. Our school, sorry.

9 West Towson Elementary School opened its doors in
 10 2010 and when the school opened, the community was
 11 presented with a school that looked and felt a little
 12 different than other schools in the district. The
 13 design of our building was driven by a focus on
 14 environmental sustainability, which is commonplace now
 15 for all schools in Baltimore County and also our
 16 location, as we share our campus with the Ridge Ruxton
 17 school.

18 Sharing the campus with the Ridge Ruxton school
 19 has presented us with a lot of amazing opportunities
 20 to partner with the students and staff at Ridge Ruxton
 21 for a variety of activities throughout the school year

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1 and it becomes really one of the favorites for all of
 2 our students and staff as we visit Ridge and partner
 3 with them in a lot of these activities. It's a
 4 learning experience for both.

5 So, our school, West Towson, is capped with an
 6 amazing green roof offering students with a unique
 7 outdoor learning space and a lot of inviting communal
 8 areas that provide students and staff members with a
 9 variety of instructional environments.

10 Our school services students from several
 11 communities including West Towson, parts of Rodgers
 12 Forge, and homes along the Falls Road Corridor. We
 13 serve students in kindergarten through grade five and
 14 West Towson is a Maryland Green School and our
 15 students have worked with their teachers to design and
 16 implement projects and programs to extend their
 17 knowledge of environmental science and outdoor
 18 education.

19 Our families applaud West Towson for the quality of
 20 education and opportunities to become involved in the
 21 school and our staff members' genuine concern for each

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1 child. We love our Westies for sure.

2 So, our data and our MCAP scores. So, for us,
 3 each school across the system, including West Towson,
 4 completes a needs assessment as a part of the
 5 development and the revision of the school progress
 6 plan and the MCAP is a very important datapoint as a
 7 part of that development of our plan. As a part of
 8 this assessment, our schools will examine data through
 9 an equity lens, some of which include attendance,
 10 behavioral assessment data, social emotional and, of
 11 course, our very important stakeholder survey data.

12 School progress planning involves stakeholders
 13 from across our school community and from this
 14 planning the school develops key actions and a
 15 professional development plan that they feel will best
 16 meet the needs of their students and staff. After
 17 developing our school progress plans, schools begin
 18 implementing our action steps and the professional
 19 development plan in support of our staff.

20 Schools will implement professional learning and
 21 participate in grade level content and other data

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1 informed meetings. So, for example, at West Towson we
 2 hold monthly meetings that we call -- CIA is the
 3 abbreviation, but they stand for Curriculum
 4 Instruction and Assessment meetings. These meetings
 5 provide an opportunity for us to share professional
 6 development with staff, analyze our assessment data,
 7 and plan high quality instruction aligned to the
 8 Maryland State standards. In addition, as part of
 9 the administration, we conduct formal and informal
 10 observations of our teachers to monitor the
 11 implementation of the curriculum. And the purpose of
 12 all of this is to design high quality lessons for
 13 students. Our teachers apply what they know about
 14 students' levels of motivation, learning strengths and
 15 needs, background, knowledge, and interest to provide
 16 appropriate challenges for each student. This
 17 knowledge of each learner flows into planning for
 18 small group instruction and throughout the school year
 19 every school including West Towson -- we analyze our
 20 progress and effectiveness of our school progress plan
 21 to determine next steps.

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1 Next slide. Oh, sorry. Back one slide. Sorry
 2 about that. At the schoolhouse, we -- oh, sorry.
 3 Next slide. Sorry. Assessment in the schoolhouse.
 4 Throughout the year, we give a variety of assessments
 5 in the school, some of which have already been
 6 mentioned by Dr. McComas and Dr. Zarchin. The
 7 kindergarten readiness assessment that you heard
 8 about, abbreviated KRA, is given to all kindergarten
 9 students and it's an assessment that allows our
 10 teachers to measure each child's school readiness.
 11 DIBELS, which Dr. McComas perfectly described, helps
 12 our teachers and schools determine how students are
 13 performing on important reading skills. And so this is
 14 a fantastic opportunity for us as we examine the
 15 effectiveness of Open Court for us to look at
 16 assessment data that is a direct result of that high
 17 quality phonics instruction. So, we also examined
 18 unit assessments, which were given at the end of each
 19 unit of instruction and helps us to measure the
 20 progress and acquisition of skills at the end of a
 21 unit of study and extremely important. We also give

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1 MAP. It's the Measures of Academic Progress, an
 2 adaptive assessment that measures each child's
 3 knowledge of reading and math. And this assessment is
 4 given multiple times each year to students in
 5 kindergarten through grade five.
 6 MCAP, which you heard a little bit about earlier
 7 and then right now our fifth graders are taking MISA,
 8 which is the Maryland Integrated Science Assessment.
 9 And it's administered to all fifth graders at the
 10 elementary level. And this assessment includes core
 11 ideas from life science, physical science, as well as
 12 earth and space science. It provides information to
 13 educators, families, and the public on student
 14 progress towards proficiency on the Maryland Next
 15 Generation Science Standards.
 16 As a school, we use data from these assessments
 17 along with daily formal and informal teacher
 18 observations, which are very critical, to move our
 19 students to potential. As a school leader, I am
 20 grateful for the support of my executive director,
 21 Doctor Gregory. Dr. Gregory --Mr. Bender are

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1 elementary directors in the central area and all of
 2 our executive directors are strong advocates for
 3 principals and partners in the work that we do
 4 supporting students, staff, families, and our
 5 communities each day. So, I am grateful for you, Dr.
 6 Gregory.
 7 DR. GREGORY: Thank you.
 8 MR. BARNETT: All right. Dr. Zarchin.
 9 DR. ZARCHIN: Thank you.
 10 MR. BARNETT: Yep.
 11 DR. ZARCHIN: To reiterate on Principal
 12 Barnett's thoughts, schools examine multiple
 13 datapoints or assessment measures to determine the
 14 individual student's progress. Additionally through
 15 analyzing multiple data measures, teachers are
 16 provided detailed actionable data to move student
 17 performance, each student as based on their learning
 18 path. And the teachers meet the students where they
 19 are and move from there. The data is really critical
 20 to that work.
 21 Moreover, assessment data provides teachers with

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1 the insight into students' acquisition of specific
 2 skills, concepts, and learning standards to determine
 3 necessary supports for remediation and enrichment
 4 opportunities. In a typical school year, key
 5 datapoints such as student work samples, progress
 6 monitoring checkpoints, unit assessments along with
 7 other data measures are provided. It should be noted
 8 that state mandated assessments such as the Maryland
 9 Comprehensive Assessment Program is only one of
 10 several measures that help monitor students and move
 11 students to their potential in school. At this point,
 12 as we transition to the next slide, I would like to
 13 welcome Dr. Sharonda Gregory.
 14 DR. GREGORY: Good evening. Next slide,
 15 please. In alignment with the Compass or Pathway to
 16 Excellence, our goal is to increase achievement for
 17 all students while preparing a variety of pathways to
 18 develop students for career and college in a safe,
 19 orderly, and caring environment. With equity at the
 20 center, we strive to increase access, opportunity, and
 21 achievement for all students. Core values for

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1 students, staff, and families focus on student
 2 learning, effective teaching, effective leadership,
 3 high expectations, appropriate supports, positive and
 4 productive relationships, and meaningful communication
 5 and engagement.

