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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

April 18, 2023

Transcribed by: CRC Salomon

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 2 **Jane Lichter, Chair**
 3 **Robin Harvey, Vice Chair**
 4 **Tiara Booker-Dwyer**
 5 **Tiffany Lashawn Frempong**
 6 **Julie Henn**
 7 **Rodney R. McMillion**
 8 **Maggie Domanowski**
 9 **Christina Pumphrey**
 10 **Brenda Savoy**
 11 **Emory Young**
 12 **Roah Hassan, Student Member**
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<p style="text-align: right;">Page 6</p> <p>1 PROCEEDINGS</p> <p>2 MS. LICHTER: Good evening. This is</p> <p>3 Chairwoman Jane Lichter. I now call to order the</p> <p>4 meeting of the Board of Education of Baltimore County</p> <p>5 for Tuesday, April 18, 2023. I invite you to recite</p> <p>6 the pledge of allegiance to the flag to be led by Ms.</p> <p>7 Roah Hassan. We will then have a moment of silence in</p> <p>8 recognition of those who have served education in</p> <p>9 Baltimore County.</p> <p>10 (Pledge of Allegiance.)</p> <p>11 (Moment of silence.)</p> <p>12 MS. LICHTER: Thank you. Tonight's Board of</p> <p>13 Education meeting is being held in person and</p> <p>14 virtually and broadcast through the BCPS online live</p> <p>15 meeting broadcast and on BCPS Comcast Channel 73 and</p> <p>16 Verizon Channel 34. In order to efficiently conduct</p> <p>17 this meeting, all voting items this evening will be</p> <p>18 done by roll call vote.</p> <p>19 Before we get started, I just want to</p> <p>20 welcome our three new board members to the Board of</p> <p>21 Education of BCPS. Yay.</p>	<p style="text-align: right;">Page 8</p> <p>1 stands as presented. Is there any -- oops, I'm sorry.</p> <p>2 Earlier this evening, the Board met in closed session</p> <p>3 pursuant to the Open Meetings Act for the following</p> <p>4 reasons: to discuss the appointment, employment,</p> <p>5 assignment, promotion, discipline, demotion,</p> <p>6 compensation, removal, resignation, or performance</p> <p>7 evaluation of appointees, employees, or officials over</p> <p>8 whom it has jurisdiction, or any other personnel</p> <p>9 matter that affects one or more specific individuals;</p> <p>10 consult with counsel to obtain legal advice and</p> <p>11 conduct collective bargaining negotiations or consider</p> <p>12 matters that relate to the negotiations. The summary</p> <p>13 of the closed session and open session information</p> <p>14 summary can be found on BoardDocs under this board</p> <p>15 meeting agenda date.</p> <p>16 The next item on the agenda is personnel</p> <p>17 matters and for that, I call on Mr. McCall.</p> <p>18 Good evening.</p> <p>19 MR. MCCALL: Good evening, Chair Lichter,</p> <p>20 Vice Chair Harvey, Superintendent Dr. Williams, and</p> <p>21 welcome new and returning members of the Board. I</p>
<p style="text-align: right;">Page 7</p> <p>1 (Applause.)</p> <p>2 So welcome to Ms. Booker-Dwyer, Ms. Young</p> <p>3 and I'm sorry. I just messed that up. Mr. Young and</p> <p>4 Ms. Frempong. We really have been waiting for you. I</p> <p>5 know that you started the process over a year ago, and</p> <p>6 have had a lot of waiting time, but we're thrilled</p> <p>7 that you're here. Thank you to Ms. Gover for all of</p> <p>8 her work to get you seated here tonight. It was a</p> <p>9 very quick turnaround time. But thanks to her</p> <p>10 diligence, you are here. You've been sworn in, and we</p> <p>11 have our 11 members of the Board right now. We're</p> <p>12 excited to have you. You each bring a wealth of</p> <p>13 experiences which will enhance and broaden our</p> <p>14 expertise and voice of the Board. So thank you, and</p> <p>15 welcome. And here we go.</p> <p>16 So the first item on the agenda is the</p> <p>17 consideration of the April 18th agenda.</p> <p>18 Dr. Williams, are there any additions or</p> <p>19 changes to tonight's agenda?</p> <p>20 DR. WILLIAMS: There are none.</p> <p>21 MS. LICHTER: Hearing none, the agenda</p>	<p style="text-align: right;">Page 9</p> <p>1 would like the Board's consent for the following</p> <p>2 personnel matters: retirements, resignations, leaves,</p> <p>3 non-renewals, deceased recognition of service, and</p> <p>4 certificated appointments.</p> <p>5 MS. LICHTER: Do I have a motion to approve</p> <p>6 the personnel matters as presented in Exhibits D1</p> <p>7 through D6?</p> <p>8 MS. DOMANOWSKI: So moved, Domanowski.</p> <p>9 MS. LICHTER: Thank you. Do I have a</p> <p>10 second?</p> <p>11 MS. PUMPHREY: Second, Pumphrey.</p> <p>12 MS. LICHTER: Thank you. Any discussion?</p> <p>13 May I have a roll call vote, please?</p> <p>14 MS. GOVER: Ms. Domanowski?</p> <p>15 MS. DOMANOWSKI: Yes.</p> <p>16 MS. GOVER: Mr. Young?</p> <p>17 MR. YOUNG: Yes.</p> <p>18 MS. GOVER: Ms. Frempong?</p> <p>19 MS. FREMPONG: Yes.</p> <p>20 MS. GOVER: Ms. Henn?</p> <p>21 MS. HENN: Yes.</p>

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1 MS. GOVER: Ms. Harvey?
 2 MS. HARVEY: Yes.
 3 MS. GOVER: Ms. Hassan?
 4 MS. HASSAN: Yes.
 5 MS. GOVER: Ms. Pumphrey?
 6 MS. PUMPHREY: Yes
 7 MS. GOVER: Dr. Savoy?
 8 DR. SAVOY: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. McMILLION: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer?
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Ms. Lichter?
 14 MS. LICHTER: Yes.
 15 MS. GOVER: Thank you.
 16 MS. LICHTER: Motion passes. Thank you, Mr.
 17 McCall.
 18 MR. McCALL: Thank you.
 19 MS. LICHTER: The next item on the agenda is
 20 administrative appointments. And for that, I call on
 21 Dr. Williams.

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1 DR. WILLIAMS: Thank you, Madam Chair
 2 Lichter, Vice Chair Harvey, and members of the Board.
 3 I'm bringing forward the following administrative
 4 appointments for your approval: Human Resources
 5 Office -- Officer in the Office of Staffing;
 6 Specialist, ESOL, Office of World Languages.
 7 MS. LICHTER: Do I have a motion to approve
 8 the administrative appointments as presented in
 9 Exhibit E1?
 10 MS. HENN: So moved.
 11 MS. LICHTER: Thank you. Do I have a
 12 second?
 13 MS. HASSAN: Second, Hassan.
 14 MS. LICHTER: Thank you. Any discussion?
 15 May I have a roll call vote, please?
 16 MS. GOVER: Ms. Domanowski?
 17 MS. DOMANOWSKI: Yes.
 18 MS. GOVER: Mr. Young?
 19 MR. YOUNG: Yes.
 20 MS. GOVER: Ms. Frempong?
 21 MS. FREMPONG: (No audible response.)

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1 MS. GOVER: Ms. Henn?
 2 MS. HENN: Yes.
 3 MS. GOVER: Ms. Harvey?
 4 MS. HARVEY: Yes.
 5 MS. GOVER: Ms. Hassan?
 6 MS. HASSAN: Yes.
 7 MS. GOVER: Ms. Pumphrey?
 8 MS. PUMPHREY: Yes.
 9 MS. GOVER: Dr. Savoy?
 10 DR. SAVOY: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. McMILLION: Yes.
 13 MS. GOVER: Ms. Booker-Dwyer?
 14 MS. BOOKER-DWYER: Yes.
 15 MS. GOVER: Ms. Lichter?
 16 MS. LICHTER: Yes.
 17 MS. GOVER: Thank you.
 18 MS. LICHTER: Thank you. Dr. Williams?
 19 DR. WILLIAMS: Thank you. Our first
 20 appointment is Nichelle M. Gibbs as the new Human
 21 Resources Officer in the Office of Staffing. She's

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1 seated. She can stand to be recognized.
 2 Congratulations.
 3 (Applause.)
 4 Currently, she was serving as a Human
 5 Resources Analyst in the Office of Staffing since
 6 2021. And previously, she served as a Senior Human
 7 Resources Business Partner at Greater Baltimore
 8 Medical Center and prior to that, Human Resources
 9 Business Partner 3 and Project Services Specialist
 10 Team Lead, Human Resources at Automatic Data
 11 Processing. Congratulations, Ms. Gibbs.
 12 (Applause.)
 13 And not in attendance, but our second
 14 appointment is Kiran Sandhu as the specialist in ESOL
 15 in the Office of World Languages. We welcome her to
 16 BCPS. Currently, she is serving as the Educational
 17 Specialist 2, educational associate, ESOL in Baltimore
 18 City Public Schools for seven years and previously,
 19 she served as the ESOL teacher in Baltimore City, Anne
 20 Arundel, and Fairfax County. So congratulations,
 21 Kiran Sandhu.

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1 (Applause)
 2 Thank you.
 3 MS. LICHTER: Thank you. Our next item is
 4 public comment. This is one of the opportunities the
 5 Board provides to hear the views and receive the
 6 advice of community members. The members of the Board
 7 appreciate hearing from interested citizens. As
 8 appropriate, we refer your concerns to the
 9 Superintendent for follow-up by his staff. Online
 10 registration was open to the public one week prior to
 11 tonight's board meeting and was closed at 3:00 p.m.
 12 yesterday for anyone wishing to speak at this
 13 evening's meeting.
 14 Board practice limits to 10 the number of
 15 speakers at a regularly scheduled board meeting.
 16 Speakers are selected randomly using an electronic
 17 selection process from all registrations received
 18 within the designated time frame. Each speaker is
 19 allowed three minutes to address the Board. No
 20 speaker substitutions will be allowed. For those who
 21 are not selected through the online registration, a

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1 waitlist sign-up sheet was available 30 minutes prior
 2 to the meeting. If a registered speaker is absent,
 3 the speaker slots will be reassigned from the waitlist
 4 so that the 10 speaker slots are allocated.
 5 While we encourage public input on policy
 6 programs and practices within the purview of this
 7 Board and this school system, this is not the proper
 8 forum to address specific student or employee matters
 9 or to comment on matters that do not relate to public
 10 education in Baltimore County. We encourage everyone
 11 to utilize existing dispute resolution processes as
 12 appropriate.
 13 I remind everyone that inappropriate
 14 personnel remarks or other behavior that disrupts or
 15 interferes with the conduct of this meeting are out of
 16 order. Persons using language that is threatening or
 17 promotes violence against the BCPS employee are
 18 subject to legal penalties. Persons who otherwise
 19 disrupt or disturb this meeting will not be allowed to
 20 continue their remarks and will be escorted from the
 21 meeting.

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1 I ask speakers to observe the three-minute
 2 clock which will let you know when your time is up.
 3 Please conclude your remarks when you hear the tone or
 4 see that time has expired. The microphone will be
 5 turned off at the end of your time, and it could be
 6 turned off if a speaker addresses specific student or
 7 employee matters, or is commenting on matters not
 8 related to public education in Baltimore County.
 9 If not selected, the public may submit their
 10 comments to the board members via email at
 11 boe@bcps.org. More information is provided on the
 12 board's website at bcps.org under Board of Ed,
 13 participation by the public.
 14 It is the practice of the Board to allow
 15 elected officials to provide their comments to the
 16 Board. And first to speak tonight is Delegate
 17 Pasteur.
 18 So welcome.
 19 Good evening, Delegate Pasteur.
 20 DELEGATE PASTEUR: Good evening.
 21 MS. LICHTER: Welcome back.

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1 DELEGATE PASTEUR: Thank you. And you know,
 2 it's always a pleasure to be here, even sitting on
 3 this side. It's still a wonderful thing to be here.
 4 So good evening to the Chair and Vice Chair and to the
 5 members of the Board, particularly those of you who
 6 are new. Welcome, welcome, welcome. As Chair Lichter
 7 said, we have been waiting a long time for a time that
 8 seems forever, like forever, to have you. So now that
 9 we have an almost full board again, I welcome you and
 10 thank you for stepping up and making the commitment,
 11 along with those who are already on the Board, who ran
 12 for the Board, making a commitment to the children and
 13 the families in Baltimore County. Very important. It
 14 really is, as the novel says, it's the best of times
 15 now. We've seen some of the worst of times. We've
 16 gone through a lot, so you come as we turn the corner
 17 and move into the light. So please carry that light
 18 for our children. And again, for our families.
 19 Dr. Williams, although I will see you more
 20 times -- a few more times, because I will be back. I
 21 do want to thank you for your contributions and your

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1 commitment to the children of Baltimore County Public
 2 Schools. And I want to say it was a pleasure, it was
 3 my honor to be able to work with you, and sometimes
 4 step across the line and have to pull my foot back, it
 5 was like the Hokey Pokey. But thank you for your
 6 kindness and your consideration.

7 To the full board, I ask you to be
 8 thoughtful. And I know you're committed, but to open
 9 your minds, because what you have in front of you is a
 10 very daunting task, at best. Making decisions about a
 11 superintendent to replace this young man, and maybe
 12 replace is not the word I want to use. But to come
 13 after him. He's led a trail. He gave us the compass.
 14 So I think that's fitting to say we have the compass
 15 in front of us. So I really implore you to take the
 16 time. And you really don't have a lot of time, from
 17 what I understand. But take the time. Even if you
 18 have sleepless nights, I'm imploring you. Have
 19 sleepless nights, have sleepless nights and think
 20 through what you are doing, because our young people,
 21 the ones who will be seniors, in many cases have seen

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1 four superintendents, or will have seen four
 2 superintendents.

3 And so what you have to do as you make these
 4 decisions in the next few weeks is to make sure that
 5 we are getting the best possible person who knows the
 6 system, who knows the children, who knows what the
 7 needs are for a diverse population, to make our young
 8 people global learners, global thinkers, global
 9 citizens. That means making sure that we are
 10 educating our children that not that all just means
 11 all in terms of the education, but all means all in
 12 terms of respecting each other, and the histories, and
 13 the past, and the present, and the future, and what is
 14 necessary, so that we can effect a stronger, a better
 15 Baltimore County, stronger, better state of Maryland,
 16 stronger, better country, and world. So you have a
 17 lot on your shoulders.

18 These days, I now know since being a
 19 delegate, having gone through my first session,
 20 woohoo, yeah. I know how important the partnership is
 21 between school boards, the elected officials outside

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1 and apart from the school board, so that we can work
 2 with our children and make them the very best. I am
 3 here for you. Please call on me. Text me. I'm going
 4 to use one of Ben Brooks' line, Senator Brooks' line.
 5 If you call me, I'm going to call you back. If you
 6 email me, I'm going to email back to you. If you come
 7 to see me, I'm going to take the time to see you. Did
 8 I miss anything? As you know, I'm a techno idiot.
 9 Oh, if you text me, I will text you back. Obviously,
 10 that's the one I forgot. But I am here for you. I
 11 will not be absent. And that's why you will all see
 12 me regularly.

13 And to the people sitting behind me, I am
 14 here for you, as well. Parents, relatives, community
 15 advocates, operations. I am here for you. I don't
 16 want to just wear this little pin just because it's
 17 cute because it really does mess up my outfits. But I
 18 take it seriously. Congratulations to all of you.
 19 And thank you for the work that you do. Have a great
 20 evening, and I'm going to stick around for a while
 21 just for the fun of it.

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1 MS. LICHTER: Thank you, Delegate Pasteur.
 2 (Applause.)

3 I will now call on our advisory and
 4 stakeholder group leaders to speak. Our first speaker
 5 is Bryan Epps from AFSCME.

6 Good evening.

7 MR. EPPS: Good evening. Good evening,
 8 Chairwoman Lichter, Vice Chair Harvey, Superintendent
 9 Dr. Williams, members of the Board, especially the new
 10 members of the Board. My name is Bryan Epps, and I'm
 11 the president of AFSCME, which represents the support
 12 staff here in Baltimore County, such as
 13 transportation, operations, facilities, food service,
 14 logistics, and a whole list of others. I'm here
 15 tonight to hope that we can get together so I can
 16 share what my people do, so you'll understand -- have
 17 a better understanding that you understand the work
 18 that we do. I came especially to welcome you to
 19 Baltimore County and welcome you to the Board. Thank
 20 you.

21 MS. LICHTER: Thank you.

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1 Our next speaker is Billy Burke from CASE.
 2 MR. BURKE: Good evening, Chairwoman
 3 Lichter, Vice Chairwoman Mrs. Harvey, Superintendent
 4 Dr. Williams, and members of the Board. On behalf of
 5 CASE, which is the Council of Administrative and
 6 Supervisory Employees, I represent the administrators,
 7 the principals, assistant principals, and central
 8 office supervisors within the district. We'd just
 9 like to thank you for joining the Board. It's a
 10 tremendous commitment, and we are humbled by your
 11 advocacy and willing to participate. So thank you
 12 very much.
 13 On Thursday, April 13th, I had the
 14 opportunity to attend the county executive's budget
 15 message. It is with the deepest gratitude that I
 16 thank the county executive for an historic budget that
 17 allocated \$71 million over maintenance of effort. The
 18 allocation represents the largest MOE increase in
 19 Baltimore County history, and that is to be
 20 celebrated. You, the Board, the Superintendent and
 21 the BCPS staff deserve to be celebrated, as well. The

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1 budget you approved provides many opportunities for
 2 sustainability and improvement.
 3 What you requested, what the county
 4 executive proposed, and ultimately what the county
 5 council will approve, are not completely aligned.
 6 Some of your proposed budget will be cut. How will
 7 those cuts be made? There will be some adjustments
 8 needed. How will you decide the priorities? Is there
 9 room for feedback from the unions and stakeholders?
 10 CASE would like to provide the following priority:
 11 staffing.
 12 In a system this large, it makes sense to
 13 have staffing formulas as a starting point. But
 14 staffing must be adjusted based on the unique programs
 15 and challenges at each school. Work to return as much
 16 staffing to schools as possible. The central office
 17 staffing that was cut to create the proposed budget is
 18 disproportionately union-represented employees. Those
 19 people are the worker bees and the support systems.
 20 Work to return as much represented central office
 21 staffing as possible.

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1 CASE wants teachers to have the appropriate
 2 amount of planning time. But the extra 15 minutes
 3 doesn't work without additional staffing, especially
 4 at the elementary level. Appropriate Special
 5 Education and Student Support Staffing make it
 6 possible to teach each child to their potential and
 7 challenge. Appropriate staffing makes school safer.
 8 There is better supervision and wraparound services.
 9 Students will always make mistakes, break the rules
 10 and push boundaries. Appropriate staffing opens
 11 opportunities for discipline to be about corrective
 12 teaching. Discipline, not based in corrected
 13 teaching, is revenge. We don't want that for
 14 students. They are our children. Appropriate
 15 staffing will improve work/life balance for staff.
 16 When you are providing coverage every day or doing two
 17 jobs or one job during the day and the rest of your
 18 work once students leave, you end up feeling
 19 underappreciated and burned out. Appropriate staffing
 20 is the first step. Thank you for the opportunity to
 21 speak on behalf of CASE.

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1 MS. LICHTER: Thank you. Our next speaker
 2 is Cindy Sexton representing TABCO.
 3 MS. SEXTON: Good evening, Chair Lichter,
 4 Vice Chair Harvey, Dr. Williams and members of the
 5 Board. Welcome to the newest Board members. I look
 6 forward to working with each of you and, indeed, every
 7 Board member as we address the challenges and
 8 opportunities that face us. You are starting your
 9 term in the midst of many actions. The superintendent
 10 search, a new ELA curriculum, challenging academic
 11 results, discipline concerns and more. And I ask you
 12 to please reach out to educators to get input from
 13 those in the classroom, the boots on the ground with
 14 our students. There is too much at stake for any of
 15 us to be blasé or not engaged, and there is too much
 16 at stake for you to not get that valuable input.
 17 As I have already shared with some of the
 18 current Board members, we may not always agree on
 19 actions, but by having conversations and listening to
 20 and working with each other, we can make great strides
 21 towards making a difference for our students. Please

<p style="text-align: right;">Page 26</p> <p>1 make the decision and the commitment to work 2 collaboratively with the unions for the good of our 3 students. 4 Next topic, our county executive just 5 announced historic funding, as we just heard. How and 6 where that money gets spent, used, allocated is a 7 monumental and vital task. As I visit schools and 8 worksites, I ask myself if what I'm seeing is 9 something that improves student achievement and 10 outcomes. And sometimes I see things that do not. 11 And as I have done previously, I again advocate and 12 ask for full transparency in the budget, so we can 13 know where every dollar is going. It can and should 14 be spent in the way that benefits our students. 15 And of course, recruiting and retaining our 16 educators. While TABCO is still in negotiations with 17 the school system for our contract next year, please 18 keep in mind that without those educators in the 19 classroom, we cannot meet and address the needs of our 20 students. Please make sure money is being directed 21 appropriately so we can recruit and retain educators</p>	<p style="text-align: right;">Page 28</p> <p>1 them, the production would not go on. Thank you, our 2 assistant principal and next week, thank you for our 3 administrative assistants. Your service is 4 appreciated. 5 Next, kudos, snaps, and cheers. Here we go 6 again. This year's finalist, who represent the 7 Southwest area, Ms. Folkoff at Relay Elementary 8 School, named Elementary School Teacher of the Year. 9 Ms. Karey at Maiden Choice as BCPS High School Teacher 10 of the Year. This year's finalists at Westowne 11 Elementary, Mr. Schultz. I would be remiss to not add 12 for our Northwest Area, Mr. Talven Pearsell, who 13 teaches math at Sudbrook Magnet Middle and named 14 Middle School Teacher of the Year, along with our 15 principals for the first time ever. Thank you for 16 including our students and our parents in this 17 process. Ms. Derrien at Chatwork, sorry, Chatsworth, 18 and Ms. Miller at Pikesville Middle. I need to say, 19 all three finalists are from the West Zone. Woo-hoo. 20 Nonetheless, I want to also just give you 21 some kudos, snaps, and cheers for County O for coming</p>
<p style="text-align: right;">Page 27</p> <p>1 in this challenging environment. 2 And now that we know what the budget will 3 be, we ask that we please quickly finish our 4 negotiations so we can move on to other important 5 topics. Again, I wish this Board well, and I thank 6 those who are not with us who did serve those extra 7 months. I look forward to working with this Board, 8 the school system and we can move forward. Thank you. 9 MS. LICHTER: Thank you. 10 Our next speaker is Marlena Pearsell from 11 the Southwest Area Educational Advisory Council. 12 Good evening. 13 MS. PEARSELL: Good evening. Good evening, 14 all. Board Chair, Vice Chair -- excuse me, Board 15 Chair, Vice Chair and all on the dais, good evening. 16 As for the record, my name is Marlena Colleton 17 Pearsell, and this month is full of celebrations. I 18 am bringing this report on behalf of the Southwest 19 Area Education Advisory Council and with a little tap 20 to Northwest, as well. So kudos, snaps, and cheers 21 for all the behind-the-scene employees because without</p>	<p style="text-align: right;">Page 29</p> <p>1 close to as possible, and, hopefully, our Board will 2 be able to make the cuts necessary, but we just want 3 to give kudos to the county councils. And then last 4 but not least, our kudos, snaps, and cheers goes to 5 our new elected board members. And I would be remiss 6 not to stand in this seat to congratulate our very 7 own, this is the last time I will say, Tiffany, our 8 former Northeast Area Education Advisory Council 9 Chair. You are one to be admired. Your health 10 challenges, you have overcome them with your tenacity. 11 We appreciate all that you have done, and we look 12 forward to working with all of you in the future. 13 We're proud of you. 14 With 30 seconds, I just want to say that we 15 had a great meeting last evening. That means I have 16 to come back because I'm not going to finish because 17 our students are important. And they shared so much, 18 and we appreciate them. We realize by combining with 19 the Central Area last night that our students' voices 20 should be heard on an annual basis. So we're going to 21 continue this and make it a tradition. And we're</p>

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1 hoping that the Board members, as last night, three of
 2 you attended, will continue to come and support our
 3 meetings. I thank you for the time tonight. And
 4 kudos, cheers, and we'll see you tomorrow with my blue
 5 cheer.

6 MS. LICHTER: Thank you.

7 Our next speaker is Jeannette Young from
 8 ESPBC.

9 Good evening.

10 MS. YOUNG: Good evening, Chair Lichter,
 11 Vice Chair Harvey and Dr. Williams, rest of the Board.
 12 Pleasure to be here tonight to speak to all of you.
 13 Congratulations and welcome to the newest members of
 14 the Board. As -- my name is Jeannette Young. I'm the
 15 president of the Education Support Professionals of
 16 Baltimore County, known as the ESPBC. I represent the
 17 health assistants, the paraeducators, sign language
 18 interpreters, computer technicians, office
 19 professionals and another array of individuals who
 20 work with Baltimore County.

21 I appreciate an opportunity to work with

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1 BCPS and each of you and problem solve, brainstorming
 2 meaningful long-term solutions to eliminate
 3 undesirable outcomes. Together, our collective voices
 4 works actions that will provide a qualitative,
 5 quantitative solution, robust solutions for our
 6 students and create a more desirable outcome workplace
 7 for our employees. Together, we will celebrate,
 8 champion our students as they become the leaders in
 9 our community as we desire.