6 We value our students, staff, and families as
 7 partners in raising the bar, closing the gap, and
 8 preparing for our future. To that end, we encourage
 9 parents to reveal the individual student report to
 10 obtain the level of proficiency your child obtained on
 11 the Maryland Comprehensive Assessment Program or MCAP.

12 Keeping the lines of communication open through
 13 the Focus Portal is also encouraged, as it is designed
 14 to enhance communication and involvement for all --
 15 I'm sorry -- communication for you in your child's
 16 education. Parent teacher conferences are also
 17 encouraged to review your child's progress, including
 18 strengths and areas of improvement. In addition, BCPS
 19 Parent University is available on our BCPS website and
 20 offers resources, videos, workshops, and system
 21 updates to support the needs of families.

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1 MR. BARNETT: Thank you very much.
 2 DR. GREGORY: Thank you.
 3 MR. BARNETT: As we've shared before, the
 4 Academic Achievement Report are displayed for your
 5 understanding and we're going to turn it over to you
 6 for questions. Thank you.
 7 MS. LICHTER: All right. Thank you very
 8 much for that presentation. And thank you, Mr.
 9 Barnett, for joining the group to talk about West
 10 Towson. I had the pleasure of visiting there a couple
 11 weeks ago to see a lot of what you set in action. So,
 12 thank you. Questions from board members? Ms. Harvey?
 13 MS. HARVEY: Thank you, everyone, for that
 14 information. I just have some clarifying questions.
 15 For the DIBELS assessment.
 16 DR. BOSWELL-McCOMAS: Yes.
 17 MS. HARVEY: When students K through three
 18 indicate by their assessment that they are at risk for
 19 failing in reading, how are parents engaged in that
 20 process? How are they notified and what happens with
 21 parents and their students once that assessment is

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1 made?
 2 DR. BOSWELL-McCOMAS: So, I will tag our
 3 principal, because he can speak to his school as a
 4 direct example. But the DIBELS data is important to
 5 understand that that is, like, real time data and so
 6 it's -- you know, we know data is best when you can
 7 get it in real time and get a response. So, that's
 8 where it really boils down to our teachers being in
 9 good communication with parents around their student's
 10 performance on a short cycle, right?
 11 And one of our challenges with state data is,
 12 it's a long cycle data, right? The DIBELS gives us an
 13 opportunity to kind of move into action very quickly.
 14 I'll ask our principal to kind of bring that to light,
 15 what that looks like at the school every day.
 16 MR. BARNETT: So, for us, you know, after
 17 that initial -- the fall benchmark. So, parents are
 18 notified in writing and then the timing is fairly
 19 close to that fall conference day. And so we are able
 20 to share that parent report personally with families
 21 either virtually or in person, whatever, you know,

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1 best meets their needs and talk about what each of
 2 those datapoints means and what that is going to look
 3 like in response in the classroom for their individual
 4 child.
 5 So, it is wonderful in the fact that it's very
 6 personalized and provides parents that opportunity to
 7 kind of take a snapshot look at where their child is.
 8 But just remember, we're not staying there. Our goal
 9 is growth and it's often a very positive and
 10 productive conversation.
 11 MS. HARVEY: Is that process standardized
 12 across schools? Is that the expectation at every
 13 school, that parents will be notified and then that
 14 that will be part of their conference in the fall?
 15 DR. BOSWELL-McCOMAS: Yes. And I don't know
 16 if Dr. Gregory or Ms. Shay would like to have comment.
 17 Go ahead.
 18 MS. SHAY: Yeah. It's standard.
 19 DR. BOSWELL-McCOMAS: Oh, no. You have to
 20 speak into the microphone for the record.
 21 MS. SHAY: Oh. Sorry. Good evening. Yes.

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1 That is standard. The reading specialists from every
 2 elementary school are trained each year on the Ready
 3 to Read Act reporting requirements, which include the
 4 DIBELS screening measures as well as the reporting
 5 structures and sample letters and templates. As far
 6 as the conference, we strongly encourage schools to
 7 include that as part of the elementary conference, but
 8 even for parents who don't have the opportunity to
 9 schedule a conference, there is a requirement to
 10 report that data to parents.

11 MS. HARVEY: Thank you.

12 DR. BOSWELL-McCOMAS: Just to add to that
 13 reporting and requirements, part of the Ready to Read
 14 Act, so.

15 MS. LICHTER: Other questions? Ms.
 16 Domanowski?

17 MS. DOMANOWSKI: Oh. I just had one quick
 18 question regarding the grade ten ELA MCAPS. Are you
 19 aware of any changes in that test from 2018-2019
 20 school year to pre pandemic, post pandemic. Are you
 21 aware of any changes to that test?

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1 MS. LICHTER: Go ahead.

2 DR. BOSWELL-McCOMAS: Hi. Yes. The
 3 entirety of that MCAP was redone through the pandemic.
 4 They changed the assessment and they changed the
 5 standard setting as well as the score point
 6 descriptors.

7 MS. DOMANOWSKI: So, what exactly -- I mean,
 8 what changed? Did they take -- I just -- I mean --
 9 you're saying it changed. Everything changed.

10 DR. BOSWELL-McCOMAS: Yeah.

11 MS. DOMANOWSKI: But, like, can you pinpoint
 12 a couple of things that --

13 DR. BOSWELL-McCOMAS: The whole test
 14 changed. So, they chose new passages. They had new
 15 items. They did a field test with the fall MCAP
 16 testing last year. They set new cut scores. They had
 17 new performance descriptors. And we have similar
 18 evidence statement analysis, so the reporting that
 19 we're actually working through with principals this
 20 week stayed the same. But the actual assessment
 21 changed completely.

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1 MS. DOMANOWSKI: Were there any writing
 2 portions that were changed? Like, were they still
 3 asked to write essays, or?

4 DR. BOSWELL-McCOMAS: Yes. So, there are --
 5 I'm sorry, is it okay if I -- oh, I'm sorry. I
 6 apologize. Yes. They still have the same evidence-
 7 based selected response and they also have constructed
 8 response items like they have in the past.

9 MS. DOMANOWSKI: Okay. Thank you.

10 DR. BOSWELL-McCOMAS: Sure.

11 MS. LICHTER: Mr. Kuehn, did you have a
 12 question?

13 MR. KUEHN: I do, thank you. Dr. McComas,
 14 you mentioned summer programs being made available to
 15 address learning loss. For students who are behind,
 16 sometimes multiple grades behind, will these summer
 17 programs be mandatory?

18 DR. BOSWELL-McCOMAS: So, summer programs
 19 are not part of compulsory attendance requirements.
 20 So, we do everything we can to engage parents in
 21 enrolling their students in summer programming based

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1 on how a student is performing. There are instances
 2 by which that does not work for a family for whatever
 3 reason and we certainly aren't penalizing the family
 4 that they may not be able to get the student to the
 5 summer program. They may have other arrangements that
 6 they have to make happen in the summertime.

7 So, when you ask if it's required, we do
 8 everything we can to have students participate in
 9 summer learning when they demonstrate the need for
 10 continued support. Again, compulsory attendance laws
 11 do not require summer programming but the majority of
 12 parents who are looking for support for their students
 13 are eager to enroll their students in summer learning.

14 MR. KUEHN: Thank you for that answer.

15 DR. BOSWELL-McCOMAS: You're welcome. Mm-
 16 hmm.

17 MR. KUEHN: I think you mentioned that
 18 grades three and four are grades that have had -- that
 19 had evidence-based Open Court for multiple years. And
 20 we're still not hitting the proficiency for those
 21 kids. Is -- where are we going wrong with this at

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1 this point? What do you believe is happening?
 2 DR. BOSWELL-McCOMAS: Yeah. Thank you for
 3 the opportunity to kind of unpack that a little bit.
 4 So, first I just want to highlight that it's really
 5 students in grade three. If we're talking about
 6 literacy, English language arts, it's our students in
 7 grade three. You see they scored 748. So, two points
 8 away from the proficiency. They're the students who
 9 have had two full years. Am I saying that right, Ms.
 10 Shay? Is it three or two? It's --
 11 MS. SHAY: The third graders have it in
 12 second and third.
 13 DR. BOSWELL-McCOMAS: So, the third graders
 14 had Open Court in second grade and third grade. If
 15 you remember, when we rolled out Open Court, our first
 16 year was only K1 and that was the 2019-2020 school
 17 year. Then, during the 2021 school year, we rolled
 18 out two and three, grades two and three. And so think
 19 about all the things that were happening during that
 20 rollout. And then, of course, last year we had --
 21 while it was better than the previous year in terms of

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1 the pandemic, we did last year face significant impact
 2 in terms of the Delta variant and the Omicron variant
 3 during significant stretches of the year.
 4 So, I say that, Mr. Kuehn, not to make excuses.
 5 But I say that to be very real around when we're
 6 implementing these new curriculum and we're giving
 7 teachers and students consistency of experience. So,
 8 I think that it's -- you know, this has been a much
 9 more normalized year around attendance. We're not
 10 having huge disruptions because of the pandemic in the
 11 way that we've experienced it over the previous two
 12 years.
 13 And so I think, quite frankly, the other thing to
 14 keep in mind along with the significant fluctuations
 15 that we've experienced as we've been trying to
 16 implement these -- I'm not sure how familiar you are
 17 with implementation science. But we know that
 18 implementation science really indicates it takes three
 19 to five years to see sustainable change.
 20 In year three of a major initiative -- changing
 21 the way you do business is really in year three that

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1 you begin to see the quantitative evidence of -- that
 2 the change is taking hold. Prior to that, a logic
 3 model really indicates change in behaviors, right?
 4 Change in classroom instructional behaviors, change in
 5 patterns and qualitative aspects. And then you begin
 6 to see the quantitative aspects in year three. And
 7 really by year five is when you start to see really
 8 what starts to become more sustaining levels of
 9 performance. And that's regardless of what the
 10 initiative is.
 11 So, when we look here at ELA and we see grade
 12 students that are students that have had the two years
 13 of Open Court, we know the students prior to that had
 14 even less, right? So, students in grade four had
 15 maybe one year of Open Court and students in grade
 16 five and beyond didn't have Open Court at all. So, I
 17 think that that's part of it.
 18 What -- again, when we look at math and Bridges,
 19 Bridges started to roll out during the pandemic as
 20 well. So, we -- you know, the challenge was we were
 21 facing many hurdles. It wasn't a normal situation to

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1 roll out something new. But we persisted. And I
 2 think it's important to recognize we persisted against
 3 the odds and we can see that where those things are in
 4 place we are seeing more promising performance among
 5 our students. And certainly, I agree. It needs to be
 6 stronger yet still. Sorry, I get passionate, Mr.
 7 Kuehn.
 8 MR. KUEHN: No. I appreciate it. I'm -- I
 9 just want people to hear this and realize that, you
 10 know, the change of management, the implementation
 11 around Open Court as you -- you said it's going to,
 12 you know, take up to five years. And, you know,
 13 people don't have that kind of time. You know,
 14 because that's -- you know, that's going from first to
 15 fifth. So, it's concerning and I'm wondering if we
 16 need higher fidelity or more intense training for
 17 teachers at those levels to get them there quicker.
 18 DR. BOSWELL-McCOMAS: I -- you know, Mr.
 19 Kuehn, I invite all professional learning opportunity
 20 for your professionals. So, thank you for thinking in
 21 that direction. I think -- you know, the more support