10 Finally, I would like to take an opportunity
 11 to thank Dr. Williams and his administration to
 12 consider the ESPBC voice. His administration was the
 13 first administration to allow us to have an open
 14 opportunity to speak and be heard, be seen across
 15 Baltimore County. Dr. Williams, I applaud you and
 16 your staff for doing that. While we may not always
 17 agree, thank you for at least considering our input.

18 As always, I look forward to growing a
 19 mutual collective collaboratively relationship with
 20 every member of Baltimore County Board of Education.
 21 If you need an ESPBC voice, please do not hesitate to

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1 contact me, as I will you in the future. Thank you.

2 MS. LICHTER: Thank you.

3 (Applause.)

4 Our next speaker is Marietta English from
 5 the NAACP of Baltimore County.

6 Welcome.

7 MS. ENGLISH: Thank you. Good evening,
 8 Chairman Lichter, Vice Chair Harvey, and Dr. Williams
 9 and members of the Board, and congratulations to our
 10 new members. I am Marietta English. I am the ACT-SO
 11 chair for the Baltimore County Branch of the NAACP,
 12 and their education chair. But I always come here to
 13 talk about ACT-SO because it's so important. I thank
 14 you for your partnership. Dr. Williams, he's
 15 supported us ever since he's been here, and we are so
 16 thankful to you for that.

17 If you -- for the new members who don't know
 18 what ACT-SO stands for, let me just let you know.
 19 It's the Academic, Cultural, Technological, Scientific
 20 Olympics of the Mind. Yes, our 9th grade to 12th-
 21 grade students participate in over 35 categories. And

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1 they compete for a gold medal, a silver medal, and a
 2 bronze medal. I've been doing this for 17-years plus,
 3 and we have won nationally every year we brought home
 4 medals. We expect to do the same thing this year.

5 This year, our competition will be at Newtown High
 6 School on April the 29th from 9:00 to about 3:00, and
 7 we are still soliciting students to participate. So
 8 if you have any ninth graders who think they have some
 9 talent in dance, writing, painting, drawing, please
 10 let them apply, and we will see them on the 29th. I
 11 thank you so much for your support, and we will invite
 12 you to our awards program which will be held on May
 13 the 12th.

14 Thank you, Dr. Williams, to your staff, they
 15 have been so supportive in helping us acquire a place,
 16 helping us to advertise the importance of ACT-SO.
 17 Thank you so very much, and we look forward to our
 18 continued partnership as we move forward this year.
 19 And we also look forward to bringing home some gold
 20 medals as we have in the past. Thank you so very much
 21 for your time.

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1 MS. LICHTER: Thank you.
 2 Our next speaker is Lisa Dingle from BCABSE.
 3 Good evening.
 4 MS. DINGLE: Good evening. Board Chair
 5 Lichter, Board Vice Chair Harvey, Superintendent Dr.
 6 Williams, and Board members. My name is Lisa Dingle.
 7 I'm the president of the Baltimore County Alliance of
 8 Black School Educators, fondly known as BCABSE. I
 9 would like to extend a special welcome to our newest
 10 members of the Board, Ms. Booker-Dwyer, Ms. Frempong
 11 and Mr. Young.
 12 I have the opportunity to proudly serve BCPS
 13 for 31 years in several capacities: elementary
 14 classroom teacher, assistant principal, principal, and
 15 currently as the coordinator of the early childhood
 16 programs. Our members include teachers, front office
 17 staff, administrators, paraeducators, building service
 18 staff, retired staff, and parents.
 19 BCABSE has been partnering with Baltimore
 20 County Public Schools for over 25 years, and we're in
 21 the process of reviving the organization. The purpose

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1 of BCABSE is to provide and facilitate the education
 2 of all students, with the particular focus on African
 3 American students; establish a coalition of African
 4 American educators, administrators, and other
 5 professionals directly and indirectly involved in the
 6 educational process; create a forum for the exchange
 7 of ideas and strategies to improve opportunities for
 8 African American educators and students; and identify
 9 and develop African American professionals who will
 10 assume leadership positions in education, and
 11 influence public policy, and concerning the education
 12 of African Americans.
 13 Our organization is a part of the National
 14 Alliance of Black School Educators. We've been
 15 charged to focus on national programming priorities,
 16 which include improvement of student achievement,
 17 leadership development and career advancement,
 18 educator recognition, and legislative involvement and
 19 advocacy.
 20 According to the BCPS website, approximately
 21 66.5 percent of our students are considered students

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1 of color. Additionally, BCPS students represent 138
 2 countries and 147 languages. As General Fowler, an
 3 dedicated educator, once stated, it should be the norm
 4 that every single student in this country is
 5 guaranteed a quality education no matter where they
 6 live, which tax bracket their family might fall into,
 7 or their race.
 8 Thank you, Dr. Williams, for your service to
 9 Baltimore County Public Schools, and your support
 10 while we rebuild our organization. As the Board
 11 engages in the search for a new superintendent, BCABSE
 12 is adamant that the selection must be someone who has
 13 demonstrated a commitment to working towards the needs
 14 of a diverse population or students.
 15 I am here to share that the members of
 16 BCABSE are here in the spirit of collaboration,
 17 cooperation, and innovation. Working in partnership
 18 with the Board of Education and carrying out the
 19 vision as outlined in the Compass, we can provide a
 20 world-class education for all students. Thank you,
 21 and have a good evening. Right on the dot.

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1 MS. LICHTER: Yes. Thank you, Ms. Dingle.
 2 Our next speaker is Nick Argyros from BB --
 3 I'm sorry, BCPSOPE.
 4 Good evening.
 5 MR. ARGYROS: Good evening. Good evening,
 6 Board Chair Lichter, Vice Chair Harvey, Superintendent
 7 Dr. Williams, and Board members. On behalf of the
 8 BCPS Organization of Professional Employees, I would
 9 like to welcome our new Board members. I'm Nick
 10 Argyros, the president of OPE, and I'm excited to have
 11 our new Board members join us in our mission, to
 12 provide a high-quality education to all students in
 13 our district. As presiding members of the Board of
 14 Education, you will play an essential role in shaping
 15 the future of our district, and you -- we will make
 16 every effort to support you in your new role.
 17 Our dedicated professional employees work
 18 behind the scenes in virtually every business unit
 19 within BCPS to ensure that the Board achieves its
 20 vision for student success. Some of the business
 21 units in which our OPE employees work are technology,

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1 accounting, HR, law, facilities, transportation,
 2 budget, payroll, food services, and many more.
 3 Once again, welcome to the Board of
 4 Education. We are glad to have you as a member of
 5 Team BCPS, and we look forward to working with you to
 6 make a positive difference in the lives of our
 7 students. Thank you.
 8 MS. LICHTER: Thank you.
 9 Our next is general public comment, and our
 10 first speaker is Jolie McShane.
 11 Good evening.
 12 MS. McSHANE: Good evening. My name is
 13 Jolie McShane. I'm a parent, a grandparent, and
 14 president of the Republic Women of Baltimore County.
 15 Thank you, Baltimore County Board of Education, for
 16 your time tonight.
 17 As you can see on the handout, the
 18 pornographic and obscene examples of books in our high
 19 school libraries is quite shocking. Republican Women
 20 of Baltimore County filed a complaint in January of
 21 2022 about the book Gender Queer. Dr. Mccomas,

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1 Baltimore County School Chief Academic Officer,
 2 responded to our complaint in November of 2022. She
 3 stated a committee reviewed the book and recommended
 4 that BCPS retain Gender Queer in the two high school
 5 libraries. It is now in five high school libraries.
 6 According to Mrs. Mccomas, parents can forbid their
 7 child from checking out the book.
 8 First, how would parents know this book
 9 exists? And why does the child need to check it out?
 10 The student can simply read the book in the school
 11 library. Mrs. Mccomas further justified the book,
 12 since it is a great resource for those who identify as
 13 nonbinary or asexual. Why this porn-centered book?
 14 Dulaney High School has a carousel and an entire
 15 corner of the library dedicated to transgender books.
 16 According to the FBI, one out of seven
 17 children are sexually abused. These sexually abused
 18 children do not have a voice. The CDC reports that
 19 exposing these children to pornographic materials is
 20 extremely dangerous. These are children that end up
 21 with weight issues, depression, and are suicidal.

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1 Mrs. Mccomas failed to consider these -- the safety
 2 and security of these children in her response.
 3 Republic Women of Baltimore County and the
 4 Patriot Club of America submitted complaints for the
 5 book Lawn Boy. It is 300 -- oh, this is it right
 6 here. It is 312 pages long, includes the word that
 7 rhymes with duck 107 times, and has 18 obscene sexual
 8 scenes. We submitted a letter to Mrs. Mccomas on
 9 November 19, 2022. To date, we have not received a
 10 response.
 11 A Dulaney High banned books list from the
 12 American Library Association included Catcher in the
 13 Rye, the Holy Bible, George Orwell's 1984, and Where's
 14 Waldo. Where's Waldo? It was banned do a -- due to a
 15 possible drawing with genitalia. Lawn Boy has 18
 16 obscene sexual scenes depicting genitalia, yet it sits
 17 on our high school library shelves.
 18 It is the Board of Education's
 19 responsibility to ensure the safety of our children.
 20 Exposing our children to pornography and obscene
 21 materials is against the law. I have yet to meet a

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1 Baltimore County taxpayer that --
 2 MS. LICHTER: Thank you.
 3 Our next speaker is J K McDonald.
 4 Good evening.
 5 MR. McDONALD: Good evening, fellow
 6 citizens. Ladies and gentlemen, I actually cannot
 7 believe that I am here for this topic and, quite
 8 frankly, that this room is not overflowing. I would
 9 like to do a little roleplay, if I may. I would like
 10 for you to imagine we're at your daughter's 14th
 11 birthday party. And she was given Lawn Boy and Girl
 12 in Translation as gifts. It is then suggested she
 13 reads excerpts from the book. And before I read this,
 14 I want to apologize to everyone in the room, but
 15 ladies and gentlemen, my fellow citizens of Baltimore
 16 County, this is what is in our high schools and, lest
 17 we forget, high school starts when one is
 18 approximately 14 years old.
 19 Not that it really matters. In fourth
 20 grade, at a church youth group meeting, out in the
 21 bushes, I touched Greg Goble's dick, and he touched

<p style="text-align: right;">Page 42</p> <p>1 mine. In fact, there was even some mouths involved. 2 What if I told you I touched another guy's dick. What 3 if I told you I sucked it? I was 10 years old, but 4 it's true. I put Doug Goble's dick in my mouth. I 5 was in fourth grade. It was no big deal. He sucked 6 mine, too. And you know, it wasn't terrible. Do you 7 want to see my dick? The fuck? He talked about all 8 the times at the church, but never mentioned our 9 penises, or the fact that he said 10 words to me after 10 our little foray in the bushes. Not a single 11 reference to holding or tugging or sucking dicks. All 12 I could think about while he was chatting me up was 13 his little salamander between my fourth-grade fingers, 14 rapidly engorging with blood. But what's a dog going 15 to do, lick peanut butter off my dick? Why wouldn't 16 you admit we sucked each other's dick? 17 I'm not going to read any more, because I 18 can see I'm running out of time. However, I am not 19 sure how these books are preparing our children for 20 life or life skills. I've heard a lot this evening 21 about education, and the fact that Baltimore County</p>	<p style="text-align: right;">Page 44</p> <p>1 First, on behalf of our community, I want to 2 express our great appreciation to BOE members and also 3 to BCPS staff for your dedication to public service 4 and your passion for public education. Many members 5 of our organization are parents of students in BCPS. 6 Today, I'm here to talk about AP Heritage Months, 7 which is previous known as AAPI Heritage Months. AP, 8 that's spelled as APIDA, and stands for Asian Pacific 9 Islander Desi American. Since 1992, the AAPI or APIDA 10 heritage months has been celebrated annually in May to 11 recognize and honor the contributions, achievements, 12 and cultures of Asian, Southeast Asian, and Pacific 13 Islanders in the United States. 14 Unfortunately, for too long, the history and 15 experience of APIDA individuals have been marginalized 16 or overlooked in our public school education system. 17 As a result, many students are not fully aware of the 18 important contributions that APIDA individuals have 19 made to our country. And of the challenges and 20 struggles that our community has faced. 21 I'm here tonight to strongly recommend the</p>
<p style="text-align: right;">Page 43</p> <p>1 wants the best education for our children. Is it not 2 one of our pillars of education that we teach our 3 children to be good citizens? Perhaps it would be 4 better served if we replace Lawn Boy and Girl in 5 Translation with books such as Miracles in American 6 History, or the American Story. 7 Because, quite frankly, our history, ladies 8 and gentlemen, is far more fascinating and far more 9 incredible than fiction. Lest we forget, Federal Code 10 1466 prohibits engaging in business of selling or 11 transferring obscene -- 12 MS. LICHTER: Thank you. 13 Our next speaker is Shuli Xia. 14 Good evening. 15 MS. XIA: Good evening, Madam Chair, Madam 16 Vice Chair, Dr. Williams, members of the Board, and 17 also welcome to our new members. My name is Shuli 18 Xia, and I'm the president of Chinese American Parent 19 Association of Baltimore. Our goal is to promote 20 civic engagement of our members to contribute to the 21 mission of public schools.</p>	<p style="text-align: right;">Page 45</p> <p>1 inclusion of Asian American Pacific Islander history 2 and cultures in the BCPS curriculum. This can include 3 adding new courses or units specifically focusing on 4 APIDA history and cultures, as well as integrating 5 APIDA content into existing courses and materials. 6 We believe that it is important for students 7 to have a well-rounded education that reflects the 8 diversity of our society. By incorporating APIDA 9 history and cultures into the BCPS curriculum, we can 10 promote a greater understanding and appreciation of 11 our diverse communities. Our organization is 12 committed to support BCPS in promoting a positive and 13 inclusive learning environment for all students. We 14 will be very happy to work with BCPS and Board of 15 Education to discuss plans to work on these issues. 16 Thank you for your attention to this matter. 17 MS. LICHTER: Thank you. 18 Our next speaker is Joanne Seward. Seward, 19 I'm sorry. Joanne Seward. 20 Our next speaker is Bash Pharoan. 21 Good evening.</p>

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1 DR. PHAROAN: Good evening. Welcome to the
 2 new Board members, and the veteran ones, too, at the
 3 same time. And I take this opportunity to remind
 4 myself that it is really an honor to be a Board
 5 member. It's a responsibility, and I know you are not
 6 here because of the lavish salary that you are paid
 7 for. Maybe I'll take this opportunity to appeal to
 8 our delegates to raise your salaries. Okay.

9 So thank you, Dr. Williams, for your work.
 10 I hate to see you leave. In your effort to choose a
 11 new superintendent, I think communication of the next
 12 person is the most important, especially with
 13 taxpayers. However, the second attribute I would like
 14 to propose to you for consideration, the next
 15 superintendent needs to be a believer and
 16 knowledgeable with two letters, AI, artificial
 17 intelligence.

18 I have been here for almost 25 years. The
 19 problems are the same. You need money. Money moves.
 20 The government is not going to give you enough, and
 21 you heard the teachers need money, and I don't think

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1 really it is just that. There is fatigue in the
 2 teacher profession and other employees. And you could
 3 add a whole lot of money and that would not really
 4 address the issue of fatigue and frustration.

5 So if you need more teachers, which we do,
 6 artificial intelligence will help you doing that. If
 7 you need a better security in the school system,
 8 artificial intelligence would help you do that with a
 9 cheaper way. If you need new schools designed,
 10 artificial intelligence will help you do that in a
 11 better, cost-effective way.

12 It is the new era. The sooner the Board of
 13 Education believes in what I am telling you, the
 14 better for us. We cannot fight the war of education
 15 with a blackboard, a teacher, a desk, and a chair, and
 16 a few laptops. We cannot do that. If the U.S. Army
 17 is not supplied with sophisticated weapons and
 18 intelligence, we would be in big trouble in this
 19 world. And education is no different.

20 I really appreciate -- this is not really
 21 what I just want to say, but anyhow, I personally feel

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1 strong about that. I see it, and I hope you would
 2 believe me. Thank you.

3 MS. LICHTER: Thank you.
 4 Our next speaker is Jonathan Roland.
 5 Good evening.

6 MR. ROLAND: Good evening. I admire each of
 7 you for your sacrifice of time and talent to serve
 8 this Board, and I know that you love students. I
 9 teach science at Perry Hall High School. Yesterday,
 10 we began this year's third round of state exams. They
 11 continue through May 22nd. Sometime next year, MSD
 12 will assign each student a single scaled score number.
 13 We may be following MSD regulations, but we're
 14 violating federal law. Title 34, Subtitle B, Chapter
 15 2, Part 200 of the Code of Federal Regulations
 16 requires state tests to produce individual student
 17 diagnostic reports with itemized score analysis, so we
 18 can address the specific academic needs of each
 19 student, and to return the results as soon as
 20 practicable. Telling us that Jordan scored a 720 on
 21 the MISA months after the test neither meets the

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1 federal requirements, nor benefits our instruction.
 2 And it comes at an extraordinary cost to our limited
 3 time, energy, and focus.

4 We used to give useful yearly assessments.
 5 Remember the Iowa Battery and the California
 6 Achievement Tests? Paper and pencil; took a few hours
 7 one day a year and returned detailed analysis of each
 8 student's performance two weeks later. Senators Kathy
 9 Klausmeier, Chris West, and Joan Carter introduced
 10 legislation to return this type of one-day-in-May
 11 testing to Maryland, but it was killed in committee by
 12 lobbyists for the testing establishment. But you can
 13 act, even if Annapolis doesn't.

14 In 2015, Congress and the President gave you
 15 permission. "Nothing shall prohibit a local
 16 educational agency from administering a locally
 17 selected assessment in lieu of the state-designated
 18 academic assessment." 20 U.S. Code 6311. Maybe the
 19 state testing program is as good as it gets, and we're
 20 living in the best of all possible worlds, but I don't
 21 think so.

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1 I appeal to you. Go to our schools and talk
 2 with our staff. Talk with our most vulnerable
 3 students who repeatedly miss instructional time so
 4 they can sit for the state exams to fulfill a
 5 graduation requirement. Ask them what they think of
 6 replacing MCAT, MISA, MAP with a one-day-in-May-type
 7 test.

8 I remember 2013. Dr. Nancy Grasmick's
 9 Maryland Public Schools ranked first in the nation,
 10 for the fifth year in a row. Then the high stakes
 11 park people took over MSDE, and our schools slipped to
 12 third in 2015, fourth in 2016, fifth in 2017, sixth in
 13 2018, and we currently rank 23rd. The past 10 years
 14 have been cruel to the students. Please don't let us
 15 continue with more of the same. Private schools
 16 wouldn't be caught dead using our state tests. Our
 17 students deserve the same respect.

18 You alone have the standing to challenge
 19 MSDE. Congress and President Obama gave you that
 20 standing, and I believe the community would
 21 overwhelmingly support you if you do. You can learn

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1 more at the website OneDayinMay.org. Thank you for
 2 the opportunity to share this concern with you.

3 MS. LICHTER: Thank you.
 4 (Applause.)
 5 Our next speaker is Erica Mah.
 6 Good evening.

7 MS. MAH: Good evening. My name is Erica
 8 Mah. I'm a teacher, TABCO member, a parent in BCPS.
 9 I would like to thank our -- my colleague from Perry
 10 Hall for bringing up the excellent point about
 11 testing. We're spending so much time this month, I
 12 can't even begin to tell you the amount of teaching
 13 time that I am losing because we have to proctor
 14 tests.

15 That is not what I came to speak about,
 16 though. So I'd like to first welcome all of our new
 17 Board members, and particularly the three new members
 18 at large. We are so happy that you are finally
 19 seated. I look forward to working with you as a
 20 teacher, as a TABCO member, and as a parent in BCPS to
 21 make sure that our school system is focused on our

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1 students, our schools and our teachers.

2 As an ESOL teacher, I would also like to
 3 thank the Board of Ed, Superintendent Williams, and
 4 the county executive for including an additional 36
 5 ESOL teachers in this year's budget so that many of
 6 our students will be able to remain in their home
 7 schools. This will help those students and maintain
 8 their connections and to be more successful in their
 9 communities.

10 But I am concerned that we will not be able
 11 to fill those positions, as well as hundreds of others
 12 that are, and will, become vacant in the upcoming
 13 months. Yes, there's a teacher shortage nationwide.
 14 But there is also a BC -- specific BCPS-specific
 15 shortage. As most of you are new to the Board, I want
 16 to ask you, to plea with you, to make sure our salary
 17 negotiations are completed immediately. And with the
 18 goal of retaining and recruiting high-quality teachers
 19 as your focus.

20 When the budget was released last December,
 21 there was no COLA and no new salary scale that would

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1 keep us in competition with surrounding counties.
 2 Other counties announced early on that they'd give
 3 raises and COLAs. Meanwhile, we are closing in on the
 4 final months of school, still without a negotiated
 5 salary scale or confirmed increases. Many teachers
 6 have already left, and more will follow.

7 In 2023, we have had more than 15
 8 resignations announced at each Board meeting at the
 9 stalks (phonetic) after the Board meeting. Before
 10 spring break, we had nearly 50 resignations that were
 11 announced. We are closing in on over 300 teachers who
 12 have left our school system this school year, and this
 13 does not include those who plan to put in their
 14 resignations by the end of the year and leave us for
 15 other counties.

16 We cannot afford to lose teachers for any
 17 reason, but especially because our system is slow and
 18 late to negotiating our salaries. Please finish those
 19 negotiations now so that some teachers may reconsider
 20 their resignations. I want to ask you to please take
 21 this into consideration for next year, and to make

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1 sure we plan long term in the December budget to keep
 2 our teachers from moving elsewhere to be paid a
 3 competitive wage. Don't make us spend our personal
 4 time, our family time, fighting for a salary to keep
 5 us in BCPS.
 6 As a teacher, it's disheartening to see
 7 talented teachers leave, but as a parent of -- with a
 8 junior and senior high school, it is even more
 9 depressing to see those quality, experienced teachers
 10 leave for other counties and private schools. And as
 11 I'm out of time, thank you very much, and thank you.
 12 Good night.
 13 MS. LICHTER: Thank you.
 14 Next is public comment on Board policies.
 15 Before I say that, we did not have any speakers signed
 16 up on the waiting list, so that's why we do not have
 17 10 speakers this evening.
 18 Next is public policy comments. Board
 19 Policy 0500, Workplace Bullying, and for that, it's
 20 Dr. Pharoan.
 21 DR. PHAROAN: Madam Chair, am I doing all of

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1 them?
 2 MS. LICHTER: You're doing about -- when you
 3 get to school calendar, Ms. Sexton is also making a
 4 comment. So we'll start with the workplace bullying
 5 one.
 6 DR. PHAROAN: Okay. Good evening. Policy
 7 0500, line 1214, states, "Misconduct will not be
 8 tolerated." I think the word shall would be better.
 9 I ask you to consider that. Second note about the
 10 same policy, line 1738. Line 19, it says, "Hurtful
 11 mistreatment, either direct or indirect." I think
 12 mistreatment needs to be in the plural. And next to
 13 that, the word interferes. I think it should be
 14 interfere.
 15 This policy is a concern to me. Because,
 16 basically, if a person is accused wrongfully, I don't
 17 see anything in this policy that protects the person
 18 from being unfairly accused. So my thought is that
 19 the policy needs to be balanced. If someone misbehave
 20 and is accused, in the policy, the accused needs to
 21 have the process right there in the same policy to --

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1 how to defend and protect self from sham accusation.
 2 There are other typos. I'm not sure if you
 3 are interested in them. But that's my concern about
 4 the policy being unbalanced.
 5 MS. LICHTER: Okay. Thank you.
 6 Next is Board Policy 2310, Organization
 7 Charts.
 8 DR. PHAROAN: 2310 is Organization Chart.
 9 Line 710 reads, "To achieve the stated mission and
 10 goals of the school system." I think this word is
 11 important, but it is general. It's not really
 12 specific. So by not being specific, I personally
 13 understand schools and companies don't want to be
 14 specific in certain areas. But to take the contrarian
 15 aspect, I ask you to consider and the policy to state
 16 the mission and the goals.
 17 The same thing about the performance. The
 18 performance in this policy, actually, it's a typo.
 19 It's in the singular. It should be in the plural,
 20 performances. And that's my critique for this policy.
 21 MS. LICHTER: Okay. Thank you.

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1 Board Policy 4203, Compensation, Benefits,
 2 Assault Leave, and Retirement.
 3 DR. PHAROAN: All right. So this Policy
 4 4203 about assault leave. Line 2325 says, "Religious
 5 holidays identified on Maryland State Department of
 6 Education." Madame Chair, am I correct? Is this the
 7 Policy 4203?
 8 MS. LICHTER: Yes, 4203.
 9 DR. PHAROAN: Okay. then in this policy,
 10 superintendent has the ability to give a period of
 11 absence for 90 days. Anything above 90 days, it needs
 12 to be approved by the Board of Education. So just
 13 want to make sure I am clear about that. I believe
 14 our teachers needs to be paid more. But when I look
 15 specifically about this policy, and in my professional
 16 experience, if you give lavish sick leave or other
 17 similar items, most likely it would be used, not
 18 necessarily that it is truly needed. I think 90 days
 19 is too big. I believe 60 is better. And I basically
 20 ask you to dwell on it and think on it. Again, this
 21 is not that I am not sensitive to teacher request for

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1 better pay. It is about benefits. I think it would
 2 be potentially abused.

3 Then on line 4243 -- hm. I'm not sure about
 4 this, so I'm going to skip that. That's the end of my
 5 thought about this policy.