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1 we provide our teachers, the more support we
 2 ultimately provide our students. And again, I think,
 3 you know, as we're moving past the disruption of the
 4 last couple years and we're stabilizing our faculty
 5 because we know we had a great deal of turnover in our
 6 faculty as well. That professional learning is
 7 important in terms of our capacity.
 8 MR. KUEHN: Thank you.
 9 DR. BOSWELL-McCOMAS: Mm-hmm.
 10 MS. LICHTER: Thank you. Ms. Harvey, did
 11 you have another question?
 12 MS. HARVEY: I did. Thank you. One of the
 13 short term or immediate strategy steps that you list
 14 is offering targeted tutoring support for students in
 15 need of additional practice. Can you provide a little
 16 more detail on what that looks like in its
 17 implementation how students are identified and engaged
 18 in receiving that tutoring support, please?
 19 DR. BOSWELL-McCOMAS: Sure. So, I will --
 20 again, I'll kind of give the system stance towards
 21 that and the resources and then I'll invite our

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1 principal to kind of describe what that -- how that
 2 comes to life. So, we do have grant funds that helps
 3 pay for tutoring. We rely on our classroom teachers
 4 and our school leaders to help identify in real time
 5 students who need that tutoring support and to
 6 organize those logistics. And then we in the central
 7 team help support the funding to implement that.
 8 Excuse me. So, I'll turn it over and if you could
 9 share for us what that looks like in your school as an
 10 example.
 11 MR. BARNETT: So, at the school level for
 12 us, it starts with a comprehensive review of the data
 13 for individual students and then really trying to
 14 identify the -- I guess what I would say would be the
 15 greatest needs for the students. Because we don't
 16 want to try to capture something too wide. We want to
 17 really focus with those individual students.
 18 So, some of the datapoints that we talked about
 19 earlier are points that we review. So then we are
 20 communicating with families, obviously, inviting those
 21 students and then providing that, you know, targeted

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1 support for those individual students or even small
 2 groups of students after school and/or before school.
 3 And for us in particular, it's often built around the
 4 schedule of a parent or a student and what is most
 5 convenient for them.
 6 So, you know, we find a lot of times or
 7 elementary learners can be really fresh, like, in the
 8 early part of the day. So, if that's when that
 9 student is really at their best and most engaged, we
 10 will, you know, bring them in at that time and, you
 11 know, engage them with the teacher at that moment.
 12 And, you know, it can be very hands on, you know, for
 13 students depending on if that is their learning style
 14 and what best meets their needs or, you know, it's a
 15 variety of strategies.
 16 Our reading specialists are engaged in that. You
 17 know, schools with math resource teachers or even our
 18 strongest math teachers are often the ones that are
 19 engaged in the planning and also the implementation of
 20 the tutoring. Does that answer your question?
 21 MS. HARVEY: It does.

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1 MR. BARNETT: All right.
 2 MS. HARVEY: I'm just also wondering for
 3 those -- that I'm hearing you correctly that for those
 4 students who are identified as needing additional and
 5 targeted support that they are engaged by the school.
 6 There's nothing active that parents need to do to
 7 engage those services. Those students are identified
 8 and then those services are offered to those students.
 9 MS. LICHTER: Okay.
 10 MR. BARNETT: So, yes. But also I would
 11 say, you know, we love our parents as partners.
 12 MS. HARVEY: Absolutely.
 13 MR. BARNETT: You know what I mean? So,
 14 like -- I mean, I can probably tell you I have ten to
 15 twenty conversations a week with parents about their
 16 students and where they are and what they need. So,
 17 we invite parents to certainly communicate, because
 18 there might be something that they're seeing from the
 19 learning side that's coming home that their student is
 20 talking to them that we might not be exactly seeing in
 21 the classroom. And so that parent partnership is, for

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1 us in particular, it's very critical and I think
 2 probably all schools would say the same thing.
 3 So, absolutely. Like, the feedback is really
 4 critical so we can identify students because as humans
 5 we're not perfect and sometimes we might miss
 6 something. But we hit the mark a lot, which is great.
 7 But yeah. Absolutely. So, please. You know,
 8 parents, reach out.
 9 MS. HARVEY: Absolutely.
 10 MR. BARNETT: Yeah.
 11 MS. HARVEY: Thank you very much.
 12 MR. BARNETT: Yep.
 13 MS. LICHTER: I have a couple questions.
 14 One is on one of the slides you talk about the pilot
 15 program, the two ELA elementary pilots. Where are we
 16 on the timeline for deciding about the pilots, or?
 17 DR. BOSWELL-McCOMAS: Yes. So, we are -- we
 18 did move to implement the second pilot in just this
 19 quarter. We will be in the Curriculum Committee
 20 bringing forward an update on where things are with
 21 that. We wanted to make sure that the second product

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1 that we had enough time implementing the second pilot
 2 to have a good sense of comparison between how both
 3 products work. And so we're really looking at
 4 bringing something forward to Curriculum Committee in
 5 April.
 6 I know we have our Curriculum Committee next week
 7 and we'll be talking about the science of reading to
 8 help begin to kind of anchor that conversation around
 9 where do those evidence-based curriculums fit into
 10 that. Ms. Shay, I don't know if there's anything you
 11 want to add.
 12 MS. SHAY: Just that Mr. Barnett happens to
 13 be piloting one of --
 14 DR. BOSWELL-McCOMAS: Oh.
 15 MS. SHAY: One of the curriculum, so we can
 16 also include him. But that timeline is -- that is
 17 absolutely the hope we have coming up. School-based
 18 visits for both pilots. Both a return to the MyView
 19 Literacy Schools as well as to the schools piloting
 20 HMH. We do have some schools doing both, so they will
 21 be really good partners in helping us to see the

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1 comparison and have some teachers that will have
 2 experience in both. We're also collecting work
 3 samples to that we'll be able to bring as part of that
 4 conversation a difference in the expectation. And
 5 this goes back to Mr. Kuehn's question. While Open
 6 Court is a Part of it, MCAP ELA in third grade also
 7 measures vocabulary fluency, comprehension, and those
 8 written responses, so that timeline is going to help
 9 us with that piece, too.
 10 MS. LICHTER: And I probably should know
 11 this but when, according to MSDE, are we supposed to
 12 have a scientifically based program in use?
 13 MS. SHAY: So, the COMAR does not give a
 14 hard deadline, because they provided enough leeway for
 15 -- every school system has to work through its own,
 16 you know, identification procurement process and
 17 budget process. And so COMAR did not light in a hard
 18 deadline. The regulation came out in 2020 and the
 19 intention is to move school systems -- and I guess
 20 with swiftness and intentionality to an evidence-based
 21 curriculum, but they did not give us a deadline. You