6 MS. LICHTER: Okay.

7 Next is 4402, Separation from Employment.

8 DR. PHAROAN: Okay. So I must have really
 9 mixed the two policies. I really work hard so that --
 10 anyhow outside this school system. So the 90 days
 11 belong to 4202, and I already stated that. In this
 12 separation, line 10 to 12, it says, "If employee fails
 13 to meet reasonable performance or conduct
 14 expectations." My thought about that is that, again,
 15 these words are rubbery in nature. You know, there is
 16 a plus of being not really specific for a company.
 17 But again, there is a minus in that, at least from my
 18 end on this side, that it really creates
 19 misinterpretation by different parties, lawyers, et
 20 cetera. I feel it is better if you define what is a
 21 reasonable performance. What is a reasonable conduct?

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1 What is a reasonable expectation? And if it is not
 2 possible, for some technical reason, to explain it in
 3 the policy, then, you know, make some sort of help
 4 portal so the reader would click on the help portal
 5 and would go into a superintendent rule or another
 6 policy, et cetera, and see what these words meaning.
 7 Because basically, they are really interpreted in
 8 different ways, depending on which side the person is
 9 on.

10 The second thing about this policy, and I
 11 did access the Superintendent Rule 4402, it states
 12 that the employee must give two weeks' notice. So
 13 this is really a question for you and the law office.
 14 As you know, I'm a physician. I have three employees.
 15 I know the state of Maryland is at-will state, so a
 16 person, an employee can quit at any time, with notice
 17 or without notice, and employer can do the same thing.

18 I really don't understand why the school
 19 system would want two weeks' notice. Also, in my
 20 experience and the gray hair I have, if you have
 21 somebody who is a trouble or doesn't want to be there,

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1 for whatever reason, keeping them for two weeks, I
 2 think, is more risk for the school system than really
 3 a benefit. So I would ask you, basically, to, you
 4 know, in your debate to explain that rationale of two
 5 weeks. And basically, I want to chime on the concern
 6 that the person would be more trouble really attending
 7 two weeks than benefit. If you don't want to work in
 8 the school system, you know, you are more than welcome
 9 to leave. I mean, that -- that's my rule.

10 MS. LICHTER: The next one is 6301, School
 11 Calendar.

12 DR. PHAROAN: Next one, 6301, Policy about
 13 School Calendar. This school calendar -- I want to
 14 say something about it. I'm really deeply touched to
 15 read it again and again because, obviously, I worked
 16 on the inclusion of the Muslim holidays for, you know,
 17 25 years. My (indiscernible) when he used to come has
 18 been working on it even before me when he was a PTA
 19 president. But it took me more than two decades to
 20 convince Board of Education, like yourself, to make it
 21 reality. And of course, it opened the door for the

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1 Chinese Lunar Year. It opened the door for Diwali.
 2 It opened the door for others.

3 I think the school system and the Board of
 4 Education owe it to us minorities, minorities in
 5 number, but not in contributions, owe it to us and to
 6 the system to be clear that you would not tolerate
 7 bias and discrimination for two decades to make it
 8 right. Whether it is religious discrimination,
 9 whether it is color discrimination, whether it is
 10 gender discrimination, discrimination is hate. It's
 11 painful. It's counterproductive, and it took me two
 12 decades plus, close to 25 years, to make it happen for
 13 our Muslim holidays.

14 I -- basically, when I read it, why did it
 15 take so long? Why people who are reasonable, educated
 16 people and look so much tuned up towards education and
 17 towards the county would really tolerate such biased
 18 treatment of minorities, you know? That's my chime.

19 MS. LICHTER: Thank you.

20 At this point, I'm going to ask Ms. Sexton
 21 to come up and give her comments on 6301, School

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1 Calendar.

2 DR. PHAROAN: Want me to go back?

3 MS. LICHTER: Yeah, just -- well, you can

4 just move off to the side or -- oh.

5 Thank you, Ms. Sexton.

6 MS. SEXTON: Good evening, again. I'm

7 frustrated and, quite frankly, angered with the idea

8 of defining religious holiday in a Board policy, and I

9 question the legality of such a definition, as well.

10 The Equal Employment Opportunity Commission, EEOC,

11 defines religious beliefs, "to include theistic

12 beliefs, those that include a belief in God, as well

13 as nontheistic moral or ethical beliefs about right

14 and wrong that are sincerely held with the strength of

15 traditional religious views. In most cases, whether

16 or not a practice or belief is religious is not an

17 issue."

18 This cannot be codified in a policy based on

19 testing dates. And yet, in this proposed policy, a

20 religious holiday is being defined as a day or days

21 when statewide primary test administrations are not to

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1 be scheduled. Even if we say that defining religious

2 holidays is legal, which according to our legal

3 counsel it is not, having such a definition flies in

4 the face of equity.

5 The BCPS Compass states, "BCPS must remain

6 focused on its equity imperative." From Board Policy

7 0100, Letter G, "We respect the worth of all

8 individuals, value diversity, and vigorously address

9 equity issues." This proposed policy violates Board

10 Policy 0100.

11 It is also important to understand that

12 while some people may adhere to certain practices that

13 others do not within the same religion, and the EEOC

14 specifically discourages requests for documentation

15 unless there is some objective basis to question this.

16 Therefore, as we explore this, it may be necessary to

17 change language in our master agreements, as well.

18 But the first step is to not put this policy forward

19 as written.

20 Speaking of master agreements, any language

21 around religious holidays should be negotiated and not

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1 mandated by a policy, as this pertains to other terms

2 and conditions of employment, which is, indeed, a

3 mandatory subject of bargaining. And even right now,

4 there is an open grievance on this very topic.

5 I urge you to take this policy back to

6 committee, address these concerns. To do so otherwise

7 would be a violation of BCPS' own core value which

8 states BCPS is committed to equity. Thank you.

9 MS. LICHTER: Thank you.

10 Policy 7260, School Marquee Signs. Dr.

11 Pharoan?

12 DR. PHAROAN: Kindly consider my thought to

13 you. Sometime contrarians are right. This policy

14 talks about marquee signs which enhance the school

15 identity. And that's Line No. 9, and then line -- B

16 item under A talks about the sign, "funded by private

17 donations shall not, shall not include the donor's

18 name or logo." So my thought about this is that the

19 marquee sign should be an advertisement for education

20 for the school system. And knowing that you need

21 money to solve the myriads of the problems that you

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1 are dealing with, and you don't have the money, and

2 the county and the state don't have the money to give

3 you, I think it is time for the Board of Education to

4 think outside the box and allow decent companies to

5 advertise right on that sign.

6 So my clinic is, as you know, on Rossville

7 Boulevard, four houses from Rossville Elementary

8 School. I proposed Rossville Elementary School to

9 have the name of one of the founding fathers. I chose

10 Madison, for instance, and, of course, you know, I was

11 a minority and was not really picked up. So the sign

12 that reads, for instance, Rossville, what does it

13 mean? It's a street, right? But if you allow on the

14 name of that school to be an advertisement by

15 Microsoft, Apple, or maybe the educational program of

16 Towson University or maybe my base. Used to be GBMC

17 or maybe St. Joseph, whichever, and you get money for

18 that. Nothing wrong with it, you know? You could

19 have Hershey Company advertise for chocolate which

20 everybody eats, even though the doctor says don't eat

21 it, but, you know, everybody eats it. It's not like

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1 we're advertising for alcohol or cigarettes or porno
 2 or anything like that. You get the money and then you
 3 put that money in a good use.
 4 I think if you think of me, your next-door
 5 neighbor, if I gave you \$10,000 for a marquee sign and
 6 you don't allow me to put my practice there, I have no
 7 reason to give it to you. I'm being honest with you.
 8 You know? You need to look for private sources of
 9 funding because the county and the state will not give
 10 you money you need.
 11 MS. LICHTER: Thank you.
 12 And the last Board Policy, 7520, Naming or
 13 Renaming a School and Dedication.
 14 DR. PHAROAN: This policy strikes in me a
 15 nationalistic thought. Right? You know, I came here
 16 50 years ago. This is my home. I truly feel that.
 17 It's not advertisement. When I go overseas and come
 18 back, this is home. So I see the school system naming
 19 schools, as I mentioned, Rossville Elementary School,
 20 you know, by community, subdivision, et cetera. I
 21 think every school should be named by an important

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1 American hero.
 2 I know from my clinical work that many, many
 3 people don't know what Northpoint means. You know,
 4 the battle of Northpoint, the 1812. You know, growing
 5 up, people who finish school, young or more mature,
 6 don't know other, more important parts of our history
 7 that made us what we are, made us the envy of the
 8 world. And people risk their lives to come here.
 9 They don't risk their lives to go to Russia or China.
 10 You know? Every school should have a name that means
 11 something important, some hero. Right, so we have
 12 Carver Washington School. That's really great name.
 13 But Rossville Elementary School, Dundalk School, Perry
 14 Hall School, I'm sorry, Julie. You know? It doesn't
 15 mean anything. You know? We need to teach the
 16 students our history, and this is one easy way that
 17 costs you nothing. You know?
 18 Maybe we need schools also in the name of
 19 those who discovered important things. Who discovered
 20 the telephone? How many of our students know the
 21 first person who discovered the telephone? Or the

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1 person who discovered the TV. Where was the first
 2 automobile was invented and built, which country it
 3 was? Right, but don't name it after Germany. Germany
 4 was the first one that built it school, but it's an
 5 example, you know? You need to have something
 6 educational much better than Rossville Elementary
 7 School and Dundalk School and Lyon something, Red Lyon
 8 School. You know, what does Red Lyon School mean? It
 9 doesn't mean anything, really. Doesn't teach students
 10 anything. That's my thought about this policy. I
 11 hope you would consider.
 12 MS. LICHTER: Thank you. I think that was
 13 the last one.
 14 DR. PHAROAN: Really?
 15 MS. LICHTER: Yes.
 16 DR. PHAROAN: Do I have more time?
 17 MS. LICHTER: No, you're finished, but thank
 18 you for your comments.
 19 The next item on the agenda is the
 20 Superintendent's Report, and for that, I call on Dr.
 21 Williams.

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1 DR. WILLIAMS: So good evening, everyone.
 2 Chair Lichter, Vice Chair Harvey, and members of the
 3 Board and to our community. I am pleased to present
 4 my Superintendent's Report to the Board and Team BCPS.
 5 This report includes celebrations, updates and
 6 evidence of our strategic plan, the Compass, Our
 7 Pathway to Excellence in Action.
 8 First, I would like to recognize and
 9 acknowledge our newly appointed Board members, Ms.
 10 Tiara Booker-Dwyer, Ms. Tiffany Lashawn Frempong, and
 11 Mr. Emory Young. Already, you have jumped in and
 12 started to do the work. We appreciate that and
 13 welcome you. We can acknowledge them.
 14 (Applause.)
 15 Next slide, please. Please join us in
 16 celebrating our amazing Team BCPS assistant
 17 principals. If you didn't celebrate them during
 18 spring break, please take a moment to give your
 19 favorite Team BCPS assistant principal a shoutout
 20 using the hashtag #bcpsapweek. Assistant principals,
 21 we honor and thank you for your leadership, your

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1 support of students and school communities, your
 2 advocacy and passion, and everything else that you
 3 bring to your work each and every day.

4 April is an exciting month, so please join
 5 me in highlighting National Poetry Month, School
 6 Library Month, Occupational Therapy Month.

7 Additionally, we bring awareness to the needs of
 8 students with autism as we recognize World Autism
 9 Month.

10 The first Champions for Children event will
 11 be held tomorrow afternoon, April 19th, at 4:45 at
 12 George Washington Carver Center for Arts and
 13 Technology. The BCPS teacher, principal, and
 14 assistant principal of the year will be announced. In
 15 addition, the gala will also celebrate a variety of
 16 other all-star school supporters, including a rising
 17 star teaching of the year, supervisory leader of the
 18 year, supporting services employee of the year,
 19 transportation champion, AFSCME employee of the year,
 20 volunteer champion, and business partner champion.
 21 We're excited to celebrate excellence in education, so

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1 good luck to all nominees. Who's attending the event
 2 tomorrow? Please show your hands? I was wondering if
 3 you were going to really raise your hands, so thank
 4 you very much for -- thank you all for attending
 5 tomorrow. We look forward to it. Next slide, please.

6 Congratulations to our 2023-2024 Baltimore
 7 County Principal of the Year finalists. Chatsworth
 8 School Principal Derrien is BCPS elementary school
 9 principal of the year. Pikesville Middle School
 10 Principal Dr. Miller is the BCPS middle school
 11 principal of the year, and Kenwood High School
 12 Principal Powell is the BCPS high school principal of
 13 the year. Oh, I heard some clapping. We can clap.
 14 Yay.

15 (Applause.)

16 Congratulations to our 2023-2024 Baltimore
 17 County Assistant Principal of the Year finalists.
 18 Westowne Elementary School Assistant Principal Anthony
 19 Schultz is the BCPS elementary school assistant
 20 principal of the year. General John Stricker Middle
 21 School AP Jodi Pasquale is the BCPS middle school

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1 assistant principal of the year. And Towson High
 2 School Assistant Principal Nicole Bridges is the BCPS
 3 high school assistant principal of the year.

4 (Applause.)

5 Congratulations to our 2023-2024 BCPS
 6 Teacher of the Year finalists, drum roll, Beverly
 7 Folkoff, Grades 3 to 5, special education teacher at
 8 Relay Elementary for elementary school teacher of the
 9 year. Talven Pearsell, math teacher at Sudbrook
 10 Magnet Middle School, middle school teacher of the
 11 year, and Abigail Karey, vocational life skills
 12 teacher at Maiden Choice School, high school teacher
 13 of the year. We are excited to recognize excellence
 14 in Team BCPS and congratulations to all of our
 15 finalists. Let's acknowledge these last three teacher
 16 of the year finalists.

17 (Applause.)

18 On April 17th, International Haiku Poetry
 19 Day, we were pleased to announce the winners of the
 20 2023 Team BCPS Haiku contest. Nearly 2,200 entries
 21 were received from 111 school centers and programs,

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1 including the virtual learning program. This year's
 2 elementary school winner is Eliana Cunningham
 3 (phonetic), grade 5, Sparks Elementary School, with
 4 her teacher, Tarlton, Corlie J. Tarlton, classroom
 5 teacher. Our middle school winner is Graham Turbeek
 6 (phonetic), grade 7, Dumbarton Middle School, with the
 7 teacher, English Language Arts teacher Kristy Knuppel.
 8 The high school winner is Page Mathias (phonetic),
 9 grade 11, Eastern Technical High School, with the
 10 teacher, English language teacher being Morgan
 11 Phillips. Congratulations to our winners.

12 (Applause.)

13 In honor of the class of 2023, BCPS is
 14 profiling one senior from each high school. A new
 15 profile will be posted each day until May 19th, the
 16 last day for seniors. What's the last day for
 17 seniors, Roah?

18 MS. HASSAN: May 19th.

19 DR. WILLIAMS: Alrighty. These profile
 20 highlights the intellectual and personal strengths of
 21 our seniors. Congratulations to the class of 2023.

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1 (Applause.)

2 Upcoming events for the month of April

3 include a welcoming event and family research fair for

4 multilingual students at Northwest Area Middle Schools

5 on Wednesday, April 19th, from 6:00 to 7:30 p.m. at

6 Deer Park Middle Magnet School, hosted by the

7 Baltimore County Council PTA. This event is also

8 sponsored by the Baltimore County Executive's Office

9 of Immigrant Outreach Services, in partnership with

10 the Northwest Area Education Advisory Committee.

11 Systemwide professional development day,

12 schools are closed for students on Friday, April 21st.

13 National Administrative Professionals Week is on

14 Sunday -- beginning Sunday, April 23rd, through

15 Saturday, April 29th.

16 Pre-K conference day, no preschool, grade 3

17 -- no preschool, age 3, or pre-K sessions held on

18 Wednesday, April 26.

19 The PTA Council of Baltimore County general

20 meeting is Thursday, April 27, at 7:00 p.m.

21 Next slide. Mind over Matters kickoff event

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1 will take place on Saturday, April 29th, from 10:00

2 a.m. to 1:00 p.m. at George Washington Carver Center

3 for Arts and Technology. Students, parents, and

4 caregivers are invited to participate in workshops and

5 visit vendors to learn more about children's mental

6 health and substance use prevention.

7 And BCPS is hiring. Team BCPS is

8 collaboratively working to address the effects of the

9 nationwide staffing shortage. Upcoming job fairs this

10 month are listed on this slide. We invite our

11 community to join BCPS. We will continue to update

12 the Board, our community, and Team BCPS. Thank you

13 all for your support.

14 MS. LICHTER: Thank you, Dr. Williams.

15 Next on the agenda is Chair's report, which

16 I am keeping brief due to our packed agenda. I was

17 also able to attend the county executive's

18 presentation of FY '24 budget. It was exciting to see

19 the historical funding that the county executive

20 included for BCPS. I'd again like to thank the

21 Superintendent and his staff for all of the work on

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1 the budget, and also thanks to the Board of Ed members

2 for the work you did to learn and study the budget

3 before approving it on February 28th.

4 Last night, there were several advisory

5 council meetings, including a combined Southwest and

6 Central Area Advisory Council. The Northeast had one,

7 and the Southeast had one, as well as the Special

8 Education Advisory Council. So thank you to all the

9 chairs of those committees for organizing these

10 meetings and for the staff that presented.

11 I, along with Vice Chair Harvey and Ms.

12 Domanowski, had the opportunity to attend the combined

13 Southwest and Central meeting, where approximately

14 five or six students spoke on the topics of safety,

15 learning environments, and the superintendent search.

16 It was truly wonderful to hear the voices of our

17 students at this meeting. The positive response from

18 those that attended clearly indicates the need for

19 students' voice to be included, at least once a year,

20 in each of the different areas. The Board is meeting

21 with the Area Advisory Councils next week, and that's

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1 something I hope we can bring up because it was

2 clearly a positive meeting for us all.

3 The update on the superintendent search,

4 which I usually include in the Chair's report, will

5 occur later in the agenda when representatives from

6 the search firm join us. So that is my report for

7 tonight. And at this time, it is now the Student

8 Member of the Board report, and for that, I call on

9 Ms. Hassan.

10 MS. HASSAN: Thank you. And thank you, Dr.

11 Williams, for the reminder that my time as a student

12 in BCPS ends in a month. Beyond unreal to think about

13 the past 13 years with this system. But on that note,

14 good evening, everyone. It is, as always, a pleasure

15 to be sharing with you my Student Member of the Board

16 report in the month of April, and always an honor to

17 be representing the students of BCPS.

18 As we near the end of my term, I'd like to

19 take a moment and thank our students and our system

20 for their unwavering support and the strength of their

21 voices. As I continue to represent their voices, I

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1 remind you that my role is to serve as a
 2 representative to our students, but also as a conduit
 3 between this room and our largest constituency. My
 4 voice is one that amplifies theirs.

5 I'd also like to give a warm welcome to our
 6 three new appointed members. Thank you for your
 7 service, and I look forward to our collaboration and
 8 watching you all do so much good for our system.

9 This month, in the spirit of the month of
 10 Ramadan, we practice patience, humility, and empathy
 11 for our community. The month of Ramadan, and later
 12 this week the celebration of Eid al-Fitr, represents
 13 more than fasting sunrise to sunset. This month
 14 signifies the understanding of how fortunate we are to
 15 have the resources we have access to, but to also see
 16 the gaps in our communities and work to fill those.
 17 This month serves as a recommitment, not only to
 18 spirituality, but to ourselves and to those we love.
 19 If you are here in this room, it is because you hold
 20 love for our students, staff, and our system. I
 21 implore you to practice empathy this month, and take

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1 necessary action to build our system, just as it has
 2 built all of our communities.

3 Just yesterday, I concluded my official SMOB
 4 school visits with Sparrows Point High School, and I'm
 5 proud to say that I visited every single middle and
 6 high school in the county, in addition to various
 7 elementary and alternative schools. My school visits
 8 have been a monumental part of my tenure, as I had the
 9 opportunity to share my seat with students, to
 10 interact with students across the county, hear their
 11 needs, work to brainstorm solutions in their own
 12 communities, and connect them with the opportunities
 13 of our system. These students have taught me an
 14 incredible amount about their communities, passions
 15 and the gaps. These students hold us accountable, and
 16 I look forward to sharing with you a future
 17 presentation possibly regarding student engagement in
 18 conjunction with our new this year's student services
 19 coordinator, Mr. Maurice Owens, and our bilingual
 20 senior communications officer, Mrs. Gevene Harden.
 21 These two wonderful people have showed me that home is

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1 right here, and that our people is family. I look
 2 forward to continuing the work with them as we work to
 3 guarantee student engagement and policy, create
 4 additional opportunities to students, and do
 5 everything in our power to advocate for prosperous
 6 engagement for every student in BCPS because of their
 7 unique passions, backgrounds, interests, and
 8 character.

9 Thank you, BCPS, for welcoming me
 10 unconditionally into your schools, for your school
 11 spirit, your kind staff, and your courageous and
 12 beyond wonderful students. And I cannot thank Mr.
 13 Owens and Mrs. Harden enough for tagging along with me
 14 this year and being a part of my SMOB family.

15 As a legislative committee chair, I'm beyond
 16 happy to say that our 2023 session has come to a
 17 close. On April 10th of 2023, the Maryland General
 18 Assembly adjourned (indiscernible) with monumental
 19 legislation for our educational systems. Under Agenda
 20 Item S, you'll see a summary of key school
 21 legislation, but a personal endeavor and pride of mine

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1 is House Bill 175 regarding my successors' voting
 2 rights on the capital and operating budgets. House
 3 Bill 175 passed in the House and the Senate and is
 4 headed to the Governor's desk. This bill is truly the
 5 work of Delegate Eric Ebersole, myself, and most
 6 importantly, my predecessors.

7 Two years ago, Student Member Josh Muhumuza
 8 asked that student member voting rights be his legacy.
 9 One year ago, I worked alongside Christian Thomas to
 10 get this bill to the Governor's desk, and he passed
 11 the torch to me to continue the legislative work and
 12 advocacy for not only the student voice, but the
 13 student vote. It is an honor to have been a part of
 14 this process and to advocate for change that is long
 15 overdue.

16 As I conclude tonight's remarks, I'd like to
 17 share with you all a tradition of mine. At every
 18 Board meeting, I must always quote late Congressman
 19 John Lewis and remind us all, let's get in good
 20 trouble. Thank you.
 21 MS. LICHTER: Thank you, Ms. Hassan.

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1 (Applause.)

2 The next item on the agenda is the report on

3 Board policies. This is the first reader for these

4 policies, and for that, I call on Ms. Christina

5 Pumphrey, chair of the policy review committee.

6 MS. PUMPHREY: Thank you. Members of the

7 Board, the policy review committee asks that the Board

8 accept this report of the committee's recommendation

9 to amend the following Board policies. I don't know

10 if I'm doing this properly, but I'd like to remove --

11 MS. LICHTER: 6301?

12 MS. PUMPHREY: -- 6301 from this current

13 part of my report.

14 MS. LICHTER: So we just need some guidance

15 on separating 63 -- so we'll separate 6301. So we

16 will vote on the other ones. Is that what you're --

17 MS. PUMPHREY: Yes, please.

18 MS. LICHTER: Okay. Okay, so may I have a

19 motion to accept the recommendations of the Board's

20 policy review committee for Board Policies 0500, 2310,

21 4203, 4402, 7260, and 7520?

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1 MS. HENN: So moved.

2 MS. LICHTER: Thank you. May I have a

3 second? Oh, no second is needed since the

4 recommendation comes from the committee. Is there any

5 discussion?

6 Okay. May I have a roll call vote?

7 MS. GOVER: Ms. Domanowski?

8 MS. DOMANOWSKI: Yes.

9 MS. GOVER: Mr. Young?

10 MR. YOUNG: Yes.

11 MS. GOVER: Ms. Frempong?

12 MS. FREMPONG: Yes.

13 MS. GOVER: Ms. Henn?

14 MS. HENN: Yes.

15 MS. GOVER: Ms. Harvey?

16 MS. HARVEY: Yes.

17 MS. GOVER: Ms. Hassan?

18 MS. HASSAN: Yes.

19 MS. GOVER: Ms. Pumphrey?

20 MS. PUMPHREY: Yes.

21 MS. GOVER: Dr. Savoy?

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1 DR. SAVOY: Yes.

2 MS. GOVER: Mr. McMillion?

3 MR. McMILLION: Yes.

4 MS. GOVER: Ms. Booker-Dwyer?

5 MS. BOOKER-DWYER: Yes.

6 MS. GOVER: Ms. Lichter?

7 MS. LICHTER: Yes.

8 MS. GOVER: Thank you.

9 MS. LICHTER: So the motion passes. Do we

10 need a motion to -- yes.

11 MR. MEUSER: Either a motion or

12 (indiscernible).

13 MS. LICHTER: 6301 or --

14 MR. MEUSER: Motion to send it back to the

15 committee.

16 MS. LICHTER: Okay. So I will --

17 MS. PUMPHREY: May I make that motion or --

18 MS. LICHTER: Yes. Go ahead.

19 MS. PUMPHREY: Okay, so I would like to move

20 to refer Policy 6301 back to committee for further

21 discussion.

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1 MS. LICHTER: Is there a second?

2 MS. HENN: Second.

3 MS. LICHTER: Thank you.

4 May I have a roll call vote? Is there any

5 discussion?

6 MS. PUMPHREY: I'll quickly just speak to my

7 motion.

8 MS. LICHTER: Okay.

9 MS. PUMPHREY: I would just like to -- based

10 upon public comment this evening, I would just like to

11 refer 6301 back to the PRC committee for further

12 discussion.

13 MS. LICHTER: Thank you. Any further

14 discussion?

15 Ms. Domanowski?

16 MS. DOMANOWSKI: Is this a new Board policy?

17 MS. PUMPHREY: No, this is an amendment to a

18 current policy.

19 MS. DOMANOWSKI: Were the -- was the wording

20 the same before? Was that -- was the religious

21 holiday added?

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1 MS. PUMPHREY: Wording was added to the
 2 policy, yes.
 3 MS. DOMANOWKI: Okay. That's all. Thank
 4 you.
 5 MS. LICHTER: Any other questions or
 6 discussion?
 7 Okay. May I have a roll call vote, please?
 8 MS. GOVER: Ms. Domanowski?
 9 MS. DOMANOWSKI: Yes.
 10 MS. GOVER: Mr. Young?
 11 MR. YOUNG: Yes.
 12 MS. GOVER: Ms. Frempong?
 13 MS. FREMPONG: (No audible response.)
 14 MS. GOVER: Ms. Henn?
 15 MS. HENN: Yes.
 16 MS. GOVER: Ms. Harvey?
 17 MS. HARVEY: Yes.
 18 MS. GOVER: Ms. Hassan?
 19 MS. HASSAN: Yes.
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

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1 MS. GOVER: Dr. Savoy?
 2 DR. SAVOY: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. McMILLION: Yes.
 5 MS. GOVER: Ms. Booker-Dwyer?
 6 MS. BOOKER-DWYER: Yes.
 7 MS. GOVER: Ms. Lichter?
 8 MS. LICHTER: Yes.
 9 MS. GOVER: Thank you.
 10 MS. LICHTER: Thank you, and thank you for
 11 that -- for your work, Ms. Pumphrey, on that
 12 committee.
 13 The next item on the agenda is action taken
 14 in closed session, and for that, I call on Mr. Meuser.
 15 MR. MEUSER: Good evening. Earlier tonight,
 16 the Board met in closed session and took action on the
 17 following case: H.E. 23-20. Now would an appropriate
 18 time to confirm the action previously taken on that
 19 item. And just for the new Board members, please note
 20 on your way out this evening, the order will be on the
 21 table to my left, if you could all sign that before

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1 you head out this evening.
 2 MS. LICHTER: Thank you. May I have a
 3 motion to approve the action taken in closed session
 4 on Hearing Examiner's Case H.E. 23-20, and authorize
 5 Ms. Gover to sign for those Board members not
 6 physically present?
 7 MS. HASSAN: So moved, Hassan.
 8 MS. LICHTER: Thank you. Is there a second?
 9 MS. PUMPHREY: Second, Pumphrey.
 10 MS. LICHTER: Thank you. Any discussion?
 11 May I have a roll call vote, please?
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Mr. Young?
 15 MR. YOUNG: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: Yes.
 18 MS. GOVER: Ms. Henn?
 19 MS. HENN: Yes.
 20 MS. GOVER: Ms. Harvey?
 21 MS. HARVEY: Yes.

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1 MS. GOVER: Ms. Hassan?
 2 MS. HASSAN: Yes.
 3 MS. GOVER: Ms. Pumphrey?
 4 MS. PUMPHREY: Yes.
 5 MS. GOVER: Dr. Savoy?
 6 DR. SAVOY: Yes.
 7 MS. GOVER: Thank you. Mr. McMillion?
 8 MR. McMILLION: Yes.
 9 MS. GOVER: Ms. Booker-Dwyer?
 10 MS. BOOKER-DWYER: Yes.
 11 MS. GOVER: Ms. Lichter?
 12 MS. LICHTER: Yes.
 13 MS. GOVER: Thank you.
 14 MS. LICHTER: Thank you. The motion passes.
 15 The next item -- I mean, the next item on
 16 the agenda is contract awards, and for that, I call on
 17 Ms. Harvey, vice chair of the buildings and contracts
 18 committee.
 19 MS. HARVEY: Thank you, Madam Chair.
 20 Members of the Board, the Board's building and
 21 contracts committee met on Monday, April 17, 2023.

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1 Items L-1 through L-16 are being forwarded to the full
 2 Board for approval.

3 MS. LICHTER: Thank you. Do I have a motion
 4 to approve Items L-1 through L-16?

5 MS. HENN: So moved.

6 MS. LICHTER: Thank you. No second is
 7 needed since the recommendation comes from the
 8 committee. Any discussion?

9 Ms. Domanowski?

10 MS. DOMANOWSKI: Yes, I had a question about
 11 one of the contracts, technology -- information
 12 technology hardware.

13 MS. LICHTER: Good evening.

14 MS. DOMANOWSKI: Good evening.

15 UNIDENTIFIED SPEAKER: Good evening.

16 MS. DOMANOWSKI: A couple of concerns. I
 17 think I brought this up before when we were talking
 18 about budget for technology. As far as the over --
 19 you know, the students on their devices so much in
 20 schools these days, and being able to access sites
 21 that they're not supposed to be accessing. How are --

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1 are some of these upgrades that you're -- in this
 2 contract you're asking for the money, will -- is it
 3 going towards looking into those, whatever, firewalls
 4 in the schools to get the students off those sites?

5 UNIDENTIFIED SPEAKER: Sure. This
 6 particular contract is specifically for the networking
 7 equipment. So this is for new construction. The
 8 networking equipment that's going for those is going
 9 for replacing aging equipment in elementary schools,
 10 voiceover IP phones, and so forth. The -- we had
 11 talked about, and I think we wrote a response. So the
 12 -- in terms of filter content filtering, that is at
 13 the device level, and we do have tools in place to
 14 help with content filtering. And we've done so for
 15 some of the items that you had brought up.

16 The other one that we will look at is for
 17 the firewalls, because that allows to also do some
 18 filtering of information. But this particular
 19 contract is for the networking, hard -- the hardware
 20 for the upfit of the schools and for replacing of
 21 aging equipment.

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1 MS. DOMANOWSKI: I'm just -- I know that
 2 sometimes when I'm on my phone and I try to get in my
 3 Gmail account on BCPS' internet Wi-Fi, it won't let me
 4 go in there. So there's not a, like, a service that
 5 you can install where if you're on the, you know,
 6 BCPS' or the student-accessed internet, the network as
 7 a service, looks like we're trying to go fool with
 8 that. Is there some -- I'm so technology, like, I
 9 don't know what the word I'm looking for is. But is
 10 there something with that technology that we can add
 11 to the BCPS' Wi-Fi and internet access that will
 12 automatically if the kids try to type in a certain
 13 site, it'll -- won't let them go, whatever device
 14 they're on.

15 UNIDENTIFIED SPEAKER: Sure. So twofold for
 16 that. So one is for equipment that is issued by BCPS
 17 to students. That is our equipment. If they're using
 18 their own devices to get onto our network, the traffic
 19 that does come through is monitored because part of
 20 the agreement is if you're using a device on our
 21 network, you're -- it's registered within the network.

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1 So we do have the ability to start looking
 2 at that. What I would say is for particular sites,
 3 there are instances where if you go on a particular
 4 site, we do have site content filtering, so regardless
 5 of what device you're using, that's still going to be
 6 blocked. But in terms of specific -- if you want
 7 specific information, I think you maybe were asking
 8 about a particular site or something like that. We'll
 9 --

10 MS. DOMANOWSKI: Yeah.

11 UNIDENTIFIED SPEAKER: -- list them and as
 12 we know that there are particular sites, whether
 13 they're known to the sites where you can go out into
 14 the dark web, or go to pull information, we'll block
 15 those sites. Now, those change periodically, so we'll
 16 -- I mean, it's a constant battle for us to identify
 17 and block that -- those sites and that information.

18 MS. DOMANOWSKI: Thank you for all that. I
 19 appreciate it, and I think this would also go, maybe,
 20 to a policy change for BCPS as far as when we're able
 21 to use their school-issued devices only during school

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1 instructional time, instead of, you know, having full
 2 access during the day, bringing them know. I know
 3 parents are having some problems with that. I'm not
 4 directing this at you guys. I'm just saying that it
 5 might be something that the Board should try
 6 discussing in the future. Thank you.

7 MS. LICHTER: Mr. McMillion?
 8 MR. McMILLION: Yeah. Over four years ago,
 9 I brought up the software Psiphon. And back in the
 10 day, the teenagers were using that to circumvent the
 11 firewalls. So four years ago, the answer was that --
 12 and you touched upon it, that that's an ever-changing
 13 thing that once we get a grip on it, it's being
 14 changed as we're trying to get a grip on it. But the
 15 teenagers are staying in tune to what it is so that
 16 they can do that. So have we gotten any better at
 17 that?

18 UNIDENTIFIED SPEAKER: Yes. So we are in
 19 post-cyberattack, we've -- we have invested in
 20 infrastructure with addition of firewalls to protect
 21 our network. We also go through -- you may be aware,

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1 we go through phishing simulations to make sure we
 2 keep security awareness in everyone's minds. And what
 3 we have implemented now with the phishing simulations,
 4 if you click on the button you're not to supposed to,
 5 we'll alert you, and we'll give you some additional
 6 training, above and beyond the annual security
 7 awareness training.

8 So -- and we get alerts from the various
 9 security entities, government and other sites. We're
 10 constantly looking at the alerts that are out there,
 11 the threats that are out there, and we're hardening
 12 our systems based on the information that we're
 13 getting.

14 MR. McMILLION: And new Board members, they
 15 will send us that bait. We get that ourselves,
 16 because I've been caught a time or two. Thank you.

17 MS. LICHTER: Yes, Ms. Henn?
 18 MS. HENN: Thank you. But still, the best
 19 deterrent is engaging instruction. I mean, our
 20 students will always be one step ahead of us. I mean,
 21 technology is constantly evolving. If we want them

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1 off, you know, not doing things they shouldn't be
 2 doing, it's to engage them in instruction. And that
 3 should be our goal is to give them something more
 4 entertaining than the sites that we don't want them
 5 on. And that's really from an IT perspective, we can
 6 chase this all we want, whether a Psiphon, Qsiphon,
 7 Rsiphon. We need to make sure that we're providing,
 8 and Dr. McComas has spoken to this which I appreciate,
 9 make sure that our instruction is engaging, and we
 10 keep them focused on where they need to be focused.
 11 And we've got some amazing teachers that are doing
 12 just that, and they report that, so I appreciate the
 13 efforts and the improvements. And I also appreciate
 14 the challenges with staying on top of it because as
 15 soon as we do, there's something new that we're
 16 chasing so.

17 UNIDENTIFIED SPEAKER: We're -- it's a lot
 18 of knowledge that's being wasted in this world. The
 19 amount of smarts that these people have and they're
 20 using it to hack into systems.

21 MS. HENN: Thank you.

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1 MS. LICHTER: Thank you. Any other
 2 questions on the contracts?
 3 Ms. Harvey?
 4 MS. HARVEY: Madam Chair, I'd like to amend
 5 the motion to -- a motion to bring L1 through L6 and
 6 L9 through L16, separating out L7 and L8, to the
 7 Board.

8 MS. LICHTER: Is there a second? No second
 9 needed? Okay. So do we need a roll call vote?
 10 MS. GOVER: Ms. Domanowski?
 11 MS. DOMANOWSKI: Yes.
 12 MS. GOVER: Mr. Young?
 13 MR. YOUNG: Yes.
 14 MS. GOVER: Ms. Frempong?
 15 MS. FREMPONG: Yes.
 16 MS. GOVER: Ms. Henn?
 17 MS. HENN: 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: Ms. Pumphrey?
 2 MS. PUMPHREY: Yes.
 3 MS. GOVER: Dr. Savoy?
 4 DR. SAVOY: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. McMILLION: Yes.
 7 MS. GOVER: Ms. Booker-Dwyer?
 8 MS. BOOKER-DWYER: Yes.
 9 MS. GOVER: Ms. Lichter?
 10 MS. LICHTER: Yes.
 11 MS. GOVER: Thank you.
 12 MS. LICHTER: Okay, so do I have a motion to
 13 approve Items -- you just made that motion --
 14 MS. HARVEY: L7 to L8.
 15 MS. LICHTER: L7 and L8.
 16 MS. HARVEY: So moved. Harvey.
 17 MS. LICHTER: No second is needed. Is a
 18 second needed for this one? No. No second is needed.
 19 Any discussion?
 20 May I have a roll call vote, please?
 21 MS. GOVER: Ms. Domanowski?

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1 MS. DOMANOWSKI: Yes.
 2 MS. GOVER: Mr. Young?
 3 MR. YOUNG: (Indiscernible).
 4 MS. GOVER: Ms. Frempong?
 5 MS. FREMPONG: Yes.
 6 MS. GOVER: Ms. Henn?
 7 MS. HENN: Yes.
 8 MS. GOVER: Ms. Harvey?
 9 MS. HARVEY: Yes.
 10 MS. GOVER: Ms. Hassan?
 11 MS. HASSAN: Yes.
 12 MS. GOVER: Ms. Pumphrey?
 13 MS. PUMPHREY: Yes.
 14 MS. GOVER: Dr. Savoy?
 15 DR. SAVOY: Yes.
 16 MS. GOVER: Mr. McMillion?
 17 MR. McMILLION: Yes.
 18 MS. GOVER: Ms. Booker-Dwyer?
 19 MS. BOOKER-DWYER: Yes.
 20 MS. GOVER: Ms. Lichter?
 21 MS. LICHTER: Yes.

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1 MS. GOVER: Thank you.
 2 MS. LICHTER: All right, thank you.
 3 Next on the agenda -- wait a second. I got
 4 to get through these contracts. I don't know if -- I
 5 don't think we voted on L1 through -- oh, okay.
 6 Right. We didn't -- right, we voted on the amendment
 7 to separate, but we didn't vote on the motion to pass.
 8 Correct? Okay. So let me go back. Well, okay, well,
 9 that's what we did, though.
 10 DR. WILLIAMS: Well, the lawyers are
 11 talking.
 12 MS. LICHTER: Okay, so --
 13 DR. WILLIAMS: Let the lawyers talk.
 14 MS. LICHTER: Okay. I'll sit back and let
 15 the lawyers talk.
 16 We need a roll call vote on L1 through 6 and
 17 L9 through 16.
 18 MS. GOVER: Ms. Domanowski?
 19 MS. DOMANOWSKI: Yes.
 20 MS. GOVER: Mr. Young?
 21 MR. YOUNG: Yes.

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1 MS. GOVER: Ms. Frempong?
 2 MS. FREMPONG: Yes.
 3 MS. GOVER: Ms. Henn?
 4 MS. HENN: Yes.
 5 MS. GOVER: Ms. Harvey?
 6 MS. HARVEY: Yes.
 7 MS. GOVER: Ms. Hassan?
 8 MS. HASSAN: Yes.
 9 MS. GOVER: Ms. Pumphrey?
 10 MS. PUMPHREY: Yes.
 11 MS. GOVER: Dr. Savoy?
 12 DR. SAVOY: Yes.
 13 MS. GOVER: Dr. Savoy?
 14 DR. SAVOY: Yes.
 15 MS. GOVER: Thank you. Mr. McMillion?
 16 MR. McMILLION: Yes.
 17 MS. GOVER: Ms. Booker-Dwyer?
 18 MS. BOOKER-DWYER: Yes.
 19 MS. GOVER: Ms. Lichter?
 20 MS. LICHTER: Yes.
 21 MS. GOVER: Thank you.

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1 MS. LICHTER: Thank you. Thanks for
 2 everybody's patience on that one.
 3 The next item on the agenda is the report on
 4 the Golden Ring Middle School program closure, and for
 5 that, I call on Dr. Yarbrough and Mr. Dixit.
 6 DR. WILLIAMS: As the team is coming up, I
 7 want to correct something in the notes. Thank you,
 8 Gboyinde Onijala. The Champions for Children program
 9 begins at 4:00 p.m., not 4:45. Thank you. I hope the
 10 notes can reflect that.
 11 DR. YARBROUGH: Good evening, Chair Lichter,
 12 Vice Chair Harvey, members of the Board,
 13 Superintendent Williams. Special welcome to our new
 14 members of the Board, Ms. Booker-Dwyer, Mr. Young, and
 15 Ms. Frempong.
 16 This evening, I'm joined by Mr. Pete Dixit,
 17 executive director, Department of Facilities
 18 Management and Strategic Planning, and Mr. Paul
 19 Taylor, director for Office of Strategic Planning.
 20 This evening, we're here to present the formal
 21 recommendation for program closure of Golden Ring

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1 Middle School as a follow-up to the 2020 capital
 2 improvement program, CIP.
 3 The team will review the closure process,
 4 next steps for repurposing, and our timeline. At this
 5 time, I turn it over to Mr. Dixit.
 6 MR. DIXIT: Thank you, Dr. Yarbrough. Good
 7 evening, Chair Lichter, Vice Chair Harvey, Dr.
 8 Williams, and members of the Board. Welcome and
 9 congratulations to the new member. Looking forward to
 10 working with you.
 11 So as Dr. Yarbrough indicated, the school
 12 process is guided by Board policy and Superintendent's
 13 Rule 7610. The decision to discontinue use of the
 14 Golden Ring building as a middle school was made as
 15 part of the fiscal year '22 capital improvement
 16 program. And that was to support the new Northeast
 17 Area middle school.
 18 The future use of the building, the existing
 19 building of Golden Ring Middle School has not yet been
 20 determined, and that's a totally different process.
 21 We anticipate repurposing the facility to meet BCPS

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1 demands for additional space. The process for
 2 repurposing the building includes developing a scope
 3 of work, designing and construction for whatever need
 4 that building is going to be repurposed for,
 5 identifying funding, and then go through the
 6 procurement process. And that's -- that could take
 7 anywhere from 12 to 18 months.
 8 The program closure timeline for the Golden
 9 Ring Middle, today we are making recommendations to
 10 you, to the Board. On May 3rd, Board of Education
 11 will have a public hearing. On May 16th, Board of
 12 Education will be making the final decision. With
 13 that, we are open for any questions that you might
 14 have.
 15 MS. LICHTER: Any questions from Board
 16 members?
 17 Ms. Pumphrey?
 18 MS. PUMPHREY: I have a question about the
 19 communication. Is that appropriate now?
 20 MR. DIXIT: Yeah, the communication is --
 21 MS. PUMPHREY: Separate attachment for

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1 communication? I just have a question about that
 2 list.
 3 MR. DIXIT: So the communication will be
 4 done consistent with whatever is required in the Board
 5 policy.
 6 MS. PUMPHREY: Yes. So it says
 7 Superintendent Rule 7610 and it says at minimum, with
 8 the following list.
 9 MR. DIXIT: Yes.
 10 MS. PUMPHREY: So my question is, could we,
 11 under No. 4A, Communities and Attendance Area of
 12 School Closings and Closings and Receiving, could we
 13 add that group, also, to No. 3 for the Board public
 14 hearing? Or is there a problem with doing that?
 15 MR. DIXIT: Yes.
 16 DR. YARBROUGH: Yes, no problem.
 17 MR. DIXIT? Absolutely.
 18 DR. YARBROUGH: It's noted.
 19 MS. PUMPHREY: Thank you.
 20 MS. LICHTER: Thank you.
 21 Mr. McMillion?

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1 MR. McMILLION: Mr. Pete, on Item M, there's
 2 two attachments on what I'm looking at. And the top
 3 one says three facilities, CAB, 4/11/23 Golden Ring
 4 Middle School closure. That's a whole lot more detail
 5 than what you're shared -- what you just shared with
 6 us. That was only four pages, I think. Is there a
 7 reason you're not going into the detail?
 8 MR. DIXIT: I'm trying to find the question
 9 what you are talking about. We have a presentation,
 10 prepared presentation, for you. What document you are
 11 referring to?
 12 MR. McMILLION: Well, under Item M on my
 13 screen, there's two attachments. There's the one that
 14 you over. It's the bottom attachment, and then
 15 there's a top attachment that says three facilities.
 16 And I studied that in between the meetings, and it's
 17 dated -- it's a draft. It's dated April 11th. It's
 18 titled Golden Ring Middle School Program Closure
 19 Proposal. It goes into real detail.
 20 MS. LICHTER: It's 16 pages.
 21 MR. McMILLION: About a lot of that.

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1 MR. DIXIT: So as part of the policy, that
 2 proposal is prepared and is shared with the
 3 Superintendent. Based on that proposal is what we are
 4 doing consistent with the policy today.
 5 MR. McMILLION: But there's a reason that
 6 you're not -- you know, it talks about the
 7 communication, the notice of the Superintendent's
 8 proposal, the Superintendent's recommendation to the
 9 Board, the notice of the Board public hearing.
 10 There's a lot of detail in that.
 11 MR. DIXIT: And those details have come from
 12 the Board policy. So they have been included in that
 13 --
 14 MR. McMILLION: It seems to me that the
 15 public could really benefit from seeing that.
 16 MR. DIXIT: So the Board policy is on our
 17 website. So if there's any detail needed by the
 18 public, it's on the BCPS website.
 19 MR. McMILLION: Something I've got a gripe
 20 with is the timing of this. And the reason for that
 21 is, you know, back in '20 or whatever, you know, to

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1 get the funding for the Northeast Middle School,
 2 Golden Ring was -- the talk was we were going to close
 3 Golden Ring, and those seats were going to -- are
 4 going to help toward the funding of the Northeast
 5 Middle School.
 6 And then we don't talk about that, you know,
 7 for a long time. So when the Northeast boundary study
 8 comes out, then people are, like, oh, you know? You
 9 hear they're going to repurpose Golden Ring. And I
 10 just don't -- you know, why wasn't that talked about
 11 back a while ago? And, you know, so I went around and
 12 I'm going to be honest. I asked several different
 13 people. Why wasn't that discussed?
 14 And somebody said to me, Mr. McMillion, it
 15 was an election year last year, and they're not going
 16 to talk about something that controversial during the
 17 election process. Because that -- you know, people
 18 are going to have to take a stand on it, people that
 19 are running for office. And then those -- and then
 20 because they're taking a stand on something, other
 21 people are going to question their stance.

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1 So I just -- I don't like the timing of
 2 this. I just don't like the timing. Thank you.
 3 MS. LICHTER: Thank you. Other questions or
 4 comments?
 5 Ms. Henn?
 6 MS. HENN: Thank you. I share Mr.
 7 McMillion's concerns about the details not being
 8 publicized in this document that the Board has around
 9 the closure. And, you know, it was announced in 2017,
 10 August 22nd to be precise, that Golden -- that the new
 11 Northeast Middle School would become the new home for
 12 Golden Ring Middle. It was announced, and then
 13 funding was placed on hold when the Build to Learn Act
 14 was not passed for two consecutive years. So I think
 15 that led to some confusion because the community was
 16 expecting the school to close at that point, and then
 17 it was delayed -- the construction of the new
 18 Northeast middle school was delayed. So the
 19 communication did not move forward at that point.
 20 I'm looking at the policy now, and it states
 21 that at minimum, which Ms. Pumphrey referenced, that

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1 those associated with Golden Ring Middle School would
 2 receive that communication. Well, what about the
 3 elementary families who have since risen to become
 4 Golden Ring Middle School families who weren't, you
 5 know, either paying attention or weren't in the
 6 system, weren't thinking about middle school that many
 7 years ago, who are now hearing about this for the
 8 first time? They heard about it through the boundary
 9 process for the new Northeast middle school. This is
 10 news to them. They're just hearing -- you know,
 11 learning about it now. And our policy doesn't reflect
 12 that they would've received a communication at all.
 13 So it seems like we have gap, one, in our
 14 policy that is reflecting our communication practices.
 15 So I'm wondering how we are addressing that. I'd like
 16 to make a motion that we send this policy back to
 17 committee to revisit that because there's a clear
 18 need, but also want to understand where the breakdown
 19 in communication was, what our plans are for
 20 communicating with the elementary feeder schools to
 21 the middle schools to make sure that if we didn't get

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1 it right the first time, we sure as heck need to make
 2 sure that everybody is on the same page now and
 3 understands what's going on. Because it's unfortunate
 4 that those families were not -- may not have been
 5 involved in the boundary study process and not
 6 realizing that Golden Ring Middle was going to be
 7 repurposes, because they may have been.
 8 So that was a lot. Mr. Dixit, can you
 9 address any of those points?
 10 MR. DIXIT: So I'm just going to make
 11 general comments, because there are some new Board
 12 members here. I'd like to acknowledge the advocacy of
 13 some of the older Board members to emphasize the need
 14 for new seats, and I just want to share that.
 15 So there was extensive conversation during
 16 Board meeting about the need for additional seats. So
 17 that -- that's one thing. The second thing was,
 18 whenever we submitted capital improvement program, the
 19 new school was included, and Golden Ring was part of
 20 that justification. So whenever we create -- whenever
 21 we design and build a new school, we make every effort

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1 to improve the environment for the existing students,
 2 as much as you can, and additional students, in this
 3 case, additional seats that are needed in that area.
 4 And My I-Pass (phonetic) added another
 5 dimension to the community conversation. So
 6 throughout the development of My I-Pass, it was very
 7 clear as to what we are doing at this school and other
 8 schools that are part of the capital program. So
 9 there was never in our mind any gap in communication.
 10 And as the presentation is shared with you, we are in
 11 compliance with the Board policy. So that's the
 12 general comment that I just wanted to --
 13 MS. HENN: So thank you, Mr. Dixit. And in
 14 response to My I-Pass, to say that the average
 15 community member is familiar with the ins and outs of
 16 My I-Pass. I know members that served on the My I-
 17 Pass task forces who weren't aware of the plans. I've
 18 asked for the plans for Golden Ring Middle, and I
 19 believe Dr. Yarbrough would like to comment on that.
 20 My concern, as Ms. Pumphrey's and Mr. McMillion's, is
 21 communication. Thank you.