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1 can add if you -- if you know.
 2 DR. BOSWELL-McCOMAS: It's okay.
 3 MS. SHAY: I will say, though, as some of
 4 the board members will recall, our Maryland Leads
 5 grant funding was dependent on us putting forward the
 6 funding for LETRS and OG training based on what Mr.
 7 Kuehn also mentioned around professional learning.
 8 But that in our plan for the Maryland Leads grant
 9 funding around the science of reading, we had
 10 identified our timeline that we were moving forward
 11 last year with implementing a program of evidence-
 12 based curriculum. We are in the space that if we do
 13 not identify an evidence-based core curriculum, that
 14 funding for LETRS and OG training could be withheld
 15 because it was not -- it was a part of that.
 16 So, I just want to give that most recent update
 17 in terms of -- as Dr. McComas shared, she's absolutely
 18 spot on in the state's expectations, but because BCPS
 19 submitted a plan for the Maryland Leads grant funding,
 20 that said, we were moving in the direction of fully
 21 implementing a new evidence-based core and that we

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1 identified the funding for LETRS and OG training. We
 2 are at risk of not having that funding if we do not
 3 move forward with choosing that evidence-based
 4 curriculum.
 5 DR. BOSWELL-McCOMAS: Right. For those who
 6 were with us in July last year, you'll recall that was
 7 brought into question at the time. At the time, we
 8 reached out to the Maryland State Department of
 9 Education and we explained that we had permission to
 10 expand and extend the pilot of the Science of Reading
 11 product that we were using. They took that as good
 12 faith effort on our part that we were continuing to
 13 make progress to try to move towards a decision around
 14 an evidence-based curriculum, so.
 15 MS. LICHTER: So, we're working to get the
 16 funds for the LETRS training and -- okay. The other
 17 question I have is, you talked about instructional
 18 rounds. Have they started yet or is that to be -- are
 19 you seeing any patterns and trends as you do the
 20 rounds about what's taking place in the schools?
 21 DR. GREGORY: Yes.

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1 MS. LICHTER: Dr. Gregory is shaking her
 2 head.
 3 DR. GREGORY: And I'm so --
 4 MS. LICHTER: Okay. Go --
 5 DR. GREGORY: I'm so excited to share, yes.
 6 MS. LICHTER: Okay.
 7 DR. GREGORY: We are seeing -- what's
 8 emerging is that we have to hold students accountable
 9 for the work. We've seen in all of the classrooms
 10 that teachers are responding for students instead of
 11 allowing them to respond. So, holding students
 12 accountable, teaching to the rigor of the standard
 13 definitely. But that accountability piece.
 14 DR. LICHTER: Thank you. Any other patterns
 15 or trends that are emerging?
 16 DR. WILLIAMS: Well, let me respond to some
 17 previous questions. I think the question was, what's
 18 the role -- I think the question about the role of the
 19 parent. Or is it just the school? And I don't want
 20 to put Principal Barnett on the spot. But I want the
 21 public to know it is the role of the teacher

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1 administrator, the teacher -- the classroom teacher,
 2 the parent, and the student. We do have students who
 3 are advocates for themselves. They will see something
 4 that they do not like, such as a result on the MCAP or
 5 the MAP or the assessments.
 6 The beauty is what's happening. Principal
 7 Barnett and all the other principals, they look at
 8 these datapoints and make some instructional decisions
 9 within the building. So, they're going to program --
 10 and keep in mind these results come in the middle of
 11 the year. And we plan during the summer. So, that
 12 means many cases our principals and administrative
 13 team have to kind of reprogram and think about. So,
 14 what is this datapoint telling us?
 15 But I just want to emphasize that we do have
 16 students who are advocating for themselves as well as
 17 parents who are partners in this work and our
 18 classroom teachers are using the data to inform. And
 19 what's happening -- and you heard it a little bit.
 20 There's some decisions that are happening within the
 21 classroom when you're talking about small group

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1 instruction. When you're talking about creating
 2 programming, as Principal Barnett shared about the
 3 reading specialist. I -- as we're building our
 4 capacity, we're also looking at the mathematics as
 5 well.
 6 So, I just want to emphasize it is that triad
 7 that's very important that we constantly push to make
 8 sure. If there's an area that a parent might not be
 9 as involved, then, yes. The school may step in and
 10 support that student. But we also have -- I just
 11 want to emphasize. I've been to all schools, all of
 12 our schools. And I've watched even the youngest
 13 learners kind of advocate about what they are willing
 14 to learn and want to learn.
 15 But the beauty about this datapoint is just one
 16 of many. Informed decisions are made and then that
 17 articulation from one grade to the next. So, if you
 18 think about pre-K to five, what can happen within that
 19 grade span? We've also looked at our articulation
 20 with those students leaving elementary and going to
 21 middle school. And Dr. Zarchin and Dr. Gregory --

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1 well, not Dr. Gregory, because she's not middle
 2 school. But Dr. Minus and Ms. Santos are looking at
 3 that articulation when students are leaving elementary
 4 and going to middle school.

5 So, there's a lot of work that's being done just
 6 to look at the datapoints but to have some
 7 conversations. But I have to emphasize that triad is
 8 so important. And it's really helping to inform what
 9 the schools are doing at the local level in terms of
 10 creating programming, small group instruction, some
 11 flexible scheduling, that will continue even past the
 12 summer. Like Dr. Boswell-McComas said, we can't
 13 mandate summer school, but we can kind of encourage.
 14 And if that doesn't happen, there's some things that
 15 we have to happen -- that will happen that following
 16 year to fill in those gaps.

17 So, I just want to emphasize that this is a
 18 partnership for that individual student with everyone
 19 supporting. And again, our area to really focus on,
 20 it's really -- like we talked about the written,
 21 taught, and assessed curriculum. That's what you've

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1 heard today. But also the magic that's happening at
 2 each principal level with their teachers to really
 3 discuss what they can do with these datapoints to
 4 improve some areas for our students. So, just want to
 5 emphasize that.

6 And the question was, what's going wrong? And
 7 Dr. Boswell-McComas mentioned this. But if you keep
 8 in mind what our system and students across America
 9 had to deal with, it's a lot that our students had to
 10 deal with. And to have this assessment as a
 11 datapoint, which is a flashlight, to inform us what we
 12 need to do. But there's been some great discussions
 13 at this level and our school level to figure out what
 14 more we can do to support our students. Because we
 15 still have to support our students who may have been
 16 traumatized in one way or the other.