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1 MS. LICHTER: Dr. Yarbrough?
 2 DR. YARBROUGH: Thank you. So I hear your
 3 feedback and appreciate and respect that. And so with
 4 respect, specifically, to sharing this document, with
 5 Dr. Williams' permission, we will review it and make
 6 sure it's available for the public. Beyond that,
 7 you've made some comments around broad communication
 8 beyond the students that currently -- or those
 9 families that currently go to Golden Ring, anybody
 10 that may be impacted now, that perhaps was not
 11 impacted in 2017, or life happened with the gaps that
 12 prevented them from following this along. And so I
 13 think that's a fair assessment. And what we can do is
 14 work not only with the principal of Golden Ring, Ms.
 15 Maul. We can also work with the executive director to
 16 find out which families might be impacted to make sure
 17 that everyone receives the communication.
 18 UNIDENTIFIED SPEAKER: So I know the
 19 decision to close a school is never easy. And I have
 20 been following this. Golden Ring was a school that I
 21 went to for three years and got a wonderful middle

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1 school education there. And so, to have my first
 2 board meeting and this be on the agenda, it was, oh,
 3 it breaks my heart. But I understand the need to
 4 close schools, and I do understand how hard the
 5 community could take it.

6 And so when I listened to the other Board
 7 members talking about communication, that is going to
 8 be important because when the community hear that a
 9 school is closing, it's always looked at as negative.
 10 And so I really do think we need to get in front of
 11 this and take that communication very seriously, and
 12 let people understand the need to close the school
 13 around the capacity, and that it could create better
 14 options for students. So I appreciate the work that
 15 you and your team has done in this. And I do think
 16 that the communication could be strengthened, and
 17 especially with how we're gonna support students in
 18 that transition. It's always a tough time. And when
 19 you're looking forward to going to a school, that can
 20 definitely be tough.

21 DR. YARBROUGH: Absolutely. Thank you.

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1 MS. LICHTER: Thank you.
 2 Miss Pumphrey, did you have another comment?
 3 MS. PUMPHREY: Just quickly about the
 4 communication. I'm not -- I think that my opinion,
 5 the issue here was just the time frame and the length
 6 of time that this -- it took for this all to kind of
 7 go down the line up until the Northeast boundary
 8 study. And I think between that time period, there
 9 definitely was a gap in communication simply because
 10 of that time frame. So it may be something that we
 11 just need to be cognizant of and think of in the
 12 future when we are doing the -- I don't know if it's
 13 necessarily a policy change where we have to add
 14 language in there about the time frame to be sure that
 15 students who maybe weren't thought about years ago, we
 16 now know their families are also involved in this
 17 communication.

18 DR. YARBROUGH: Thank you.
 19 DR. WILLIAMS: I want to thank the Board for
 20 your comments. You know, it's not that every year we
 21 close schools, and as you said, this is the

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1 communication. Some of that communication was prior
 2 to my arrival, and some decisions were made and some
 3 decisions weren't made. So -- and then we have
 4 another part of the puzzle in terms of opening a
 5 brand-new school and that aspect and that works almost
 6 like two different tracks. So we appreciate this
 7 feedback.

8 Definitely, we want to make sure that our
 9 families know what is happening. More important, we
 10 want to make sure those students who are impacted know
 11 that they are supported. They may be going to a
 12 brand-new school, they will feel welcome. That's the
 13 work of our staff and our leaders of the building. So
 14 I appreciate the feedback.

15 I appreciate your comment, Ms. Pumphrey. It
 16 may not be about just the communication, but all the
 17 different things that are happening. Definitely, Mr.
 18 McMillion, Ms. Booker-Dwyer, and Ms. Henn, thank you
 19 for your feedback. And again, as Dr. Yarborough said,
 20 the document, it says draft for us to just look at it
 21 to make sure. We don't do this on a regular basis,

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1 which I don't know if that's a good thing or not so
 2 good thing, but we'll go back and look at it and
 3 provide an update to the Board so the community can
 4 have the information. So thank you all for your
 5 feedback and comments.

6 MS. LICHTER: Thank you, Dr. Williams.
 7 Ms. Domanowski?
 8 MS. DOMANOWSKI: I'll just be really quick.
 9 So I know we've gone over this several times, as far
 10 as the Northeast and Central boundary survey and where
 11 this came into play. A lot of parents in the Central
 12 area were taken by surprise that they were being
 13 included in this Northeast school, the new middle
 14 school and the Golden Ring closing. And I -- it goes
 15 with Ms. Henn said a policy change as far as including
 16 elementary schools, feeder schools. Because people
 17 that weren't paying attention, I mean, an elementary,
 18 it didn't go out to them, they didn't know that --
 19 where they thought they were going to middle school is
 20 -- was changing, especially in that small area of that
 21 school system, because I live there. So I understand

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1 it. And a lot of people are very passionate about it,
 2 and rightfully so.
 3 But also, if the communication had been
 4 better to them, I don't think -- I think it would have
 5 gone a lot smoother. And we wouldn't have had as many
 6 people here talking as we did a couple of weeks ago.
 7 So I agree with Ms. Henn that we should include
 8 elementary schools in these studies. Thank you.
 9 MS. LICHTER: Yes, Ms. Booker-Dwyer?
 10 MS. BOOKER-DWYER: So when are we going to
 11 find out what's going to be done with the building?
 12 Because that is a cost. So we'll have a building
 13 that's sitting empty. And so when will the work to
 14 start to identify what will happen with that building
 15 begin, or has it started?
 16 MR. DIXIT: So at this time, our focus is
 17 completing the new Northeast middle school. And we
 18 have not had any conversation, serious conversation
 19 with the superintendent and the county, about what can
 20 be done with the building. But we'll definitely keep
 21 Board posted about what we are doing there.

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1 MS. BOOKER-DWYER: And so then -- so just
 2 something to consider. Whenever you come to the Board
 3 to talk about that part, just what will be the fiscal
 4 impact of having that empty building that would --
 5 that the county has to pay for? And so I -- so the
 6 sooner we can start thinking about what we can do with
 7 that building so that we can have a return on
 8 investment, that will be helpful.
 9 DR. WILLIAMS: So I will just --
 10 MR. DIXIT: We totally share your concern.
 11 DR. WILLIAMS: Thank you. I will just say,
 12 absolutely. And keep in mind the time frame that you
 13 all have a big decision to make next month. We've
 14 talked about some opportunities. And we're still
 15 discussing whether that should happen under this
 16 current leadership, or the new leadership. Again,
 17 it's 12 to 18 months in terms of what will happen. We
 18 would never allow a building that we own to be idle.
 19 There are a lot of needs out there, a lot of creative
 20 ideas out there. You all have options as a Board, as
 21 well. So again, just think about the timing of what

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1 needs to happen in the next month. I can provide some
 2 recommendations. But eventually, someone else will be
 3 making that decision. That's how I see it. Okay.
 4 MS. LICHTER: Thank you.
 5 Ms. Henn?
 6 MS. HENN: Yeah, I'm out of time. But I
 7 really would like to acknowledge the positive in this,
 8 which is that we have a new school opening.
 9 MS. LICHTER: Yes. Yes.
 10 MS. HENN: It's such an amazing --
 11 MS. LICHTER: Right. And if you visit
 12 Golden Ring, right.
 13 MS. HENN: It's so amazing for the
 14 Northeast, and I'm just so thrilled. So Mr. Dixit,
 15 thank you for acknowledging the additional seats, the
 16 capacity. You and I both know how long this -- the
 17 community has awaited the school, Tiffany --
 18 MS. LICHTER: Thank you, Ms. Henn.
 19 MS. HENN: -- Mrs. Frempong, so thank you
 20 for giving me the extra time to acknowledge --
 21 MS. LICHTER: Thank you.

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1 MS. HENN: -- what truly matters.
 2 MS. LICHTER: Thank you.
 3 MR. DIXIT: And I didn't mention your name,
 4 but you are the person who did the advocacy and I want
 5 the new Board members to know that.
 6 MS. HENN: Thank you, Mr. Dixit.
 7 MS. LICHTER: Okay. Thank you very much for
 8 your presentation.
 9 The next item on the agenda is the
 10 consideration of the proposed Board meeting schedule
 11 for 2023 to 2024. Pursuant to the Board Policy 8311,
 12 each April the Board of Education will adopt a
 13 schedule of its regular meetings for the succeeding
 14 school year. The attached dates and times are for
 15 Board of Education meetings, work sessions and public
 16 hearings for the 23-24 school year. All regularly
 17 scheduled open meetings will begin at 6:30 p.m. at the
 18 Greenwood Campus Building E, Room 14.
 19 The proposed meeting schedule was provided
 20 to Board members for review. May I have a motion to
 21 approve the proposed Board meeting schedule for 2023-

<p style="text-align: right;">Page 122</p> <p>1 2024 as presented in Exhibit N?</p> <p>2 MS. DOMANOWSKI: So moved.</p> <p>3 MS. HASSAN: Second, Hassan.</p> <p>4 MS. LICHTER: Thank you. Any discussion?</p> <p>5 May I have a roll call vote, please?</p> <p>6 MS. GOVER: Ms. Domanowski?</p> <p>7 MS. DOMANOWSKI: Yes.</p> <p>8 MS. GOVER: Mr. Young?</p> <p>9 MR. YOUNG: Yes.</p> <p>10 MS. GOVER: Ms. Frempong?</p> <p>11 MS. FREMPONG: Yes.</p> <p>12 MS. GOVER: Ms. Henn?</p> <p>13 MS. HENN: Yes.</p> <p>14 MS. GOVER: Ms. Harvey?</p> <p>15 MS. HARVEY: Yes.</p> <p>16 MS. GOVER: Ms. Hassan?</p> <p>17 MS. HASSAN: Yes.</p> <p>18 MS. GOVER: Ms. Pumphrey?</p> <p>19 MS. PUMPHREY: Yes.</p> <p>20 MS. GOVER: Dr. Savoy?</p> <p>21 DR. SAVOY: Abstain.</p>	<p style="text-align: right;">Page 124</p> <p>1 transfer, what we call a BAT request. The BCPS budget</p> <p>2 consists of 13 separate appropriations by activities</p> <p>3 prescribed by the Maryland Department of Education.</p> <p>4 Transfers of funds between activities requires</p> <p>5 approval from the Board of Ed and the county council.</p> <p>6 Based on close monitoring of expenditures</p> <p>7 through the first three quarters of FY '23, our</p> <p>8 current full-year expense projections show an overall</p> <p>9 surplus but with shortfalls in some activities and</p> <p>10 surpluses in others. Because BCPS carries no</p> <p>11 contingency budget, the only way to manage</p> <p>12 unanticipated expenses during the year is via</p> <p>13 amendments to the budget. We're projecting that</p> <p>14 overall, we'll finish the year approximately \$35</p> <p>15 million under budget. Each quarter, all budget line</p> <p>16 transfers that make up this BAT were reviewed with the</p> <p>17 budget committee to address concerns previously raised</p> <p>18 in the efficiency study. We also reviewed the BAT</p> <p>19 itself at budget committee last week.</p> <p>20 Additionally, the BAT contains two requests</p> <p>21 that are contingent on Board BAT approval to make</p>
<p style="text-align: right;">Page 123</p> <p>1 MS. GOVER: Mr. McMillion?</p> <p>2 MR. McMILLION: Yes.</p> <p>3 MS. GOVER: Ms. Booker-Dwyer?</p> <p>4 MS. BOOKER-DWYER: Yes.</p> <p>5 MS. GOVER: Ms. Lichter?</p> <p>6 MS. LICHTER: Yes.</p> <p>7 MS. GOVER: Thank you.</p> <p>8 MS. LICHTER: Thank you.</p> <p>9 The next item on the agenda is the</p> <p>10 consideration of the proposed FY 2023 budget</p> <p>11 appropriation transfer. And for that, I call on Mr.</p> <p>12 Hartlove.</p> <p>13 MR. HARTLOVE: Good evening, Chair Lichter,</p> <p>14 Vice Chair Harvey. Tonight, we are bringing forward</p> <p>15 the annual budget appropriation transfer. Seated by -</p> <p>16 - to my right, my righthand man, as you would say, is</p> <p>17 Mr. Whit Tantleff, the director of budget and</p> <p>18 reporting, and he will go through -- give a little</p> <p>19 overview of the budget appropriation transfer.</p> <p>20 MR. TANTLEFF: Thank you. Good evening. In</p> <p>21 front of you, you'll find a budget appropriation</p>	<p style="text-align: right;">Page 125</p> <p>1 funds available for these purchases. Included is</p> <p>2 \$800,000 to purchase spare student Chromebooks and</p> <p>3 \$767,000 to cover the second-year lease for display</p> <p>4 panels, whose contract the Board approved last year.</p> <p>5 Available funds of 33.7 million are coming from</p> <p>6 Activity 3, instructional salaries, due to salary</p> <p>7 savings due to vacancies and a challenging hire</p> <p>8 environment. Additionally, 22.8 million in Activity 3</p> <p>9 that was originally planned in substitute salaries now</p> <p>10 needs we move to the Kelly Services substitute</p> <p>11 contract which was implemented in FY 2023.</p> <p>12 4.4 million is coming from mid-level</p> <p>13 administration due to vacancies and a challenging</p> <p>14 hiring environment. A requested transfer of 44</p> <p>15 million into Activity 4, instructional textbooks and</p> <p>16 supplies, will provide funds required for the purchase</p> <p>17 of social studies textbooks, 414,000; furniture</p> <p>18 supplies for expansion of pre-kindergarten, 959,000;</p> <p>19 spare Chromebooks for students, \$800,000; and</p> <p>20 principals' reallocation of budget at the school level</p> <p>21 of \$1.8 million.</p>

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1 A transfer of 23.6 million into Activity 5
 2 will mainly cover 22.8 million for the Kelly
 3 substitute contract. Substitutes have been previously
 4 planned in salaries and fixed charges but are paid for
 5 on a contract in FY 2023. The transfer will also
 6 cover year two of a six-year lease for display panels,
 7 767,000, as mentioned previously, and a transfer of
 8 2.5 million into Activity 6, special ed, will cover
 9 increased costs for non-public placements.

10 A transfer of 5 million into Activity 11,
 11 maintenance of plant, will provide funds required for
 12 maintenance service contracts caused by excess
 13 vacancies in facilities of 4.5 million and
 14 construction of a dance studio at Deep Creek Middle
 15 School of \$500,000. A transfer of 3 million into
 16 Activity 12, fixed charges, will cover the unplanned
 17 increase in state retirement costs. We'll now take
 18 any questions you may have. Thank you.

19 MS. LICHTER: Ms. Henn?
 20 MS. HENN: Thank you, Madam Chair. And
 21 thank you, Mr. Tantleff and Mr. Hartlove. I just have

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1 one follow-up question that I didn't ask in budget
 2 committee. Will the transfer for the purchase of
 3 additional Chromebooks cover all outstanding requests
 4 for inventory of Chromebooks, as well as sufficient
 5 allotment for the remainder of the school year? Is
 6 that -- do we have -- can Mr. Agosto address that?

7 MR. TANTLEFF: Sure.
 8 MS. HENN: Hi.
 9 MR. AGOSTO: The additional Chromebooks --
 10 so the 800,000 in the BAT will cover an additional
 11 2,400 or 2,500 Chromebooks. We have 2,500 right now
 12 in inventory, and we have another 14,500 that are
 13 coming in. The first of those shipments are starting
 14 this week. So that's going to cover the outstanding
 15 requests that we have. But we will be monitoring very
 16 closely any swap/pull requests that come from now
 17 through the end of the year.

18 MS. HENN: So this should be adequate from
 19 now?
 20 MR. AGOSTO: For now, yeah, for the -- for
 21 any of the open requests that we have right now.

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1 MS. HENN: For the open requests, because
 2 I'm concerned that the rate that we're needing to
 3 replenish the supplies with the outstanding requests,
 4 plus any that we need through the end of the year with
 5 testing, that we have adequate inventory to meet the
 6 need for those. So will this be adequate?

7 MR. AGOSTO: This is going to -- this should
 8 cover us through the year. We're going to be
 9 monitoring it. Now, in addition to looking at the --
 10 or purchasing additional inventory, we are looking at
 11 ways to minimize breakage rate, which is what's caused
 12 the problem. So from this point forward, any of the
 13 shipments that come in, the Chromebooks are going to
 14 come with the hardcover shell. We've tested it out.
 15 That should bring down our breakage rate. So we're
 16 systematically looking at ways to improve the
 17 longevity of those Chromebook devices. We're also
 18 looking at ways to best practices for managing the
 19 equipment at the schoolhouses, as well.

20 MS. HENN: Great. Are we doing any type of
 21 campaign -- communication campaign or educating our

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1 students on best practices for maintaining the device
 2 or breakage deterrence?

3 MR. AGOSTO: Yes. So what I -- so in
 4 addition to the hardcover shell that I mentioned, this
 5 week, we initiated our -- we kicked off a true process
 6 improvement project with the objective of bringing
 7 down the breakage rate. So part of that's going to
 8 include communications, but we're taking it as a very
 9 systematic structured project to -- with an outcome of
 10 decreasing our breakage rate.

11 MS. HENN: Thank you. Just want to make
 12 sure our students have the tools they need, and
 13 especially with testing and requiring to use the
 14 devices. Thank you.

15 DR. WILLIAMS: So I would like to just thank
 16 the Department of Schools and the Department of
 17 Information Technology. These questions and comments
 18 and discussions happened in December, as we were
 19 preparing for the upcoming assessment window. And
 20 that's what -- and I want to thank our principals,
 21 working with our chief, working with our deputy to

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1 give us that information. And also want to thank Mr.
 2 Agosto and his team, because to your point, we were
 3 preparing for the second semester. And sometimes you
 4 just never know what may happen with these devices.
 5 But as Mr. Agosto shared, there some next
 6 steps and some upgrades to make sure that we have
 7 longevity of those devices. So thank you.
 8 MS. LICHTER: Other questions or comments
 9 about the BAT?
 10 May I have a motion to approve the proposed
 11 FY 2023 budget appropriation transfer as presented in
 12 Exhibit L?
 13 MS. DOMANOWSKI: So moved, Domanowski.
 14 MS. LICHTER: Thank you. Do I have a
 15 second?
 16 MS. PUMPHREY: Second, Pumphrey.
 17 MS. LICHTER: Thank you. Any further
 18 discussion?
 19 May have a roll call vote, please?
 20 MS. GOVER: Ms. Domanowski?
 21 MS. DOMANOWSKI: Yes.

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1 MS. GOVER: Mr. Young?
 2 MR. YOUNG: Yes.
 3 MS. GOVER: Ms. Frempong?
 4 MS. FREMPONG: (No audible response.)
 5 MS. GOVER: Ms. Henn?
 6 MS. HENN: Yes.
 7 MS. GOVER: Ms. Harvey?
 8 MS. HARVEY: Yes.
 9 MS. GOVER: Ms. Pumphrey?
 10 MS. PUMPHREY: Yes.
 11 MS. GOVER: Dr. Savoy?
 12 DR. SAVOY: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. McMILLION: Yes.
 15 MS. GOVER: Ms. Booker-Dwyer?
 16 MS. BOOKER-DWYER: Yes.
 17 MS. GOVER: Ms. Lichter?
 18 MS. LICHTER: Yes.
 19 MS. GOVER: Thank you.
 20 MS. LICHTER: Thank you.
 21 The next item on the agenda is -- thank you,

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1 gentlemen. The next item on the agenda is unfinished
 2 business, consideration of board policies. And for
 3 that, I again call on policy review committee chair
 4 Ms. Pumphrey.
 5 MS. PUMPHREY: Thank you. Members of the
 6 Board, the policy review committee asks that the Board
 7 accept the committee's recommendation to amend the
 8 following board policies: Policy 3128, Non-
 9 instructional Services, Board and Vehicles; Policy
 10 3170, Non-instructional Services, Performance
 11 Management System for Continuous Improvement, renamed
 12 Framework for Continuous Improvement; Policy 4005,
 13 Personnel, General Tutoring Educational Services; and
 14 Policy 5230, Students' Promotion and Retention,
 15 Student Records. This recommendation is presented to
 16 you on tonight's agenda as Exhibit P.
 17 MS. LICHTER: Thank you. Do I have a motion
 18 to adopt the recommendation of the Board's policy
 19 review committee?
 20 MS. HENN: So moved.
 21 MS. LICHTER: Thank you. No second is

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1 needed since the recommendation comes from the
 2 committee. Is there any discussion?
 3 May I have a roll call vote, please?
 4 MS. GOVER: Ms. Domanowski?
 5 MS. DOMANOWSKI: Yes.
 6 MS. GOVER: Mr. Young?
 7 MR. YOUNG: Yes.
 8 MS. GOVER: Ms. Frempong?
 9 MS. FREMPONG: Yes.
 10 MS. GOVER: Ms. Henn?
 11 MS. HENN: Yes.
 12 MS. GOVER: Ms. Harvey?
 13 MS. HARVEY: Yes.
 14 MS. GOVER: Ms. Hassan?
 15 MS. HASSAN: Yes.
 16 MS. GOVER: Ms. Pumphrey?
 17 MS. PUMPHREY: Yes.
 18 MS. GOVER: Dr. Savoy?
 19 DR. SAVOY: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. McMILLION: Yes.

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1 MS. GOVER: Ms. Booker-Dwyer?
 2 MS. BOOKER-DWYER: Yes.
 3 MS. GOVER: Ms. Lichter?
 4 MS. LICHTER: Yes.
 5 MS. GOVER: Thank you.
 6 MS. LICHTER: Thank you. Let me scroll
 7 through the -- oops, there we are.
 8 The next item on the agenda is the report on
 9 the superintendent search and stakeholder feedback.
 10 And for that, I call on Dr. Grover and Dr. Judy
 11 Sclair-Stein. They are virtual, correct? Okay, yes,
 12 we are quite ahead of schedule. So that is why they
 13 are not. They're signing in right now? Okay, so we
 14 can take a minute or two stretch break? Okay, or
 15 bathroom break? Go ahead. All right, thank you for
 16 your patience.
 17 (Recess)
 18 MS. LICHTER: Those who attended the
 19 community sessions, those who attended the focus
 20 groups, and those who sent in -- completed the survey,
 21 and sent it in that information, there was a lot of

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1 responses for the search firm to go through. I'd also
 2 like to thank Ms. Gover for all her work on helping us
 3 set up all of those different venues and other
 4 logistics. So now at this point, I will call on Dr.
 5 Grover and Dr. Sclair-Stein to -- for the presentation
 6 on the feedback.
 7 DR. GROVER: Thank you so much, Madam Chair.
 8 And I do also -- this is Dr. Grover. Before I get
 9 started with the official reports, I also would like
 10 to thank Tracy for all of her support throughout this
 11 entire process. She definitely was the glue to help
 12 and keep everything together and all of your staff
 13 members out at the campuses, the principals, the
 14 support staff, the facilities folks, the technology
 15 team, everyone was just marvelous in making this a
 16 success for us, and just in advance thanking so many
 17 different people from across your county that came out
 18 to provide voice and insight to the process. So thank
 19 you to everyone. And we are elated to be here tonight
 20 to present the stake -- the findings from the
 21 stakeholder engagement phase of the superintendent

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1 search for Baltimore County Public Schools.
 2 The Board of Education, as you know,
 3 contracted with McPherson & Jacobson, so we are
 4 representing the firm tonight to lead the search. One
 5 of the most critical parts of the process is allowing
 6 for authentic feedback from a diverse group of
 7 stakeholders. During our four days of this phase, and
 8 when we were in Baltimore County, we hosted a number
 9 of sessions to hear input from across the county.
 10 Again, we would like to applaud the Board of Education
 11 for partnering with us and creating such an inclusive
 12 and intentional process. I think you all try to think
 13 of every corner of the community, the different
 14 stakeholder groups that you have established, just so
 15 much intentionality. And we just appreciate how you
 16 provided access to us from the different groups.
 17 Throughout our stakeholder engagement
 18 process, we utilize four questions, and these
 19 questions have been tried and true for the McPherson &
 20 Jacobson team. And throughout the questionnaire, it
 21 gives us an opportunity to hear some of the good

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1 things about your community. Because we know that
 2 people, not only do they serve within the school
 3 district, they also live in the community and have the
 4 opportunity for volunteerism and also to be able to
 5 enjoy the different amenities, as well as make a lot
 6 of different connections.
 7 We also like to gauge the good things that
 8 are happening within Baltimore County Public Schools.
 9 There's always something that we can build upon, a lot
 10 of pride and tradition to honor, and so we'd like to
 11 understand the good things that are happening. We
 12 also would like to take the opportunity to understand
 13 the issues that a new superintendent should be aware
 14 of when they come so that they have an opportunity to
 15 hit the ground running. And more specifically, the
 16 last question, it really points to the skills,
 17 qualities and characteristics that the community
 18 stakeholders they feel are necessary in order for the
 19 superintendent to be successful in Baltimore County
 20 Public Schools. This really is helpful. Throughout
 21 the interview process, we can point back to what was

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1 shared to -- that was shared with us from your
 2 stakeholder groups in order to find that fit factor as
 3 you go through your interview process.
 4 In addition to the focus groups, there was a
 5 survey that was also launched. The survey was open
 6 from March 20th through April the 1st. There were 593
 7 responses collected from the survey. And tonight, on
 8 behalf of McPherson & Jacobson, I am here with my
 9 colleague, Dr. Judy Sclair-Stein, and we will share
 10 the common themes from across all of the stakeholder
 11 groups and the survey results.
 12 After the presentation to you tonight at the
 13 Board meeting, this report will be made available for
 14 public consumption. I do believe that you have a copy
 15 of the executive summary with you. And before I get
 16 started, I do want the opportunity. Jude, if you'd
 17 like to come on and say hello, that'd be great. I was
 18 thinking she was on here.
 19 MS. LICHTER: We don't see her on there.
 20 DR. GROVER: Okay, you don't see her? Okay.
 21 Well, she might pop on. She's wonderful. She's done

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1 a lot of different searches, and she was also part of
 2 the team. So I'll just go ahead and move forward with
 3 the executive summary.
 4 So McPherson & Jacobson, we had a team of
 5 four people and moved across different campuses and
 6 locations that you provided to us during our time
 7 there. Along with myself, we also had, again, Dr.
 8 Judy Sclair-Stein. We had Dr. Carl Harris. He had
 9 also been in your district during the time when you
 10 held your efficiency study, so it was great to have
 11 him and he already had some context with the district,
 12 along with Robert Copeland.
 13 We were there from March 20th through 23rd.
 14 And also, we hosted a makeup meeting on April the 1st.
 15 The Board of Education, you scheduled a total of 25
 16 focus group meetings and 6 town hall meetings from a
 17 diverse group of stakeholders from across the county.
 18 Okay, there's Judy, she's here now. Perfect
 19 timing. Judy, just let me know whenever you get
 20 settled. The groups that we had the opportunity to
 21 talk with, they included administrators, bargaining

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1 units, businesses, community leaders, and different
 2 organizations, parents, support staff, leaders from
 3 the community, as well as students and teachers' union
 4 representatives. The complete schedule from inception
 5 was available on your website. Again, just appreciate
 6 how much transparency the Board provided throughout
 7 this process.
 8 Input was gathered. Regarding the selection
 9 of a new superintendent and people, all groups, they
 10 responded to the same four questions. And so tonight,
 11 what we'd like to go through is to share with you
 12 those themes that we kind of heard across all of the
 13 groups. And as you will see, when you get the
 14 complete report, there are hundreds of pages for you
 15 to review. We provided all of the notes that were
 16 collected, along with all of the open-ended responses
 17 to the survey. And so you will be able to read a
 18 little bit more detail. And so tonight, we just want
 19 to be able to hit the highlights that point to the
 20 most common themes.
 21 First of all, on the first question, when we

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1 talked about what are some of the good things about
 2 your community, and I was quite intrigued by this, as
 3 well. Many people, they spoke about just a diversity,
 4 and diversity in so many different ways as it related
 5 to the different cultures, as well as just the
 6 uniqueness of the different communities across the
 7 county. They talked about having an urban feel if you
 8 like that, a suburban, a rural feel. Many people
 9 spoke about the proximity to popular destinations such
 10 as Washington, D.C., Philadelphia and New York.
 11 Basically, they felt like you could get anywhere from
 12 Baltimore County in just a little bit of time.
 13 People were very proud of the rich history
 14 afforded to Baltimore County. And of course, there
 15 was a love for your professional sporting leagues, as
 16 well as the recreational offerings including hiking,
 17 boating, fishing, so outdoors, just a lot of
 18 entertainment options and just -- it seems like there
 19 was something for anyone and everyone to do.
 20 There was a huge focus on the medical
 21 industry within your area, as well as higher education

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1 options and connections to the school district. And
 2 of course, people had to talk about the infamous
 3 Maryland crabs, and I had a chance to have some while
 4 I was there. So I concur. I concur on the seafood.
 5 I didn't get a chance to do any shopping, but people
 6 also talked about the many shopping venues, as well.
 7 So a lot to offer within the county.