17 So, I just have to emphasize when you look at
 18 that data there's a lot of stories behind that. And I
 19 think Principal Barnett said it. Sometimes the
 20 schools may not know what's happening once the student
 21 leaves the building. And so that partnership is

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1 important. But I also just wanted to elevate that our
 2 students are incredible students. They will advocate
 3 and ask questions when appropriate. We want to
 4 encourage more of that role that our students can be
 5 their own self advocate.

6 We know that's not for every student, and that's
 7 why we have our student support teams to really look
 8 at who are the students who are not doing well. Who
 9 are the students not showing up every day? Having
 10 those conversations with the families to figure out
 11 what we can do to support them. So, I just want to --
 12 just to emphasize that piece. I don't want to gloss
 13 over that. This is hard work that we are doing
 14 because it means making some changes and filling in
 15 gaps of students that may have had happens before the
 16 pandemic.

17 So, that's not an excuse. It's just the reality
 18 of what we're dealing with. But Ms. Harvey, it is
 19 that partnership of the student, parent, and school.
 20 And when they're all not there, we have to figure out
 21 what more we can do to try to help either the parent

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1 or the student.

2 MS. HARVEY: So, I appreciate that insight
 3 into the process. I want to emphasize that my
 4 interest really is that when we have services
 5 available to students that we don't require students,
 6 parents, guardians to move through a lot of processes
 7 to access those services. And if we're committed to -
 8 - if we've committed to providing targeted
 9 intervention in the form of tutoring to students who
 10 we know aren't performing well, then it would be in
 11 their best interest not to have to go through a
 12 process to access those services. Even while we're
 13 engaging parents in the process, my interest is is
 14 that parents don't have to fill out a form. Students
 15 don't have to make a request. Advocacy is great and
 16 it's still our responsibility to say, "We see you. We
 17 see your issues, and we're here to help." So, that's
 18 just --

19 DR. WILLIAMS: I agree.
 20 MS. HARVEY: That is my --
 21 DR. WILLIAMS: Absolutely.

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1 MS. HARVEY: Perspective on that.

2 DR. WILLIAMS: Absolutely.

3 UNKNOWN SPEAKER: And that's the --

4 DR. WILLIAMS: And I think if we have all of

5 our principals here, they can describe how we have to

6 cut through a lot of processes to make sure we are

7 really touching those students who are not engaged to

8 get them engaged. And if you recall, when we first

9 went virtual, we used a lot of our funds to engage our

10 community, engage our families and open up the

11 building for additional support. So, they didn't have

12 to go through a lot of steps. It is a partnership.

13 It is a partnership. And so, I will say again our

14 principals are working hard to tap those individuals

15 that need the most support as well as those families

16 and not to have a lot of red tape or processes as you

17 described.

18 MS. LICHTER Ms. Jose, did you have a

19 question?

20 MS. JOSE: Thank you. Actually, Dr.

21 Williams answered some of my questions. My concern

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1 was that many times we know that when parents are

2 involved, students do well. What about those students

3 that don't have parents or have parents that cannot be

4 involved if they're first grade or second grade or

5 third graders? We've seen the results. And I've been

6 waiting for our state to impose a timeline. We need

7 to do that, impose a timeline on ourselves.

8 So, I don't agree with constantly having

9 partnership. I think we need to intervene for

10 kindergarten or first, second, third grader if the

11 parents are not involved and do an early intervention

12 without all of the hoops that we have to jump through.

13 Secondly, I think Ms. Shay talked about the Maryland

14 Leads grant that we may lose. How much money is that,

15 the grant? Or how much?

16 MS. SHAY: So, give me a moment, Ms. Jose,

17 to, like, recollect here. So, the Maryland Leads

18 grant was -- oh, sorry -- 1.5. Thank you.

19 Colleagues. 1.5 is what the Maryland Leads grant was

20 and so that was what we had put in for. We had

21 applied for the full amount for the Science of

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1 Reading. Thank you.

2 MS. LICHTER: Ms. Jose, did you have any

3 other questions?

4 MS. JOSE: No. Not at the moment. Thank

5 you.

6 MS. LICHTER: Anyone else? Ms. Domanowski?

7 MS. DOMANOWSKI: For the pilots, when did

8 you start, you know, putting them in schools and

9 starting -- when did you start those?

10 MS. SHAY: So, it's -- so, the first pilot

11 we began last year in the last quarter of the school

12 year. We had intentions to start third quarter, but

13 Omicron -- I think that was Omicron at that time -- we

14 pushed it back out of response to that. So, fourth

15 quarter last year for the myView pilot and then that

16 we had permission from the board in July to expand

17 that. Many of the schools that were implementing that

18 product had asked to expand the number of teachers or

19 grade levels in that. And then -- so, we were

20 implementing myView through the fall. And then we had

21 a request. You know, we had stakeholders who were

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1 interested in us considering products other than

2 myView. So, then we began to implement HMH -- is it

3 Into Reading is the name of that product. And we just

4 began that this third -- February 13th.

5 MS. DOMANOWSKI: So, you're still using both

6 right now. Have you made a decision on either one of

7 them?

8 MS. SHAY: No. Because we just have only

9 been implementing the second product for just about

10 four weeks now. So, we want to implement a little

11 longer to see.

12 MS. DOMANOWSKI: I'm just concerned dash do

13 you dash are these implemented in a small group, by

14 grade, by school, by homeroom? How many students are

15 being affected at a time?

16 MS. SHAY: So, we have thousands of children

17 participating. Hundreds of teachers and dozens of

18 schools for both pilots. It's a significant size of

19 data pool if you will. The reason that we dash --what

20 we would be bringing forward in the timeline that Dr.

21 McComas described is a recommendation based on the

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1 data from the two pilots. So, what we would be
 2 bringing to the Curriculum Committee is a description
 3 with the evidence I described. Teacher surveys,
 4 student work samples.

5 What we will not have for something like HMH as
 6 we just talked about, I'm not going to have different
 7 MCAP scores. I'm not going to be able to point to
 8 that type of data because of the time frame. But we
 9 will bring both quantitative and qualitative data with
 10 and then what will happen at that discussion is we'll
 11 bring forward that information to the board with our
 12 recommendation for the product that we would do system
 13 wide moving forward.

14 MS. DOMANOWSKI: And what made you decide
 15 the myView and the HMH? Why did you narrow those two
 16 down?

17 MS. SHAY: So, we follow the policy in Rule
 18 6002 when selecting any curricular and structural
 19 material, though over 18 months ago we initiated the
 20 process. It starts with a request for information.
 21 We work with the Office of Purchasing and they put out

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1 basically an all call to publishers. We identify the
 2 criteria of what we're looking for for this particular
 3 resource. We get publishers to respond and send us
 4 materials and then we have two levels of review.

5 The first review is internal. That includes
 6 staff is from the office of English language arts,
 7 ESSA, special education. as well as a smaller group of
 8 teachers and administrators. The first review is just
 9 to see did it meet our requirements?

10 So, for example, one of our requirements was that
 11 it had to include a blend of print and digital
 12 resources because we had students in the virtual
 13 learning program. And so we had some that responded
 14 that didn't do that. So, that's just an example of
 15 the initial criteria. Then, we move all of the
 16 products that meet that initial criteria to a much
 17 larger stakeholder committee for review. That
 18 includes, again, representatives from -- as outlined
 19 in policy and rule we have parents, we have
 20 stakeholder groups including representatives from the
 21 GTCAC Area Advisory Council on Special Education as

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1 well as teachers, administrators, reading specialists,
 2 staff development teachers and central office. From
 3 there, the top recommendation at the time was myView
 4 Literacy from Savvas. And so that was -- and it was a
 5 clear front runner from the data that we collected,
 6 which is why we chose that as the first product.

7 When it was requested after we had some feedback
 8 from stakeholders, it is hard to change. It is hard
 9 to move to a new curricular resource. It is a lot for
 10 teachers to learn something new, especially in light
 11 of everything else Dr. Williams just described that
 12 our schools have been going through. And it is also a
 13 significant increase in the rigor of the standard. As
 14 Dr. Gregory described, these evidence-based resources
 15 are much more rigorous. And so when you combine that
 16 with students who may not have yet demonstrated the
 17 proficiency, we were getting feedback that it was a
 18 challenge.

19 And so in order to honor that feedback from
 20 stakeholders, we decided to add a second product.
 21 When going to choose the second product, we went back

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1 to that stakeholder review of the products reviewed
 2 and chose the next highest scoring product to move
 3 forward, which is where we landed with HMH Into
 4 Reading. We then provided training. We met with the
 5 Department of Schools to identify schools that would
 6 be reflective of this system at large so that we could
 7 have good data whether that was schools that served
 8 Title 1 populations, high percentage of multilingual
 9 learners, all different populations around our school.

10 We also went back to our myView Literacy schools
 11 to ask if any of them had some teachers, especially
 12 those that had raised some concerns, if anyone wanted
 13 to switch or to try the second so we would have that
 14 point of comparison. We then provided training for
 15 all of the schools and teachers. It had to be
 16 voluntary. We did not want any teacher in the middle
 17 of the school year being required or told that they
 18 had to change, because it is a significant lift. Do
 19 you want me to pause?

20 DR. WILLIAMS: Yes. So, I will just say to
 21 the board, allow the committee to provide that

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1 timeline. There is a lot that has gone on over the 18
 2 months and I think Ms. Shay was doing a nice job of
 3 giving an overview. But there's a little bit more to
 4 kind of the peaks and valleys that we had to deal with
 5 over the past 18 months. So, I think we can provide
 6 kind of a timeline about myView and how we got to that
 7 point in the new curriculum that we're piloting now.
 8 MS. DOMANOWSKI: That -- I was kind of
 9 getting to my point of do we think we chose the right
 10 time to be piloting new programs in our school when we
 11 are going -- coming out of a pandemic and we need
 12 three to five years for these curriculums to work and
 13 our children need help now.
 14 MS. SHAY: I would say that --
 15 DR. WILLIAMS: So, yes. Yes. I will
 16 respond on their behalf. Yes. Eighteen months ago,
 17 we were here trying to move forward a new curriculum.
 18 Because we saw the need. We desperately saw the need.
 19 We've received feedback and we were asked to extend
 20 the pilot as well as look at something else. So, we
 21 did what we were asked to do. And so we need to do --

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1 the committee will be coming forward to the board to
 2 be making some recommendations in the near future.
 3 MS. DOMANOWSKI: Okay. Eighteen months is a
 4 long time. And your future needs, I think, is very --
 5 is right now.
 6 DR. WILLIAMS: Oh, I'm not disagreeing with
 7 you. Absolutely. Again, we came to the board and
 8 said "We need to do X, Y, and Z." We were directed to
 9 continue to pilot, continue to explore. But that
 10 doesn't preclude what's happening in each classroom
 11 and what the teachers are doing, what the
 12 administrators are doing. But we do know that we have
 13 to make a decision about this particular curriculum
 14 based on the direction that we were given. So, what
 15 the team will be coming forth is saying, board or
 16 committee -- we'll start with the committee -- here's
 17 the recommendation. And then from that point we'll
 18 make a decision hopefully for the board.
 19 But we were given -- we've had this conversation,
 20 long conversations about a direction to go. And it
 21 was because of the pandemic and coming out of the

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1 pandemic. But there were some decisions made for us
 2 to extend the pilot to look at something else
 3 different. So, I understand your point. But I wanted
 4 to give the context as to we are -- where we are at
 5 this point.
 6 But I think to provide a much more comprehensive
 7 overview of where we started and how we got this point
 8 may be beneficial for the whole board. And probably
 9 not tonight, but at that Curriculum Committee or a
 10 future board meeting would be helpful.
 11 MS. DOMANOWSKI: Okay. Thank you.
 12 MS. LICHTER: Thank you. Ms. Pumphrey, do
 13 you have a question?
 14 MS. PUMPHREY: I think you partially
 15 answered my question. You may have answered before
 16 the cutoff, so I'm not sure. For the schools that are
 17 piloting both, when they were given the opportunity to
 18 switch from myView to the new pilot, were -- was that
 19 also chosen teacher by teacher for each classroom, or
 20 did the whole -- every classroom that was piloting
 21 myView make the switch to the second pilot?