8 So now I'm going to turn it over to my
 9 colleague, Dr. Sclair-Stein, so she will move us to
 10 hearing some of the good things that are already
 11 happening in Baltimore County schools that people were
 12 proud of.

13 DR. SCLAIR-STEIN: Thank you, Dr. Grover.
 14 Can everybody hear me? I apologize that I was a
 15 little late joining you and --

16 MS. LICHTER: Yes, we're good.

17 DR. SCLAIR-STEIN: -- technical difficulties
 18 here. We -- as Dr. Grover said, we thoroughly enjoyed
 19 our time in Baltimore County, had wonderful visits
 20 with your stakeholders, and heard great things about
 21 your schools. People are very proud of Baltimore

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1 County. They talked about the high-quality teachers,
 2 administrators and staff. And really, we heard very
 3 consistently that all of the educators and staff
 4 members are very committed to your students. We heard
 5 about many school and community partnerships with
 6 tremendous wraparound services that are provided.
 7 That was also very consistent. And as Dr. Grover
 8 said, when you sit down and read the full stakeholder
 9 report, we think that you will see that as you read
 10 through the full report, these are things that we
 11 heard very congruent throughout the stakeholder group.

12 Of course, you will not be surprised to hear
 13 that we heard about very talented students across the
 14 district. And it's always my favorite to meet with
 15 kids. And we had the joy of meeting with many of your
 16 kids throughout the week. And we heard about your
 17 talented students, numerous opportunities in your
 18 district for student voice and leadership, and we
 19 heard that as we met with your various stakeholders.

20 Also, one of the things that we were
 21 particularly impressed with, as educational leaders

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1 ourselves, were the variety of program and choice
 2 offerings, lots of things for kids to be involved, the
 3 dual enrollment. We heard that throughout, that kids
 4 could start college with a couple of years already
 5 under their belts, which is phenomenal. We heard
 6 about Advanced Placement magnet schools and the
 7 amazing career and technical education offerings that
 8 you're providing in Baltimore County. Kudos to you
 9 for doing that, because one size does not fit all for
 10 kids. It's not like when many of us were heading to
 11 college, or heading off beyond high school and college
 12 was what we all heard drummed into our heads. And
 13 that's just not right for all kids anymore. So
 14 congratulations on what you're doing to provide many
 15 different opportunities for your kids.

16 Multiple world languages are represented in
 17 Baltimore County. You're a very diverse community,
 18 and that was brought up as one of the great things
 19 going on in your schools. You have a strong education
 20 foundation. We had a delightful meeting. I think as
 21 Dr. Grover mentioned, there were four of us as

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1 consultants visiting in your district, and I had the
 2 honor of meeting with your education foundation, and
 3 oh, my gosh, what a lovely group of people who are so
 4 committed to your school district and your community;
 5 just had a phenomenal visit with them. They are just
 6 so eager to please and to do good things for your
 7 school district. And then lots of professional
 8 opportunities for your staff.

9 So certainly, when you read the report,
 10 you're going to see many, many more amazing things and
 11 good things about your schools that your patrons and
 12 your stakeholders said, but these were the highlights,
 13 I would say, that were pretty consistent and pretty
 14 common themes across the stakeholder groups.

15 And now I'll turn it back to Dr. Grover,
 16 who's going to talk about some of the issues that the
 17 new superintendent needs to be aware of as he or she
 18 comes into the district.

19 DR. GROVER: Yeah, absolutely. So as we had
 20 the discussion here, there's -- we certainly always
 21 like to understand some of the issues. We believe

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1 that having this type of information will set the new
 2 superintendent on the ground to be able to understand
 3 in real time what matters to the folks in Baltimore
 4 County Public Schools.

5 There was a huge concern around student
 6 achievement, wanting to see some areas of improvement.
 7 Also, people spoke to enrollment, and specifically,
 8 there were many people at the -- especially at the
 9 community town halls who talked about their desire
 10 where they wanted to send their children to the county
 11 schools for a public education. Many folks had
 12 longstanding ties and relationships with the district.
 13 And they expressed openly that they did not want to
 14 send their children, or to see anyone else send their
 15 children, to private schools. They want the county
 16 schools to be the district of choice in your area.

17 There were some conversations around
 18 capacity where some of the buildings may be
 19 experiencing overcrowdedness (phonetic). Maybe
 20 there's some shifting in different parts of the
 21 counties or where some of the facilities need some

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1 attention.

2 There was discussions around equitable
 3 solutions for diverse sets of needs for different
 4 parts of the county. So I want to unpack that just a
 5 little. As people spoke about this, as I mentioned,
 6 some of the things that they love, they love the fact
 7 that you have rural and suburban and urban areas. And
 8 I think, for example, someone used a situation where
 9 it's sometimes you have to call a snow day in one part
 10 of the county, and maybe the other students were
 11 coming to schools just to kind of paint that picture,
 12 where you take something like the weather, but people
 13 were also very concerned about the uniqueness and the
 14 desires of the families in different parts of your
 15 county. And so how do you design the system, create a
 16 system where you're equitable, but you also have some
 17 differences, where it supports the interest and
 18 passions of people in different areas?

19 There were, of course, and this is nothing
 20 that's only happening in Baltimore County, we're
 21 seeing this all across the country, but teacher and

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1 staffing shortages. But they spoke specifically about
 2 competitive pay, where Baltimore County now sits in
 3 terms of being competitive with surrounding districts
 4 and making sure that they can recruit and retain
 5 staff.

6 There were conversations about the program
 7 offerings. Again, you have some amazing CTE
 8 offerings. But for example, one parent shared about
 9 she had to drive from across town to get her child
 10 into a Choice Program. So there seems to be a desire
 11 to have some of those programs in all aspects of the
 12 county so that people may not have to travel or have
 13 transportation needs for different services.

14 There were concerns and -- around mental
 15 health issues. And what I appreciated about the
 16 conversations around the mental health is people, they
 17 talked about students and staff. They understood that
 18 both of the sectors that they needed some support and
 19 services to best meet the needs of the students.

20 Safety and discipline issues in the schools.
 21 There seem to have been maybe some adoption of

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1 different programs, maybe at different schools. And
 2 maybe where sometimes it's enforced, sometimes not.
 3 But people want to make sure that schools are safe,
 4 and that they have the proper structures in place so
 5 that students can learn.

6 As we mentioned earlier, a little bit about
 7 your facilities. Of course, there were some
 8 facilities, they felt like they were upgraded, they
 9 were new. I know I saw some phenomenal buildings down
 10 that I was in. And so there still seems to be --
 11 although there have been some improvements, they'd
 12 like to see it consistently across the district.
 13 Maybe where there are some buildings where they just
 14 need some repairs and some spaces that they're not
 15 able to utilize right now because of facility
 16 concerns.

17 Moving along, as we talked about
 18 improvements, people did talk about some improvements
 19 in the special education department; seems like
 20 there's been a focus there. But due to the staffing
 21 concerns, they feel like the programming is somewhat

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1 there, but due to staffing, it is causing some
 2 challenges in regards to meeting some of the IEP
 3 needs.
 4 And the conversation, just people want to be
 5 able to have a strong relationship between the staff
 6 and district administration. They want to be able to
 7 trust district administration in terms of the messages
 8 that they receive. They want to be trusted to be able
 9 to do their jobs, and just to be able to create a
 10 culture of unity and where people want to be.
 11 Some people still are recovering from the
 12 cyberattack. I don't know if they have concerns about
 13 security issues, or just knowing the impact of it that
 14 there's still some recovery and healing that's
 15 occurring behind the cyberattack. And many, many
 16 people, and I thought this was probably kudos to the
 17 Board because you went out and conducted this
 18 efficiency study, they really felt like there was
 19 great information in the efficiency study that could
 20 be useful to a new superintendent coming in,
 21 understanding it, studying it, evaluating the progress

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1 that you've made so far and making some additional
 2 steps for.
 3 DR. SCLAIR-STEIN: And I have the fourth
 4 question. And, you know, sometimes I think it's a
 5 little bit hard for a board and a community to hear
 6 the, you know, the issues a new superintendent should
 7 be aware of, because -- and when you read the report,
 8 some of the things you read may sting a little bit.
 9 We hope that you will look at it with an open eye,
 10 because all of this is designed to help you look
 11 forward with your new leader together, as you work
 12 together as a team, to try to look to the future.
 13 We felt very welcomed. Your leaders who
 14 welcomed us to the various buildings we went to were
 15 extremely kind and hospitable. I think there's a
 16 great deal of pride in your community. And you should
 17 know that even at the evening community engagement
 18 sessions, many people who wear multiple hats, you
 19 know, many of your staff members, who are also parents
 20 in the community, came to those meetings. There's a
 21 great deal of commitment to the Baltimore County

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1 Public Schools.
 2 The final question that we asked was what
 3 skills, qualities, or characteristics should the new
 4 superintendent possess to be successful here? And we
 5 heard a lot of things. It's a really, I think, rich
 6 list that was generated in terms of the summary. And
 7 of course, you'll see more detail when you really
 8 delve into the full report. But here are the things
 9 that we heard that seem to cross over all of the
 10 various groups with whom we met.
 11 One, somebody who has experience in a large,
 12 complex system, because you are large, and as Dr.
 13 Grover said, you crossed over just even
 14 geographically, very different communities that are
 15 served by the Baltimore County Public Schools.
 16 Someone who's visionary and courageous, somebody who's
 17 going to come in and be transparent, somebody who's
 18 honest and has high integrity. Someone who's going to
 19 be very visible, which is no mean feat in a community
 20 as large and a district as large as yours, but someone
 21 who's going to make that commitment to get out there

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1 into the schools, and be visible and get to connect
 2 with your students, your staff, your community.
 3 They want to see somebody who has a track
 4 record of leading student success, who's passionate
 5 about the community and its diversity, who's inclusive
 6 and collaborative. They also voiced the importance of
 7 someone who comes in with political savviness, and the
 8 ability to build relationships at the county and state
 9 level.
 10 They're looking for someone who has
 11 experience working with various interest groups, and
 12 experience developing and implementing policies for
 13 organizational management. And that would be key with
 14 you as a Board working with your new superintendent.
 15 Similarly, they're looking for someone with
 16 strong experience with board and superintendent
 17 relations. They're hopeful that the new
 18 superintendent will be a proactive and innovative
 19 systems thinker, and someone who has the ability to
 20 address funding and building solid budgeting models.
 21 There's a hope that this person will also be

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1 a good listener and be bold and fearless. Somebody
 2 who's going to, even if it's unpopular, this person is
 3 going to stand up and do, always, what's right for
 4 kids.

5 This person will be a relationship builder,
 6 somebody who's going to strive to build consensus and
 7 is going to set clear expectations and hold people
 8 accountable, including him or herself. This person is
 9 going to be an inspirational communicator, willing to
 10 help build stability and make a long-term commitment.
 11 They want somebody who's going to come and stay and be
 12 part of Baltimore County.

13 They want somebody who has multifaceted
 14 crisis management experience, and unfortunately, that
 15 seems to be something our superintendents in this
 16 country are becoming all too familiar with, but
 17 certainly that's going to be key for your new
 18 superintendent. And above all, somebody who is going
 19 to be an approachable servant leader, someone who's
 20 going to be there to serve the children, the staff,
 21 and the patrons of Baltimore County Public Schools.

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1 Again, these are the highlights in terms of
 2 the common themes we heard. You'll be able to see
 3 even more details when you sit down and read that very
 4 lengthy, but very informative, stakeholder report.

5 DR. GROVER: Thank you so much, Judy, for
 6 that. As you can see, they have high hopes for their
 7 next leader. And it is our hope that this information
 8 will help guide you in your next phase of the
 9 superintendent search as you are narrowing down the
 10 list of candidates and looking at their credentials
 11 and what they have to offer.

12 Again, we would like to thank everyone who
 13 participated. We really do feel that people were
 14 open, that they were authentic, and sharing. And I
 15 must say that although people pointed to concerns,
 16 there was a deep love for Baltimore County Public
 17 Schools. They certainly recognize the uniqueness, and
 18 they are looking for someone else that understands
 19 those unique challenges and ready to roll up their
 20 sleeves and get in there and work alongside you, the
 21 county, and the entire Baltimore County school

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1 districts, all of their constituents. And so at this
 2 time, this will conclude our official report for
 3 tonight. And we would certainly entertain any
 4 questions you may have for us at this time.

5 MS. LICHTER: So thank you for providing us
 6 with that detailed information, and for the work you
 7 did when you were visiting the county. Are there any
 8 questions of the Board members to the consultants?
 9 Mr. McMillion?
 10 MR. McMILLION: I'm just curious, would you
 11 repeat when this document is going to be posted on our
 12 website?
 13 DR. GROVER: Yes, Tracy, she has the
 14 information. And after you conclude your board
 15 meeting tonight, whether that's sometime tonight, or
 16 first thing tomorrow, she will make it available to
 17 the public.
 18 MR. McMILLION: Thank you.
 19 DR. GROVER: Yes.
 20 MS. LICHTER: Ms. Booker-Dwyer, did you have
 21 a question?

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1 MS. BOOKER-DWYER: I do. So I appreciate
 2 the 172-page report. And I'm just thinking about when
 3 qualitative data is presented. I'm having a -- I'm
 4 struggling a little bit because what I want to be able
 5 to show as a board is that we've heard what the
 6 community have said, and we can clearly demonstrate
 7 how we have selected or crafted how we selected the
 8 superintendent based off of that community input. So
 9 when I look at this report, I'm just wondering, how
 10 did you -- in the executive summary, could you speak a
 11 little bit to the analytics that you use to surface
 12 the bullet points that you have in this executive
 13 summary?
 14 DR. GROVER: Yes. Judy, were you going to
 15 start? You can start if you like.
 16 DR. SCLAIR-STEIN: Yeah, it's a great
 17 question. And I don't know that we're going to give
 18 you a scientific answer. It's more we look at common
 19 themes that we heard. There were four of us there,
 20 meeting with groups. Dr. Grover and Dr. Copeland were
 21 partners in their teams, because you're such a large

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1 district, we had to kind of split up and make sure
 2 that we met with everybody over the course of four
 3 days. And Dr. Harrison and I met with other groups,
 4 and then we got together and put our notes together
 5 with every effort being that we tried to capture
 6 verbatim what we heard from the stakeholders.

7 And we look for common themes to each of
 8 those questions. And there are some things that just
 9 seem to emerge as common, which is what we shared
 10 tonight. Then Dr. Grover, as our facilitator, as our
 11 lead consultant for the stakeholder work, she put
 12 together kind of a first draft. And then we all took
 13 our notes and looked at that and then made suggestions
 14 to her. Okay, this seemed to be one of the things
 15 that emerged that we heard. And together, the four of
 16 us work together to try to make sure that we captured
 17 those common themes.

18 So it was really very much a qualitative
 19 approach, not a quantitative approach, and trying to
 20 make sure that we highlighted those things that the
 21 four of us heard as we went from group to group.

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1 MS. BOOKER-DWYER: So I just --
 2 DR. SCLAIR-STEIN: Tawana, would you say
 3 that's kind of the way our approach was to capturing
 4 the themes? I hope I'm answering the question that
 5 the Board member raised.

6 MS. BOOKER-DWYER: I hear what you're
 7 saying. I'm just wondering because I want the
 8 community to have trust in this data. And so when we
 9 use terms like what many people said this and, you
 10 know, there's a way that we can quantify the
 11 qualitative data, right? You know, assigning -- you
 12 could assign weights to them and say, okay, this is
 13 what bubbled up. And X number of administrators said
 14 this is what they want in a superintendent, and X
 15 number of parents said this is what they want in a
 16 superintendent.

17 I'm just concerned that we put out a 172-
 18 page report to the public, and then we have to show
 19 how we connected to what was in this 172-page report.
 20 Are people really going to read it? Are they going to
 21 be able to digest it? Is there a better way to

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1 present this data so that the public can have
 2 confidence in what was done and that their voices were
 3 heard? So that's what I want to just put on the table
 4 for consideration. And if there's another way so that
 5 when we're speaking, we can speak in numbers, and not
 6 with many people said this, some people said that. We
 7 can clearly say this is what the students wanted from
 8 a superintendent. And we can even break that down by
 9 demographics. If we can, I don't know.

10 But just to get more clarity, because right
 11 now, it just feels kind of fuzzy, like many people
 12 said this, and some people said that. Who said what?
 13 How many people said it? And, you know, so that's
 14 really what I would want to get more granular with,
 15 just so that we could have the trust of the public
 16 with this report.

17 MS. LICHTER: Thank you.

18 DR. GROVER: Yeah. Well, thank you so much
 19 for that. And I can understand that we're not
 20 currently using a number system that we can actually
 21 share at this particular time. I think that's the

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1 short answer to it. But as far as having confidence
 2 in the themes, I mean, you can go behind us, if you
 3 like, on the 172 pages, but I think we have great
 4 confidence. We do have great confidence in the
 5 themes. And I can say for me, I'm kind of looking
 6 over here at my desk. And all of my worksheets that I
 7 personally use. Now the company themselves, they
 8 don't have, you know, a particular software that they
 9 ask us to use. And we've done this process for a
 10 number of years. But maybe you are giving us good
 11 feedback that we can take back to the company.

12 Judy and I, we were talking earlier today,
 13 you know, just about some technology tools, and so
 14 forth and so on. But I will tell you, as I went
 15 through the reports, I start with everything. And as
 16 Judy said, in merging the different reports, we look
 17 for items that were presented multiple times. And
 18 sometimes it's presented in different ways. And so,
 19 you know, in utilizing the themes, and bumping it up
 20 to the high-level terminology are the groupings of the
 21 information. And of course, we can only give so much.

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1 So for example, if you take a look at the
 2 characteristics, right, there are a number of bullet
 3 points there. Because people put a lot of emphasis on
 4 that particular question. And a lot of it was
 5 repeated multiple times. And so the way that we
 6 present the contract, as well as our process, is to
 7 surface the themes that we heard over and over again,
 8 and you do have the report. In the full report, you
 9 can see exactly what each stakeholder group stated.
 10 So the report is given to you by the exact groups that
 11 we met with, whether it was students, whether it was
 12 county people, whether it was your administrators, all
 13 of that information is available. So to have
 14 confidence in the report or something that is
 15 digestible, that is why the executive summary is
 16 provided for transparency of the report and to be
 17 authentic. That is why you have all of the additional
 18 pages, but I do respect your feedback. And I do think
 19 that is information we can pass along to the company.
 20 MS. LICHTER: Thank you.
 21 DR. SCLAIR-STEIN: The other thing that I

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1 would add to that is the stakeholder report is
 2 obviously extremely important. We spent a great deal
 3 of time with your community focusing on it, and you
 4 have this major report. It is one tool in addition to
 5 the criteria that you and the Board -- you as a Board
 6 have developed with the consultants that the firm will
 7 use in trying to consider candidates that are going to
 8 be the best match for Baltimore County Public Schools.
 9 But I would encourage you to consider the
 10 stakeholder report in another way. It is a tool that
 11 helps you look to the future. I think your new
 12 superintendent will find the stakeholder report
 13 exceptionally beneficial and helpful, as you as a
 14 board and your new superintendent look to move forward
 15 and talk about what are the goals that we need to
 16 focus on? How does this help us with our strategic
 17 plan? How do we move forward based on the feedback of
 18 our community? And so your community is going to know
 19 if you've listened carefully to them based on things
 20 that they see you do as a Board, and a superintendent,
 21 community, a school community, as you move forward,

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1 based on what's in that report.
 2 I'll tell you, quite honestly, there was one
 3 of the community meetings that we attended, and there
 4 were some people who came to that and were very
 5 suspect of us. As we started the meeting, and wanted
 6 to talk about good things about the community and good
 7 things about the district. there was a gentleman who
 8 wanted to take the meeting over for a minute and
 9 suggested, you know, I move that we get past this, and
 10 let's just talk about things that are concerns.
 11 And I said, well, sir, we're going to get
 12 there. But let's go through the process that we have
 13 outlined here first. By the end of the meeting, he
 14 was my best friend, and actually stayed late to
 15 suggest some -- a new program to me that would help
 16 with translating other languages that was better than
 17 Google Translate. He was wonderful. And he stayed,
 18 and he and a couple other people who were there were
 19 very informative about the community.
 20 I share that anecdote with you to say that
 21 sometimes people are a little bit suspect. But when

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1 they see that your intent is transparent, as ours is
 2 at Mac and Jake, we want to do everything out in the
 3 sunshine. And I think that some of what your question
 4 raised is how do we convince our community that we are
 5 sincere? And we're trying to be very open and
 6 transparent about what we're doing.
 7 As you continue to come back to the
 8 stakeholder report, and if you refer to it to your
 9 community, one of the things we -- I'm voicing as if
 10 I'm a board member. One of the things we learned from
 11 the stakeholder report that we did through the
 12 superintendent process was XYZ. I think that will
 13 speak volumes to your community.
 14 So forgive me, because I'm going on a little
 15 bit, but I hope the responses that Dr. Grover and I
 16 have given you help to explain some of the extra help
 17 that you can get from the stakeholder report beyond
 18 just the superintendent search that helped to convey
 19 to your community that you are, in fact, trying to be
 20 very transparent about its use.
 21 MS. LICHTER: Thank you. I'd like to move

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1 on to another board member question.

2 Ms. Henn?

3 MS. HENN: Thank you, Madam Chair. To

4 follow up on Ms. Booker-Dwyer's comments, the

5 stakeholder report in its current form is of limited

6 use. And I agree with her comments that a

7 quantitative analysis would be more useful as the

8 Board deliberates and tries to make data-driven

9 decisions. And if I were to be asked by a constituent

10 what was the summary, you know, summarize this? What

11 data are you using to prioritize what you're looking

12 for in your next superintendent? I have very low

13 confidence that I could do so with this report in the

14 current format.

15 There are no weightings, as Ms. Booker-Dwyer

16 said. You know, I understand to compile it in that

17 fashion is -- would be very time intensive. However,

18 I think we need that level of analysis performed. I

19 understand it's qualitative. But as she indicated

20 there, you can quantify it to understand what are the

21 frequencies, which groups stated what, and you have

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1 that broken down very nicely in the report. But it's

2 not summarized in a way that is helpful for data-

3 driven decision making.

4 So I don't know if you've had clients

5 request this of you before. But I'm -- I agree with

6 her comments that in its current form, its usefulness

7 is limited. So I would like to see a more data-driven

8 analysis of this because as you said, it was very

9 thorough; was very comprehensive. You spoke to a lot

10 of stakeholders. And I think the data is very -- has

11 the potential to be very useful to us in guiding our

12 priorities. I'm not sure how I would prioritize what

13 you've given us in the format that it's in.

14 MS. LICHTER: Thank you, Ms. Henn. Any

15 other comments or questions?