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1 MS. SHAY: It was teacher by teacher. And
 2 some principals met with their entire faculty and then
 3 as a team, they said, "We're one family. We plan
 4 together. We want to all make this decision
 5 together." But, in some schools, it was two teachers
 6 decided to stay, one teacher chose. It was really
 7 important. There's no question it's a lot of work and
 8 it's a tremendous effort for teachers and we wanted
 9 that feedback to reflect their energy and interest in
 10 doing that.
 11 So, in a lot of cases, the principals brought it
 12 to the faculty and teachers had a conversation as
 13 colleagues. Because, of course, there is value in
 14 continuing to be able to plan together. So, in some
 15 cases, it was that. But the ask was teacher by
 16 teacher.
 17 MS. PUMPHREY: Thank you.
 18 MS. SHAY: Sure.
 19 MS. LICHTER: On the math slide, it talks
 20 about piloting a push pull pace model. Is that a
 21 commercial product? Is that a methodology? What is

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1 push pull pace?
 2 MS. SHAY: Do you want to go first? You
 3 want to --
 4 DR. BOSWELL-McCOMAS: No, you go ahead.
 5 MS. SHAY: It is not a product. It is a
 6 methodology approach and reflects three different ways
 7 to give real time support to students. And so what we
 8 asked schools to consider is rather than waiting for a
 9 student to fail an entire course and then go down the
 10 path of more traditional credit recovery or
 11 reenrolling to look at data at each marking period and
 12 either push students into using some of the Apex
 13 Tutorials or self-paced blended learning resources at
 14 the time to fill in those gaps to pull students either
 15 in some of the in school tutoring that we already
 16 discussed or into some creative scheduling spaces that
 17 Dr. Williams described.
 18 Or the pace model is how to take the assistance
 19 frameworks that the mathematics office has provided
 20 course by course and demonstrate for teachers how to
 21 pace within the curriculum at point of views

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1 opportunities for reteaching so that students have an
 2 opportunity to demonstrate new learning and mastery of
 3 standards within the course and not have to wait until
 4 they've failed the course.
 5 MS. LICHTER: Okay.
 6 DR. WILLIAMS: just to add to that, every
 7 principal was introduced to this instructional
 8 strategy during the Principal Leadership Development
 9 Meetings that happen every month. It went from them to
 10 their department chairs or maths specialist to
 11 understand to then implement and it is a strategy, not
 12 a curriculum off the shelf.
 13 MS. LICHTER: Okay, thank you. Thank you
 14 very much, panel, for your presentation and the
 15 discussion and thank you. The next item on the --
 16 first, Ms. Gover, do I still have a quorum?
 17 MS. GOVER: Yes.
 18 MS. LICHTER: Okay. The next item on the
 19 agenda is informational items, including the minutes
 20 of the January 9th Southeast Area Education Advisory
 21 Council meeting and also an update on key school

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1 legislation. And at this time, I call on Ms. Hassan
 2 regarding key school legislation.
 3 MS. HASSAN: Thank you, Madame Chair, board
 4 members. I urgently bring to your attention House
 5 Bill 119. House Bill 119 was originally regarding the
 6 local adoption of the state health curriculum, but has
 7 been amended to prevent any and all local autonomy
 8 regarding curriculum framework, standards, and
 9 instructional materials. MABE has already indicated
 10 their strong opposition of this bill.
 11 As the chair of the Legislative and Governmental
 12 Relations Committee, I also ask for your strong
 13 opposition of this bill and therefore at this time I
 14 move that the board agree to oppose House Bill 119,
 15 County Boards of Education Curriculum Guides and
 16 Courses of Study Requirements and to send a letter on
 17 behalf of the board regarding its position.
 18 MS. LICHTER: So, Ms. Hassan has made a
 19 motion. Is there a second?
 20 MS. DOMANOWSKI: Second, Domanowski.
 21 MR. KUEHN: Second, Kuehn.

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1 MS. LICHTER: Thank you. Any discussion? A
 2 rollcall vote, Ms. Gover?
 3 MS. GOVER: Ms. Domanowski?
 4 MS. DOMANOWSKI: Yes.
 5 MS. GOVER: Ms. Pumphrey?
 6 MS. PUMPHREY: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. McMILLION: Yes.
 9 MS. GOVER: Ms. Henn? She's -- Ms. Harvey?
 10 MS. HARVEY: Yes.
 11 MS. GOVER: Ms. Hassan?
 12 MS. HASSAN: Yes.
 13 MS. GOVER: Mr. -- Dr. Savoy?
 14 DR. SAVOY: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Lichter?
 18 MS. LICHTER: Yes. So, the letter passes.
 19 MS. GOVER: (Indiscernible).
 20 MS. LICHTER: Okay, right. Letter passes
 21 and we will send that immediately, because there's a

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1 sense of urgency around that. Thank you, Ms. Hassan.
 2 MS. HASSAN: Of course. Thank you.
 3 MS. LICHTER: The next item on the agenda is
 4 board member comments and agenda setting, which is an
 5 opportunity for board members to provide comments and
 6 topics for future board members. Is there anyone that
 7 has a comment or an agenda item? Mr. McMillion.
 8 MR. McMILLION: Thank you. I'd like to see
 9 the Sussex Causeway discussed and placed on agenda.
 10 In 1956, the causeway originally was a footbridge over
 11 Duck Creek allowing elementary school students to walk
 12 to Sussex Elementary from a neighboring community.
 13 Two property owners in 1956 gave a four-foot piece of
 14 property from each of their yards to the Board of
 15 Education as a legal easement. For the property
 16 owners, they received \$1 for this in 1956. Years
 17 later, the bridge was placed with an approximate 400
 18 foot asphalt walking trail.
 19 So, for 67 years, this causeway has been opened
 20 24/7 as a thoroughfare between two neighboring
 21 communities over duck creek. The community members

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1 have expressed the view to return the property to the
 2 current owners and close the causeway. I would like
 3 to bring this in front of the board and the public and
 4 I'd like to discuss it and I have a recommendation at
 5 that point. Thank you.
 6 MS. LICHTER: Thank you. Anyone else? Ms.
 7 Domanowski?
 8 MS. DOMANOWSKI: Yes. I'd like to add the
 9 Hampton Elementary School emergency boundary study to
 10 the agenda as well as long term solutions to these
 11 boundary studies as they really should only be in
 12 place for emergencies and we need to get ourselves to
 13 a place where we're not having an emergency every year
 14 because we've moved one overcrowded school to the next
 15 overcrowded school. So, I would like long term
 16 solutions added to the boundary studies.
 17 MS. LICHTER: Thank you. Other comments or
 18 agenda items? Just checking the chat. Is there
 19 anybody that put anything? Okay. It doesn't look
 20 like it. Okay. Thank you for those two agenda items.
 21 The last item on the agenda is announcements.

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1 The board's next meeting will be held on Tuesday,
 2 March 28, 2023 at 6:30 p.m. Thank you for joining us
 3 tonight. At 9:00, the meeting is now adjourned.
 4 Thank you.
 5 (Meeting adjourned.)
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 3 I, Vivian Saxe, hereby certify that I transcribed
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