16 Ms. Harvey?

17 MS. HARVEY: Just very quickly, I appreciate

18 all of the feedback that my fellow Board members are

19 giving, and I think there is somewhere in the middle

20 that we need to meet. Because we had numerous

21 responses, my concern would be moving to a strictly

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1 quantitative data source would not give us a -- we

2 might not see the themes expressed as we would so

3 richly with the qualitative analysis. I actually

4 think they go hand in hand, not only looking at

5 numbers, but looking at the quality and the comments

6 that people were given.

7 And because it was an open conversation, we

8 would be leaning on the interpretation of the firm to

9 say, when this person said this, they meant that and

10 that's the same as when this person said this, they

11 meant the same thing. And I would be hesitant to

12 offer those interpretations and speak for what people

13 said when we have the actual data for what people

14 said.

15 I do agree that 172-page report, which is

16 really raw data, is what we're looking at to the

17 public may not be as useful to our families and

18 community and looking at how we're looking at the

19 search. But I do think there is somewhere in the

20 middle where we can value both the qualitative

21 information and get some quantitative.

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1 MS. LICHTER: Thank you. Thank you to the

2 Board members who made the comments, and thank you,

3 Dr. Grover, and Dr. Sclair-Stein, for your feedback

4 with us tonight.

5 The next --

6 DR. GROVER: Thank you.

7 MS. LICHTER: Go ahead. I'm sorry.

8 DR. GROVER: No, thank you.

9 DR. SCLAIR-STEIN: Thank you.

10 MS. LICHTER: The next -- go ahead.

11 MS. HARVEY: So then, what are the next

12 steps? We're going to -- this is the report that will

13 be published, or are we going to try to -- so if

14 someone -- so I'm just wondering, like, what are the

15 next steps with this report? Is this it? And this

16 goes out.

17 MS. LICHTER: Ms. Grover, do you want to

18 talk about next step -- Dr. Grover, do you want to

19 talk about next steps with the report?

20 DR. GROVER: Well, yes. Well, this is the

21 format that McPherson & Jacobson utilized is this is

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1 what they've utilized with all of their clients
 2 before, so nothing is different here. But we always
 3 like to try to honor your needs to the best of our
 4 ability. So Madam Chair, if it's okay with you, I'd
 5 like to follow up with Dr. Joel. And maybe we can
 6 schedule a phone call with you to try to determine if
 7 there are any next steps based on the request.
 8 MS. LICHTER: Yes.
 9 DR. GROVER: Does that seem fair, though?
 10 MS. LICHTER: Yes, please.
 11 DR. GROVER: Okay. Absolutely. Thank you.
 12 MS. LICHTER: Thank you.
 13 MS. HENN: Madam Chair, do we need a motion
 14 to move forward with next steps to gain a quantitative
 15 summary of the feedback we've received? Would it be
 16 appropriate to make that at this time?
 17 MS. LICHTER: I don't think so. We also
 18 have to look at the proposal that we signed with the
 19 search firm.
 20 MS. HENN: Given that there may be an
 21 additional cost, is that something that could be

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1 pursued for the Board's consideration?
 2 MS. LICHTER: Well, yeah, I'll talk to Dr.
 3 Joel, who is the lead consultant tomorrow.
 4 MS. HENN: Thank you.
 5 MS. LICHTER: As Dr. Grover stated. Thank
 6 you. Okay, thank you again, Dr. Grover and Dr.
 7 Sclair-Stein.
 8 The next item on the agenda, thank you for
 9 waiting, is the report on the 2022 graduation and
 10 dropout rates, and for that, I call on Dr. Mccomas,
 11 Dr. Zarchin, and Ms. Caster.
 12 DR. BOSWELL-MCCOMAS: You get to sit in the
 13 center.
 14 MS. LICHTER: Good evening.
 15 DR. BOSWELL-MCCOMAS: Good evening.
 16 DR. ZARCHIN: Good evening, Board Chair
 17 Lichter, Vice Chair Harvey, Dr. Williams, and Board
 18 members, and a warm welcome to our newest board
 19 members. Tonight, Dr. Mccomas and I will be
 20 presenting the four and five year adjusted BCPS
 21 graduation rate and dropout rates. This is part of

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1 our comprehensive reporting for the Compass Focus Area
 2 1, learning accountability and results. Next slide,
 3 please.
 4 For every school, graduation is a priority.
 5 This priority is evident in the work of staff,
 6 students, administrators, and central office leaders
 7 who strive to support the schools. Developing
 8 students who are college and career ready provides
 9 access and opportunities to a variety of pathways that
 10 engage students in meaningful experiences and enrich
 11 their school learning and future endeavors.
 12 The college and career success pathway on
 13 the slide you're looking at now illustrates milestone
 14 benchmarks and provides direction for the work that we
 15 need to do. It also helps us focus on areas of
 16 student achievement. The work occurs across levels
 17 and across schools. From the moment students enter
 18 BCPS to the day they graduate, this is an important
 19 focus in all that we do. Next slide, please.
 20 DR. BOSWELL-MCCOMAS: Well, in this slide,
 21 you'll see the outline of this evening's presentation.

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1 We will first talk about the four-year graduation
 2 rate, our five-year adjusted graduation rate, our
 3 dropout rate, and we, of course, will proudly showcase
 4 one of our schools and the work that they do to get
 5 students across the graduation line. Next slide,
 6 please.
 7 DR. ZARCHIN: The data that we will soon
 8 look at has served as a call for action. The numbers
 9 and graphs are much more than facts and figures. We
 10 know the ramifications of students who do not
 11 graduate. And we work hard to ensure that we give
 12 each and every student the support and attention they
 13 need to get to that point.
 14 We strive to have each and every student
 15 meet academic, career, and personal potential.
 16 Therefore, we're driven to supply and provide
 17 necessary and timely supports so each and every
 18 student can earn the credits required for graduation.
 19 Although we are not in a position to celebrate our
 20 graduation and dropout rates as they stand tonight,
 21 there is promise in the current work and areas of

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1 progress that we can highlight. Next slide, please.

2 DR. BOSWELL-MCCOMAS: The four-year adjusted

3 graduation rate for the 2019-2022 cohort of students

4 was 84.5 percent. Overall, this represents a one-year

5 decrease of 1.7 percent from the 2021 to the 2022

6 school year for all students, while also showing an

7 increase of 0.8 percent graduation rate for students

8 who are farms eligible during that same time period.

9 Our trend data indicates a drop in graduate

10 rates for all student groups from pre-pandemic in 2019

11 to 2022. From 2019 to 2022, BCPS graduated

12 approximately 500 more students while experiencing

13 many challenges due to the COVID-19 disruption.

14 Compared to the 2019 -- oh, excuse me, compared to

15 2019, the 2022 graduating class had increased numbers

16 of students receiving special services, including 29

17 percent more students who are eligible for English

18 language services, 25 percent more farms-eligible

19 students and 13 percent more students receiving

20 special education services.

21 DR. ZARCHIN: Some of the responsive actions

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1 currently in place include monthly project graduation

2 meetings, where school administrators, counselors,

3 department chairs, PPWs, executive directors, and

4 representatives from the Division of Curriculum

5 Instruction work together to examine student grades,

6 attendance, and credits earned. On-track letters to

7 parents are also sent around December from school

8 teams and are followed up by staff and student

9 meetings to develop action plans for students who get

10 off course on the path to graduation.

11 We also have student support teams in school

12 and ongoing parent partnerships that work

13 collaboratively so we can support individual student

14 needs. Also, prior to high school, the six-year plan

15 developed in middle school is a key component of the

16 work along the way for every one of our students.

17 Before we move to the next slide, I'd like

18 to recognize high schools who have closed the

19 graduation gaps for students who are farms eligible.

20 Those schools include Dundalk, Eastern, Carver,

21 Lansdowne, New Town, Pikesville, and Woodlawn. Next

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1 slide, please.

2 DR. BOSWELL-MCCOMAS: The 2018 to 2021

3 cohort of students represents students entering grade

4 nine for the first time in the 2018 school year and

5 expected to graduate on time in 2021. We do know some

6 students, however, need additional time and

7 preparation to be successful and to graduate. The

8 five-year graduation rate takes a closer look at the

9 2018-2021 cohort to see how many more students did

10 benefit from extra year of schools -- an extra year of

11 school support.

12 Our fifth-year graduation rate represents an

13 increase of an additional 1.4 percent of our student

14 graduates, or, more specifically, 118 additional

15 students graduated from that 2018 to 2021 cohort when

16 provided with that additional support.

17 DR. ZARCHIN: Responsive actions to support

18 student graduation in the four and five-year cohorts

19 that we take into consideration include some students

20 need additional time to prepare them to be successful

21 and graduate. Some students receive special services,

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1 such as English language courses, which may impact on-

2 time graduation. There are also options for credit

3 recovery through alternative extended day, extended

4 year learning programs and self-paced blended learning

5 opportunities through EDLP or our extended day

6 learning program.

7 As we close this slide, I'd like to identify

8 schools who have moved two to four percentage points

9 of increased graduation rates for the four and five-

10 year results. Those high schools include Catonsville,

11 Dundalk, Lansdowne, New Town, Overlea, Owings Mills,

12 Parkville, Perry Hall, Randallstown, and Woodlawn.

13 Next slide, please. Next slide, please.

14 DR. BOSWELL-MCCOMAS: Across the system, our

15 educational opportunities team runs credit recovery

16 programs during the school day, in the evening, on

17 Saturdays, and in the summer to provide our students a

18 continuous onramp to catch up on credit or to

19 accelerate. We work with school teams to provide

20 counseling services to students and to engage in

21 outreach and families when students are struggling to

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1 stay in school or to reach graduation.

2 DR. ZARCHIN: Responsive strategies that go

3 beyond the ones already mentioned include credit

4 recovery programs, school day supports, and

5 interventions, counseling services, family outreach,

6 ESOL strategic planning. There are also specific

7 actions that support English language learner

8 students, which include examining and improving school

9 efforts to welcome students who receive those

10 services, explicit accountability discussions during

11 school supervisory visits conducted by executive

12 directors reading -- regarding English language

13 achievement and chronic absenteeism. There is also

14 increased collaboration between central offices that

15 focus on gaps in English language learner achievement

16 and belongingness as evidenced by state and local

17 assessments, to include student voice surveys. Next

18 slide, please.

19 DR. BOSWELL-MCCOMAS: By returning students

20 to their home schools, our multilingual language

21 students, they will have greater access to all

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1 extracurricular activities and related transportation.

2 This includes coach class clubs, sports, dances,

3 access for parents to attend meetings. They will also

4 be closer to the communities in which they live and

5 work so both students and families will have more

6 opportunities for school engagement. Families are

7 sharing that they are choosing to waive services in

8 order to remain in their home schools and communities,

9 and this effort will resolve that waiver.

10 In addition, in accordance with

11 recommendations made in the efficiency audit, moving

12 our multilingual language students back to their home

13 schools will allow for greater efficiency and

14 engagement. The efficiency audit concluded that the

15 secondary ESOL program was ineffective, inefficient,

16 and is causing many parents to withdraw their children

17 from ESOL services.

18 DR. ZARCHIN: Throughout the year, school

19 teams organize and implement professional learning on

20 instructional strategies that support English language

21 learners. Schools are developing schedules that

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1 strategically incorporate ESOL teachers and services.

2 National and research-based practices are examined to

3 ensure a wide range of actions that support individual

4 schools and students.

5 This school year, there has been an intense

6 focus on monitoring student progress towards

7 graduation, and providing supports that ensure all

8 students graduate and are prepared for success in

9 college and career.

10 Before we take a closer work -- look at some

11 of the work in schools, I would like to acknowledge

12 executive directors Ms. Kyria Joseph and Sam

13 Mustipher, if you could please stand.

14 (Applause.)

15 They have been in the forefront of the work

16 in schools. They motivate and encourage school staff

17 and central office staff to make sure we keep our eyes

18 on the prize and get down to an individual student

19 level to see where there are gaps and how we can fill

20 those needs, so students can cross the stage at

21 graduation in a timely way.

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1 So at this point, I am very proud to welcome

2 Ms. Emily Caster, principal of Sparrows Point High

3 School. Thank you.

4 MS. CASTER: Thank you, Dr. Zarchin, and

5 good evening. Sparrows Point High School is a

6 comprehensive high school with a specialized

7 Environmental Science magnet program called Species,

8 which stands for Sparrows Point educational center in

9 environmental science. We are located in the Edgemere

10 community in southeast Baltimore County and proudly

11 serve 1,146 students from the Northeast and Southeast

12 areas of BCPS.

13 The racial demographics of our student body

14 are as follows: 881 white students, 104 black

15 students, 63 Hispanic students, 41 multiracial

16 students, 18 Asian students, 8 Native American

17 students, and 2 Pacific Island students. Of our 1,146

18 students, 94 have a Section 504 plan and 107 have an

19 individualized education plan. 430 students are

20 enrolled as part of our magnet program.

21 As we review the next two slides, you will

Page 182

1 see how Sparrows Point High School has implemented a
 2 comprehensive multiyear plan engaging our students,
 3 families, and staff to ensure every pointer has the
 4 support system needed to earn their high school
 5 diploma. Next slide, please.

6 Sparrows Point High School has maintained
 7 one of the highest graduation rates among
 8 comprehensive high schools with an average rate of
 9 94.24 percent between 2018 and 2022. One of the ways
 10 we have accomplished this is through a multiyear
 11 support plan we call the Pointer Way. Or students
 12 begin their journey to graduation beginning with the
 13 articulation process with our feeder middle schools.
 14 Articulation includes high school staff visits to the
 15 middle schools to meet our incoming students, and
 16 staff planning and collaboration between middle and
 17 high schools during the eighth-grade year.

18 During the summer, before their ninth-grade
 19 year, our staff, PTSA and Alumni Association conduct
 20 home visits for every locally zoned incoming ninth-
 21 grade student. Through these visits, our staff

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1 members are able to begin learning about our new
 2 students and make valuable connections with their
 3 families.

4 Recognizing that a number of research
 5 studies substantiate that students who do not finish
 6 their ninth-grade year on track are more likely to
 7 drop out, we have created the On Point freshman
 8 program. This program provides individualized
 9 academic and social emotional support and progress
 10 monitoring for ninth-grade students and their families
 11 with a goal of increasing the number of ninth graders
 12 who end the school year on track by earning six or
 13 more credits.

14 As students progress through their high
 15 school experience, they have access to multiple
 16 pathways and programs, including early college access
 17 and dual enrollment, magnet coursework and field
 18 experiences, advanced placement classes, virtual and
 19 hybrid learning, CTE programs, internships and paid
 20 work experiences. The project graduation team is
 21 another tool used to support on-time graduation. The

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1 team is comprised of school administrators,
 2 counselors, pupil personnel worker, and department
 3 chairpersons.

4 At Sparrows Point High School, this team
 5 meets weekly to review the status of each senior and
 6 determine if any interventions or supports are needed.
 7 We also conference with our seniors and their families
 8 throughout the senior year to ensure our students
 9 remain on track and have developed robust post-
 10 secondary plans. Next slide, please.

11 During the spring of 2021, Sparrows Point
 12 High School launched a Saturday school tutoring
 13 program. The program now takes place every Saturday
 14 for three and a half hours and is staffed by a lead
 15 teacher, counselor, special educator and core area
 16 teachers, all staff members at Sparrows Point High
 17 School. Students can be referred to the program by
 18 their teacher, counselor, or by their parent or
 19 guardian. We are pleased to be able to offer bus
 20 transportation and meals as part of this program.
 21 Students receive small group tutoring, or

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1 one-to-one assistance, completing specific assignments
 2 to improve their grades. Students may also meet with
 3 their school counselor to review their academic
 4 progress and for a social emotional check-in. This is
 5 truly a program for all students. It includes all
 6 grade levels from standard level to advanced
 7 placement.

8 The data and results from Saturday school
 9 tutoring are as follows. During the spring of 2021,
 10 when schools reopened in person, an average of just 15
 11 students attended over 6 sessions. The following
 12 school year, we held 20 sessions serving 349 unique
 13 students, with 79.6 percent of those students earning
 14 a passing grade in the course they attended for
 15 assistance with.

16 During just semester one of this current
 17 school year, we have held 16 sessions with 329 unique
 18 students, with 77.8 percent of those students earning
 19 at least a passing grade or better for the course they
 20 attended for assistance with. Saturday school and
 21 virtual tutoring programs have had a significant

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1 impact on course performance, and therefore students
 2 remaining on track to graduate on time.

3 During the 2020-21 school year, 24.43
 4 percent of Sparrows Point High School students had
 5 earned a final grade of D -- of D or E, compared to
 6 the following year with 16.64 percent, a reduction of
 7 7.79 percent. In addition, the number of students
 8 earning an E and therefore not earning course credit
 9 was 10.86 percent in 2020-21 and reduced to 4.93
 10 percent the following year. In reviewing historical
 11 data, current course completions are higher now than
 12 in pre-pandemic years. Thank you.

13 DR. ZARCHIN: Next slide, please. Thank
 14 you, Ms. Caster. With all the support from schools,
 15 school staff, and the community, it's really not
 16 enough. We strive to have a parent and school
 17 partnership, and we want parents to be active
 18 participants, not passive recipients, in their child's
 19 education. When a student crosses the stage and
 20 receives the diploma, there's no greater sight than
 21 the staff and the families celebrating that

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1 accomplishment. It needs to be done together. We
 2 need to work together and really focus on the
 3 individuals involved. So here on the screen, there
 4 are some things that families can do to become more
 5 involved as we try to get everyone to that point that
 6 we're so proud of. With that, I'd like to move to the
 7 next slide.

8 DR. BOSWELL-MCCOMAS: And on the slide in
 9 front of you is our schedule of academic achievement
 10 reports. And that concludes our presentation.

11 MS. LICHTER: So thank you very much for the
 12 presentation. Thank you, Ms. Caster, for being here
 13 and talking about the highlights of your school and
 14 your graduation efforts. Are there any questions or
 15 comments from Board members?

16 Ms. Domanowski?

17 MS. DOMANOWSKI: Yes. Thank you for all
 18 that information. I do have a few questions, if you
 19 have the answers. Is there any data on the percentage
 20 of students that neither graduated or dropped out?
 21 Like they stayed on? Or they didn't reach graduation

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1 rate, but they also didn't drop out? Does that make
 2 sense?

3 DR. BOSWELL-MCCOMAS: So that typically
 4 would be our fifth-year data that you saw on there,
 5 the students that take extra time to get to graduation
 6 because either they're -- they do graduate or they
 7 drop out. Are you talking about maybe, perhaps,
 8 students who transfer out of the school system and go
 9 elsewhere?

10 MS. DOMANOWSKI: No, more of, like, I guess,
 11 do you consider someone who didn't graduate a dropout?
 12 So like they made it all the way through school. But
 13 they didn't -- like school's over, but they didn't
 14 drop out. I guess that they didn't -- if they don't
 15 go to the fifth year, they're considered a dropout
 16 because they didn't graduate? Is that correct?

17 DR. BOSWELL-MCCOMAS: Well, you have to meet
 18 other requirements to graduate. So typically,
 19 students continue to persist or work through all those
 20 credit requirements. And once they've reached those
 21 credit requirements, they're eligible to graduate, or

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1 they've met the criteria for graduation, right,
 2 whether they participate in the ceremony or not. And
 3 so it's -- it really comes down to does a student meet
 4 those criteria to get their diploma or not?

5 MS. DOMANOWSKI: And for the credits, are
 6 they just earned by, you know, is it credit based, or
 7 is it actually the -- knowing the concept or showing
 8 that subject with expertise to a certain level rather
 9 than just, you know, completing the course?

10 DR. BOSWELL-MCCOMAS: Right, so mastery
 11 learning?

12 MS. DOMANOWSKI: Yeah.

13 DR. BOSWELL-MCCOMAS: So our graduation
 14 credits are our system. Our requirements for
 15 graduation are based on credits, and there's community
 16 service involved there. You can -- I don't have the
 17 list in front of me to be genuine. But on our
 18 website, you can see what the graduation requirements
 19 are. Students do need to meet those. You pose an --
 20 a great question around mastery of standards, right?
 21 Because that is the intent. And that is our intent is

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1 when students are working through their coursework,
 2 and they are being successful, and they're passing.
 3 And then, of course, they have the state assessments
 4 as that counter demonstration of what they know and
 5 can do is where we look at the body of evidence to say
 6 that they've met the standards. But I just want to
 7 say thank you for raising the point of mastery of
 8 standards is the goal for everything.

9 MS. DOMANOWSKI: Thank you for finding the
 10 perfect words for that. My last question is, have you
 11 looked at any data where you -- are students that are
 12 underperforming at the elementary level, and they're
 13 proceeding on? As she said, the ninth grade is where,
 14 you know, if they don't, you know, catch it then,
 15 they're likely -- more likely to drop out. So what
 16 are we doing to prepare them for the ninth grade?

17 DR. ZARCHIN: One of the things we're
 18 working on right now is the responsive middle school
 19 work, where we're really focusing on middle school
 20 where we're concerned about that dip from elementary
 21 to high school. If you look, many times where

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1 students are at the end of middle school, it can be a
 2 predictor of success, or you kind of struggle that
 3 first year. So we're really looking at middle
 4 schools, instruction that's engaging and interesting
 5 to the students so they're performing to potential.

6 MS. DOMANOWSKI: So my question would be,
 7 definitely middle school, but if there was an emphasis
 8 at the sixth-grade level to make sure that they had
 9 the mastery of the elementary, and they should, that
 10 they're placed correctly in the sixth grade. That
 11 way, they're not -- we're not getting to the eighth
 12 grade and we have to worry about them making it to the
 13 ninth grade.

14 DR. ZARCHIN: So part of that, if I'm
 15 hearing you correctly, is the scheduling process where
 16 our elementary counselors and staff talk to middle
 17 school, but it's also the articulation. It's having
 18 elementary staff have a better sense of what's
 19 expected in middle school, and then working together
 20 so there's a bridge, and not just a quick change in
 21 expectations.

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1 MS. DOMANOWSKI: So is that something we
 2 could expand on or, you know, figure out where we're
 3 not communicating across the board?

4 DR. ZARCHIN: That's where right now in the
 5 responsive middle schools.

6 MS. DOMANOWSKI: Okay. Thank you.

7 DR. ZARCHIN: Thank you.

8 MS. DOMANOWSKI: Thank you so much.

9 DR. WILLIAMS: So at this point --

10 UNIDENTIFIED SPEAKER: Hello, I have a
 11 question.

12 DR. WILLIAMS: -- I just want to comment on
 13 that. Every school has an articulation process.
 14 Principal Caster shared that she's in a unique
 15 situation, because she probably can go upstairs,
 16 downstairs. But to your point, that's happening in
 17 every school, that there's that conversation,
 18 articulation conversation with students who are
 19 transitioning from fifth to sixth.

20 And keep in mind the adolescent learner,
 21 that's why we're doing -- this is year two, correct,

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1 Dr. Zarchin, on the middle school summit. If you
 2 haven't really unpacked the middle school level and
 3 the adolescent learner, there's a lot to unpack around
 4 that. Just the opportunities for choice and options
 5 are important for students and middle schools. And
 6 those middle school staff members, they have team
 7 leaders, they have counselors, and they provide
 8 opportunities for kids to explore and to take
 9 advantage of many options, just related to that
 10 staffing piece, but also options in terms of
 11 extracurricular activities, as well. But the
 12 articulation process, as Dr. Zarchin -- is happening,
 13 is happening as students are transitioning.

14 Now, we do have a unique choice because of
 15 magnet schools, where kids are going from maybe not
 16 their feeder school to another different school. All
 17 that does is provide some additional challenges for
 18 the school. But again, capturing that data and really
 19 talking about students is an expectation and is
 20 happening. I also need to acknowledge our counselors.
 21 We can't do this work without the work of our

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1 counselors who are having meetings with students and
 2 working with administrations around the articulation
 3 pattern. So I just wanted to add that.
 4 MS. LICHTER: Thank you, Dr. Williams.
 5 Ms. Henn?
 6 MS. HENN: Thank you, Madam Chair, and good
 7 evening. Good evening, Principal Caster, and welcome.
 8 I have two related questions. My first is since
 9 bridge plans are no longer in place, for students who
 10 can't demonstrate mastery of the skills required for
 11 graduation, what are they using instead, especially
 12 since Extended Learning is not required? Extended-
 13 year learning.
 14 DR. BOSWELL-MCCOMAS: Do you want -- I don't
 15 -- I will go ahead. I'll get us started. So that's
 16 really where it comes down to our instructional
 17 capacity in the classroom. Right? Because what we
 18 need to do is students who are -- and it gets back to
 19 the point around mastery of standards, right? When
 20 we're not -- I shouldn't say when we're not. But when
 21 we are paying attention to which standards the

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1 students are not succeeding in, that's really
 2 incumbent upon us instructionally to come back and
 3 work with those students in small groups. That can
 4 function both in the classroom, or as our principal
 5 described, some of the structures and systems that
 6 she's put in place to provide that extended time for
 7 students to have practice, to have more engagement
 8 with the teacher to help them unpack, whether it's a
 9 skill, a knowledge or a specific, you know,
 10 application that they need to be able to demonstrate.
 11 That's really where we make up the difference. It's
 12 that time and paying attention to what it is that they
 13 need, more small group, targeted instruction on it.
 14 And I don't know if there's anything either of you
 15 would like to add?
 16 DR. ZARCHIN: No. That was directed to you,
 17 so I don't know if you want to share.
 18 MS. CASTER: I think you covered it.
 19 DR. ZARCHIN: Okay.
 20 DR. BOWELL-MCCOMAS: High five.
 21 MS. HENN: So if they do -- my follow-up is

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1 if they do need more time, say, another year, they
 2 reach June and they're not ready. And it's clear that
 3 they don't meet the requirements, either through
 4 credit or mastery of those standards, then what? And
 5 how do we determine whether or not they will be ready?
 6 If it's their desire to graduate and to finish. It's
 7 the parents' desire. It's their desire. More
 8 importantly, it's their desire. How do we keep them
 9 and -- because that's our desire, too.
 10 DR. BOSWELL-MCCOMAS: Oh, I see what your
 11 question, yeah.
 12 MS. HENN: That's my follow-up. Versus
 13 pushing them out and saying you can just get your GED.
 14 DR. BOSWELL-MCCOMAS: Yeah. Yeah.
 15 DR. ZARCHIN: So that's part of the work
 16 along the way. And I'm going to defer to our
 17 resident, and current, principal here to speak.
 18 MS. CASTER: Sure. You know, it really
 19 depends on each student, truly. I've worked with so
 20 many students over the years, and if they're returning
 21 for a fifth year, what that looks like is going to

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1 depend on what, really, they -- how quickly they want
 2 to accomplish earning their diploma. So some students
 3 may return for a full day program and take additional
 4 credits in the evening or on weekends. Some may let
 5 us know that they want to also begin working, so they
 6 may just do some of those evening or weekend programs.
 7 So we really take the time to sit down with each
 8 student and that family and determine what's going to
 9 work best. What classes do they need? What's the
 10 best way to accomplish obtaining those credits to meet
 11 those requirements?
 12 MS. HENN: Thank you. So that's ultimately
 13 their choice, and they're given those options?
 14 MS. CASTER: Absolutely. And again, it's
 15 really dependent on each student and any other
 16 circumstance that they may have going on.
 17 MS. HENN: Thank you.
 18 MS. CASTER: Mm-hm.
 19 MS. LICHTER: Thank you.
 20 Ms. Harvey?
 21 MS. HARVEY: Thank you, Madam Chair. First,

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1 let me say, it's really exciting to hear the work
 2 that's going on at Sparrows Point, and I hope that the
 3 system is looking at how we can duplicate it,
 4 replicate it across schools. Because I appreciate the
 5 engagement, the high level of engagement, with
 6 families and community, and the problem solving around
 7 how we get students engaged with being invested in
 8 their own graduation through Saturday school and those
 9 kinds of conversations. So thank you for that.

10 My question was about the dropout rate. So
 11 in Maryland, students can drop out at age 18, unless
 12 they fit into a few categories. Marriage, military,
 13 or providing financial support. Is this data based on
 14 students who -- all students who've dropped out? Or
 15 is it students who've dropped out at age 18?

16 DR. BOSWELL-MCCOMAS: I will have to invite
 17 Mr. Connelly, our executive director of DRAA, so I
 18 don't give the wrong technical answer. Here, take a
 19 seat. Because you need the microphone.

20 MR. CONNELLY: Thank you. Great question.
 21 So what we begin with is the cohort, and the cohort is

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1 first-time ninth graders for that year. That cohort
 2 then gets extrapolated into multiple data points over
 3 the course of those four years of school experience to
 4 possibly a fifth year, with that fifth-year grad rate.
 5 So you have a number, let's say a number of students
 6 that are in that cohort. You have transfer in; you
 7 have transfer out. So that's -- that can adjust the
 8 total number of students.

9 Within that group, you also have students
 10 that you see that are on track for graduation and they
 11 become your graduates, and they create that percentage
 12 of your grad rate. You also have, within that group,
 13 unfortunately, some students who are deceased, you
 14 know, as part of that cohort, which is a very low
 15 number, but a very unfortunate number. In addition to
 16 that, we have students who are certificate bound, and
 17 so students who are certificate bound are not
 18 considered graduates with a diploma. They're
 19 considered non-graduates, so that's another cluster of
 20 kids that are factored into part of that cohort.

21 Within your specific question for dropout,

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1 it's any student that we cannot account for, or who
 2 has formally dropped out. A non-graduate is a student
 3 who continues through a school program and then
 4 doesn't complete the school program. So a dropout is
 5 a formalized process that a student can do beginning
 6 at age 16 without those requirements that you had
 7 talked about, as well as what they can do at age 18
 8 with those requirements that you talked about.

9 MS. HARVEY: So it would be helpful to see
 10 what that looks like across age and why, if students
 11 are dropping out at age 18 or prior to 18, for what
 12 reasons they're dropping. out. And I will also say
 13 that I rarely see in the data, and particularly for
 14 this kind of data, it seems that it would be impactful
 15 is how students who are in school under McKinney-Vento
 16 or who are experiencing out-of-home placement, what
 17 those outcomes are with regard to graduation and
 18 dropout rates for those particular populations.

19 MS. LICHTER: Thank you.
 20 Ms. Frempong? Did you have a question?
 21 MS. FREMPONG: So I have a group of

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1 questions, first relating to the general way that you
 2 were talking about how you're tracking data. And
 3 then, for Ms. Caster, some specific ones with what
 4 you're doing at Sparrows Point, because I think it's
 5 fantastic.

6 So the first thing is -- or the first group
 7 of questions. So you spoke about December of the
 8 senior year that these letters are sent out. How far
 9 off are the students from graduating? Like, do we
 10 know if they're one class off, two classes off, or is
 11 it the community service piece? Because my concern is
 12 when you send a letter in December of the senior year,
 13 how much time do you really have to recover? Because
 14 if we could start that process earlier, maybe we could
 15 start some of those recoveries earlier.

16 And then the other piece is, with the six-
 17 year plan that starts in middle school, I didn't hear
 18 about check-ins. So I heard about a six-year plan in
 19 middle school, and then I heard about December of
 20 senior year. So are there check-ins along the way to
 21 make sure we're still tracking like we should be?

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1 DR. BOSWELL-MCCOMAS: Sure. So I'll get us
 2 started and then I'll invite my colleagues of they
 3 want to add. So we do, and thank you for bringing up
 4 the six-year-plan. So we do, beginning in middle
 5 school, have our students work with our school
 6 counselors around developing their six-year plan, with
 7 the intent of getting them to graduation. And so
 8 every year, our -- at a minimum, our counselors are
 9 doing more than the minimum, but at a minimum, every
 10 year our school counselor meets with the student to
 11 talk about where they are in that six-year plan. Are
 12 they on track to make graduation on schedule?
 13 There's also those ongoing conversations
 14 with parents around things -- you know, if their
 15 student is off track. And so that letter in their
 16 senior year is not the first and only time that
 17 there's communication going home. That is one that we
 18 do document, because we do want to -- that's sort of
 19 like the kind of that last urgent -- you know, we need
 20 to -- we still have a semester. We need to get this
 21 in order.

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1 But there's -- the intent and the practice
 2 is ongoing communication, right? Because as -- and I
 3 think our exemplary principal here talked about, how
 4 it's her ninth-grade program, really, that has made
 5 the difference, right? Because we know early
 6 identification and intervention is the game changer.
 7 And so, to your point, the earlier we're
 8 talking to families and saying we're concerned, right?
 9 A student may have fallen behind on a credit, and
 10 these are the three ways that we can get them caught
 11 up on credit. It can be after school. It can be
 12 during the summer. It can be next year during the
 13 school year, if that -- if either of those other ones
 14 don't work.
 15 And we have -- we create lots of customized
 16 pathways for students where they may be in school
 17 during the day, taking an in-person evening class, and
 18 then also doing an online program independently to
 19 truly try and meet their needs as early as possible
 20 and give them the longest onramp to graduation, if you
 21 will.

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1 But to our principal's point, it comes down
 2 to that truly talking with each child, and forgive me
 3 because I still call 17 year olds children, each young
 4 person and their parent to understand what are the
 5 barriers that they're facing, and what is it that we
 6 do to dismantle those barriers? Get them those
 7 credits so that we can get them to graduation and onto
 8 the next great chapter of their life. So again, if
 9 anyone has anything to add to that.
 10 MS. CASTER: I would add, just speaking to
 11 the letter, those really -- those types of
 12 communications, as Mary said, Dr. Mccomas said, really
 13 happen through the high school process. They
 14 definitely accelerate and increase in frequency in the
 15 junior and senior year, and I can speak on -- myself
 16 on behalf of myself and my high school colleagues.
 17 Through the senior year, there are so many
 18 communications home to families, conferences, letters,
 19 home visits, things of that nature.
 20 MS. FREMPONG: Okay. So do we know how far
 21 off students are when it comes to graduating? Like,

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1 is it maybe just one or two classes, or do we see it's
 2 a lot, so even kind of abrogating that data a little
 3 bit more?
 4 DR. BOSWELL-MCCOMAS: So -- go ahead.
 5 DR. ZARCHIN: By student, it's part of the
 6 counseling scope and sequence yearly when they go
 7 through scheduling classes. They're looking at that.
 8 Certainly, senior year they're looking at that on a
 9 more regular basis. But from middle school through
 10 high school, that's being reviewed. So those letters,
 11 it's not a one time. It's ongoing work.
 12 There are other ways of tracking things.
 13 Teachers may see, you know, students disengaged and
 14 brings the counselor in, brings other teachers in in a
 15 meeting and says, okay, what's going on? Are you
 16 seeing the same thing in your class that I'm seeing in
 17 mine? And what can we do? So it's not a moment in
 18 time. It's frequent and along the way from middle
 19 school through high school.
 20 MS. FREMPONG: Right. But I guess what I'm
 21 asking isn't -- let me try to rephrase it, is -- if it

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1 was 20 credits that were needed to graduate, do we
 2 have students that are, like, at 19? Do you know what
 3 I mean? I guess I'm trying to understand how far --
 4 DR. BOWELL-MCCOMAS: Right. I do understand
 5 your question, so you're asking what are those trends,
 6 right? What -- how -- is it typical that a student --
 7 most students, if they're falling short, is one or two
 8 credits versus a student who maybe only has half their
 9 credits accomplished. So I understand your question.
 10 What I don't want to do is make up numbers here for
 11 you. And so that is trend data that we would have to
 12 look at.
 13 I would say, certainly, we have students who
 14 it may just be one or two credits, right? And I am
 15 talking broadly because I'm talking across 25 high
 16 schools. But we certainly have students who life has
 17 taken them down a path that they need significant
 18 recovery. And so we have students at both ends, I
 19 guess I would just say, and again, I don't want to
 20 make up a certain percentage. It's a credit or two, a
 21 certain percentage. It's more than 50 percent of the

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1 credits.
 2 But to Dr. Zarchin's point, that -- and to
 3 our principal's point, that, again, I know we keep
 4 coming back to truly understanding what each young
 5 person needs, where they are, what their journey's
 6 been, what's the barriers, and how do we dismantle
 7 those barriers and get them connected with the program
 8 that's going to work for them?
 9 MS. FREMPONG: Okay, great. So that leads
 10 to the next group of questions, which is what Ms.
 11 Caster is doing. And so the recommendations for the
 12 Saturday tutoring, is it discretionary as far as when
 13 these teachers or counselors or parents send a
 14 student, or do you have some standards? Like, if this
 15 -- you know, if this student has failed two tests,
 16 they're automatically sent.
 17 MS. CASTER: It is discretionary. We find
 18 students themselves often. They determine that it's
 19 time for them to have some extra assistance. I'd say
 20 the primary source is our teachers referring students
 21 when they're noticing that they could use that extra

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1 boost, that small-group time, that one-on-one time.
 2 MS. FREMPONG: And then once they are in
 3 there, are they able to get other subjects, as well?
 4 MS. CASTER: They are. So it's a 3-1/2-hour
 5 program, so some students will move. We have it set
 6 up with content-based classrooms, so some students
 7 will move between two, maybe even three different
 8 classes while they're there.
 9 MS. FREMPONG: Okay, great. Thank you.
 10 It's amazing. Thank you.
 11 MS. CASTER: It's a great program. Thank
 12 you.
 13 MS. LICHTER: Thank you. Any other
 14 questions or comments from Board members?
 15 Mr. Young?
 16 MR. YOUNG: When you talk about the letter
 17 that's sent out particularly in December, is there any
 18 kind of confirmation back from the parents that they
 19 received it? Because I know I had a conversation
 20 earlier with a parent at another high school, and they
 21 made the statement that a lot of their parents were --

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1 made the statement about I wish somebody had told me
 2 that my child is at risk for not graduating. My
 3 discussion with them was, you know, yes, there's
 4 Schoology. They should be looking in that to see the
 5 grades to see stuff not being turned in. But yes, if
 6 a letter is going out but there's no confirmation
 7 back, you know, are they really receiving it? Do they
 8 understand the scope of the issue?
 9 DR. BOSWELL-MCCOMAS: Sure, closing the
 10 loop. I actually will invite our principal since you
 11 do this directly and, that way, I'm not speaking
 12 conceptually.
 13 MS. CASTER: Sure. So the letter is one
 14 tool. I would say in the case where we haven't been
 15 successful in connecting with that family, that's
 16 where we work with our PPW, our pupil personnel
 17 worker, to consider home visits, certainly phone calls
 18 and things of that nature, emails. But we certainly
 19 are persistent because we want to make sure we partner
 20 with that parent and do everything possible to get
 21 that student across the stage.

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1 MS. LICHTER: Any other questions? Okay,
 2 thank you so much for the presentation.
 3 Again, Ms. Caster, thank you for your time
 4 and for highlighting your school.
 5 (Applause.)
 6 Okay. Okay, the next item on the agenda is
 7 informational items, which include the financial
 8 report for the month ending February 2023, the revised
 9 2022-23 school calendar, and the update on key school
 10 legislation. Oops, wait a second.
 11 The next item on the agenda is Board
 12 committee updates, Board member comments, if there are
 13 some, and agenda setting. First is committee updates.
 14 The links to the April committee meetings to date can
 15 be found on BoardDocs under this agenda item.
 16 So audit committee, Mr. McMillion. Any
 17 updates?
 18 MR. McMILLION: We're going to meet on
 19 Tuesday, May 23rd, at 4:30. So I encourage people, if
 20 you haven't tuned into the audit committee, I
 21 encourage you to do that. Because I think there's a

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1 lot of good work that these people do, and they need -
 2 - and they share it, and people need -- I think, need
 3 to be aware of what goes on in the audit committee.
 4 Thank you.
 5 MS. LICHTER: Thank you.
 6 Ms. Domanowski, budget committee?
 7 MS. DOMANOWSKI: Our next budget meeting is
 8 Wednesday, May 10th, at 5:30. That's it.
 9 MS. LICHTER: Thank you.
 10 Ms. Harvey, building and contracts?
 11 MS. HARVEY: Thank you, Madam Chair. Our
 12 next building and contracts committee meeting will be
 13 on Monday, May 1st, at 5:00 p.m. virtually.
 14 MS. LICHTER: Thank you.
 15 Curriculum committee is me, and our meeting
 16 is next Thursday. We are having an in-person meeting
 17 where we'll be able to look at the materials that are
 18 currently being piloted for ELA in elementary school.
 19 Dr. Savoy, the equity committee?
 20 DR. SAVOY: (No audible response.)
 21 MS. LICHTER: Okay, we'll move on to Ms.

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1 Hassan with the legislative and governmental relations
 2 committee.
 3 MS. HASSAN: The next --
 4 DR. SAVOY: It will be -- the equity meeting
 5 will be in May. I don't have the exact date, but it
 6 will be an in-person meeting. Thank you.
 7 MS. LICHTER: Thank you.
 8 Ms. Hassan?
 9 MS. HASSAN: The next legislative and
 10 governmental relations committee will be held this
 11 Thursday from 4:00 p.m. to 5:00 p.m.
 12 MS. LICHTER: And Ms. Pumphrey, you've had a
 13 lot with the policy tonight, but any updates for your
 14 committee?
 15 MS. PUMPHREY: Our next meeting is April
 16 24th at 4:30, and I would also like to just reiterate
 17 what Mr. McMillion said. If you -- you can tune into
 18 the meetings but, should I mention your name, our
 19 other Board member said if you tune into the meetings
 20 or -- they're also recorded, so if you see policies
 21 coming up and you have questions about how we came up

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1 with some of the reasoning for our amendments, you can
 2 go back and watch the committee meetings to see our
 3 thought process before we brought those to you.
 4 MS. LICHTER: Thank you.
 5 Next is any Board member comments or agenda
 6 items, and for our new members, you don't feel that
 7 you need to give any comments or agenda items, you can
 8 always also send them to us, so no pressure.
 9 Ms. Domanowski, anything you'd like to add
 10 at this time?
 11 MS. DOMANOWSKI: Thank you, everyone, and
 12 good night.
 13 MS. LICHTER: Okay.
 14 Mr. Young, can you follow that?
 15 MR. YOUNG: I will agree. Thank you and
 16 have a good evening.
 17 MS. LICHTER: Okay, good.
 18 UNIDENTIFIED SPEAKER: So --
 19 MS. LICHTER: Go ahead.
 20 UNIDENTIFIED SPEAKER: -- three strikes
 21 you're out. I have something.

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1 MS. LICHTER: Okay. Go ahead. No, that's
 2 fine.
 3 UNIDENTIFIED SPEAKER: Sorry.
 4 MS. LICHTER: No, no.
 5 UNIDENTIFIED SPEAKER: I wasn't sure whether
 6 or not to bring this up during the superintendent
 7 search during the report, because it's not necessarily
 8 related to the port but -- the report, but it kind of
 9 is. So I just -- I guess I just wanted to express
 10 some concerns. I know we're dealing with a very
 11 shortened and a condensed time frame for the
 12 superintendent search. And so --
 13 MS. LICHTER: Is your mic on?
 14 UNIDENTIFIED SPEAKER: It is.
 15 MS. LICHTER: Okay.
 16 UNIDENTIFIED SPEAKER: Okay. Is that --
 17 MS. LICHTER: Okay. Go ahead. No, no, no,
 18 I heard you. Go ahead.
 19 UNIDENTIFIED SPEAKER: Okay.
 20 DR. WILLIAMS: Folks were telling me that
 21 your mic wasn't on, so I just wanted to confirm that

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1 it was or wasn't, that's all.
 2 UNIDENTIFIED SPEAKER: Thank you. Okay, so
 3 I appreciate the thoroughness of this search firm and
 4 what they're doing. One of the things I think, also,
 5 to be cognizant or aware of is we have a lot of
 6 stakeholders or community members who are not
 7 necessarily speaking up. 529 responses, we have
 8 111,000 students in Baltimore County. So I just
 9 think, as we're, you know, going through this process
 10 of determining our new superintendent, we have to be
 11 mindful that sometimes people don't always feel
 12 comfortable speaking up in that voice.
 13 And so one of the things I would say we want
 14 to make sure that we're looking for in the next
 15 superintendent is someone who is, you know, is going
 16 above and beyond and willing to, you know, seek out
 17 and try and listen to those voices that may not always
 18 feel comfortable speaking up in a public forum. Or
 19 just looking out for all students and so I'll use Dr.
 20 Williams, actually, as an example for something that I
 21 mean.

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1 There is the -- for me working with the
 2 equity committee, there is something called Black Boy
 3 Joy and Genius (phonetic). And that was a program
 4 that was funded by the state, and originally it was
 5 only for three middle schools. And so Dr. Williams,
 6 he didn't have any of the middle schools say, well, I
 7 don't want to be a part of that or I do want to be a
 8 part of that. But he expanded the program beyond just
 9 the three middle schools to be at all middle schools.
 10 So again, the idea that we're looking for a
 11 superintendent who is listening to everybody's needs,
 12 even for some people who may not always feel
 13 comfortable speaking up.
 14 And one of the benefits of that program, we
 15 spoke with the principal from one of the middle
 16 schools, and he talked about there's been different
 17 programs tried before. But this is one of the
 18 programs that's sticking, that's working, that's being
 19 effective for the students. And how the young boys
 20 are actually -- it's like a brotherhood. And they
 21 really have a sense of pride in this program that

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1 they're participating in, so just -- that's my
 2 comment. Thank you.
 3 MS. LICHTER: Thank you.
 4 Ms. Henn?
 5 MS. HENN: Thank you. So I'd like to begin
 6 by welcoming our new Board members, Ms. Booker-Dwyer,
 7 Ms. Frempong, and Mr. Young, and welcome back to Mr.
 8 Young. Glad you signed up for a second tour of duty,
 9 and it's nice to have you back. So welcome.
 10 Next, I'd like to thank two groups in
 11 particular, one, our school board nominating
 12 commission for the work they do. They deserve a
 13 shoutout and a mention. They work very hard through a
 14 very long process, but the work is very important that
 15 they do in bringing our appointed school board members
 16 to us, so I appreciate their work over many months.
 17 And I know it was mentioned several times tonight how
 18 long we've waited for these individuals to come. What
 19 was not mentioned was all of the work that goes on
 20 behind the scenes, so I wanted to mention our
 21 commissioners who serve on the school board nominating

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1 commission and thank them for their work.
 2 Lastly, I'd like to acknowledge and thank
 3 the volunteers that served on the Central and
 4 Northeast Area boundary study committee for the work
 5 that they put into that process. To say it was under
 6 a microscope would be an understatement. They served,
 7 again, many long hours and received a lot of feedback
 8 from the community, continue to receive feedback from
 9 the community and met, and that's a difficult process.
 10 So I thank them. They are volunteers. They've been
 11 meeting since the fall, and would like to give them a
 12 shoutout, as well, and thank them for their service.
 13 So that's it.
 14 MS. LICHTER: Thank you, Ms. Henn.
 15 MS. HENN: Thank you.
 16 MS. LICHTER: Ms. Harvey?
 17 MS. HARVEY: I don't have any agenda items
 18 to add. Welcome to our new members. We are certainly
 19 glad you're here, and to reiterate the words of Ms.
 20 Domanowski, thank you and good night.
 21 MS. LICHTER: Ms. Hassan?

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1 MS. HASSAN: Thank you. I also have no
 2 agenda items, and I think we have to continue the
 3 train of saying thank you and good night.
 4 MS. LICHTER: Okay. Ms. Pumphrey?
 5 MS. PUMPHREY: I'm going to say a few words,
 6 sorry.
 7 MS. LICHTER: That's okay. That's all
 8 right.
 9 MS. PUMPHREY: I just wanted to express that
 10 I was thrilled regarding the announcement that
 11 (inaudible) public schools will receive free breakfast
 12 and lunch next school year. This is a tremendous step
 13 in the right direction for our students. Students who
 14 come to school hungry have difficulty focusing and
 15 learning to their fullest potential. Many advocates,
 16 including my beloved student support network, have
 17 worked tirelessly to help ensure our students in need
 18 are provided with basic necessities to enable them to
 19 attend school ready to learn, and I thank them for all
 20 -- I thank them for their relentlessness and --
 21 relentless, excuse me, and continuing work. While I

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1 know the work of these advocates is not done, I am
 2 thrilled that we have made this step in the right
 3 direction.
 4 I am thankful to Dr. Yarbrough and other
 5 BCPS staff members for their work in making this
 6 happen. While I would love for the level of poverty
 7 in Baltimore County to decrease to a level that makes
 8 this unnecessary, unfortunately, that is not likely
 9 something that will happen in the near future.
 10 Therefore, I hope that we can continue through future
 11 government legislation, as well as our efforts as a
 12 board, to ensure all students of Baltimore County
 13 continue to receive free breakfast and lunch in future
 14 years. And good night.
 15 MS. LICHTER: Thank you for that.
 16 Dr. Savoy, do you have any final comments?
 17 Okay. Mr. McMillion?
 18 MR. McMILLION: I know we were told not to -
 19 - we don't need to bring up an agenda item a second
 20 time.
 21 MS. LICHTER: But you can.

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1 MR. McMILLION: Excuse me. I know we were
 2 told that, but I'm going to do it. The Sussex
 3 Causeway -- you know, whether we -- you know, that's a
 4 presentation or maybe that's a discussion for a closed
 5 session. You know, I'd like to get that out there.
 6 And so people don't know about that, so I, you know,
 7 personally, I think a public -- or a, you know, a
 8 presentation on it because I know there's people
 9 sitting here right here. What's he talking about, the
 10 Sussex Causeway?
 11 MS. LICHTER: So you're talking about the
 12 concerns with the causeway, the residents' concerns
 13 about the causeway? Is that the --
 14 MR. McMILLION: Yeah, and whether we need
 15 to, you know, it is that -- has it out-served its
 16 purpose? You know, those -- that was an easement that
 17 was signed between two property owners for a dollar, I
 18 think it was a dollar or \$4 in 1956. They -- and it
 19 was a dollar. They gave up four feet of -- each of
 20 them gave up four feet of their property for an eight-
 21 foot trail. And originally it was a footbridge and

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1 then it went from a foot -- they tore the footbridge
 2 down and they built a -- like an asphalt kind of
 3 trail. And the thing's used 24/7. It was made so
 4 students could walk through this across Duck Creek to
 5 Sussex Elementary School. But, you know, has it
 6 served its purpose? It's a 24/7 thoroughfare, and the
 7 people in that community -- and there's motorcycles
 8 and everything else that go through there. And so I
 9 think we need to address it. You know, whether we
 10 continue to -- you know, whether we give it to the
 11 state and then the state gives it to the county or
 12 whatever. You know, we need to make a decision on it
 13 is my opinion.

14 MS. LICHTER: Okay. Thank you.

15 Ms. Booker-Dwyer?

16 MS. BOOKER-DWYER: Thank you and good night.

17 MS. LICHTER: I'd like to thank everybody,
 18 especially our three new ones who jumped right in here
 19 with -- their orientation is not until the end of this
 20 week, so I appreciate you jumping in. And also the
 21 very thoughtful questions that everyone posed tonight,

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1 and that must be my timer. And good night.

2 Wait a second. The last item on the agenda
 3 is announcements. The Board's next meeting will be
 4 held on Tuesday, May 2, 2023 at 6:30. Thank you for
 5 joining us tonight. The meeting is now adjourned.
 6 (Meeting adjourned.)

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