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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

SEPTEMBER 27, 2022

Transcribed by:
CRC Salomon

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1 **BOARD MEMBERS:**

2 **Julie C. Henn, Board Chair**

3 **Rodney R. McMillion, Vice Chair**

4 **Kathleen Causey**

5 **Moalie S. Jose**

6 **Erin R. Hager**

7 **Russell T. Kuehn**

8 **John H. Offerman, Jr.**

9 **Lily P. Rowe (Absent)**

10 **Makeda Scott**

11 **Felicia Stolusky**

12 **Roah Hassan, Student Member**

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1 **PROCEEDINGS**

2 **CHAIRWOMAN HENN: This is Chairwoman Julie**

3 **Henn. I now call to order the meeting of the Board of**

4 **Education of Baltimore County for Tuesday, September**

5 **27, 2022. I invite you to recite the Pledge of**

6 **Allegiance to the Flag to be led by Ms. Roah Hassan.**

7 **We will then have a moment of silence in recognition**

8 **of those who have served education in Baltimore**

9 **County.**

10 **(Pledge of Allegiance.)**

11 **(Moment of silence.)**

12 **CHAIRWOMAN HENN: Thank you. Tonight's**

13 **Board of Education meeting is being held in person and**

14 **virtually and broadcast online through Microsoft**

15 **Teams, and through BCPS TV, Comcast Xfinity Channel**

16 **73, Version Fios Channel 34. In order to efficiently**

17 **conduct this meeting, all voting items this evening**

18 **will be done by roll-call vote.**

19 **The first item on the agenda is**

20 **consideration of the September 27th agenda.**

21 **Dr. Williams, are there any additions or**

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1 changes to tonight's agenda?
 2 DR. WILLIAMS: Madam Chair, this is one
 3 change from one Board member.
 4 CHAIRWOMAN HENN: Thank you.
 5 BOARD MEMBER CAUSEY: Ms. Henn, this is Ms.
 6 Causey.
 7 CHAIRWOMAN HENN: Yes, Ms. Causey.
 8 BOARD MEMBER CAUSEY: I move to add Agenda
 9 Item F, New Business, Consideration of Supplemental
 10 Budget Allocation Transfer to Fund Additional Employee
 11 Compensation. Original agenda items will be retained
 12 and relabeled.
 13 CHAIRWOMAN HENN: Thank you, Mrs. Causey.
 14 Is there a second?
 15 BOARD MEMBER STOLUSKY: Second, Stolusky.
 16 CHAIRWOMAN HENN: Thank you, Ms. Stolusky.
 17 Is there any discussion? Hearing none, may I have a
 18 roll-call vote, please?
 19 MS. GOVER: Ms. Rowe? Ms. Causey?
 20 BOARD MEMBER CAUSEY: Yes.
 21 MS. GOVER: Ms. Stolusky?

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1 BOARD MEMBER STOLUSKY: Yes.
 2 MS. GOVER: Ms. Jose? Mr. McMillion?
 3 VICE CHAIR MCMILLION: Yes.
 4 MS. GOVER: Ms. Hassan?
 5 STUDENT BOARD MEMBER HASSAN: Yes.
 6 MS. GOVER: Mr. Offerman?
 7 BOARD MEMBER OFFERMAN: Abstain.
 8 MS. GOVER: Ms. Scott?
 9 BOARD MEMBER SCOTT: Abstain.
 10 MS. GOVER: Dr. Hager?
 11 BOARD MEMBER HAGER: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 BOARD MEMBER KUEHN: Yes.
 14 MS. GOVER: Ms. Henn?
 15 CHAIRWOMAN HENN: Yes. May I have a vote
 16 count, please?
 17 MS. GOVER: Favor is seven.
 18 CHAIRWOMAN HENN: Thank you. The motion
 19 carries. The revised agenda is approved, and the
 20 agenda stands. Yes, thank you.
 21 Earlier this evening, the Board met in

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1 closed session pursuant to the Open Meetings Act for
 2 the following reasons:
 3 To (1), discuss the appointment, employment,
 4 assignment, promotion, discipline, demotion,
 5 compensation, removal, resignation, or performance
 6 evaluation of appointees, employees, or officials over
 7 whom it has jurisdiction, or any other personnel
 8 matter that affects one or more specific individuals.
 9 (7), consult with counsel to obtain legal advice, and
 10 (9), collect -- conduct collective bargaining
 11 negotiations or consider matters that relate to the
 12 negotiations.
 13 The minutes of the closed session and
 14 information summary can be found on BoardDocs under
 15 this Board Meeting agenda date.
 16 The next item on the agenda is Personnel
 17 Matters. And for that I call on Ms. Anderson. Good
 18 evening.
 19 MS. ANDERSON: Good evening. Good evening,
 20 Chairwoman Henn, Vice Chairman McMillion,
 21 Superintendent Williams, and members of the Board. I

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1 would like the Board's consent for the following
 2 personnel matters: retirements, resignations, and
 3 certificated appointments.
 4 CHAIRWOMAN HENN: Thank you. Do I have a
 5 motion to approve the personnel matters as presented
 6 in Exhibits D-1 through D-3?
 7 BOARD MEMBER STOLUSKY: So moved, Stolusky.
 8 BOARD MEMBER OFFERMAN: So moved, Offerman.
 9 BOARD MEMBER STOLUSKY: Second, Stolusky.
 10 CHAIRWOMAN HENN: Any discussion?
 11 May I have a roll-call vote?
 12 MS. GOVER: Ms. Causey?
 13 BOARD MEMBER CAUSEY: Yes.
 14 MS. GOVER: Ms. Stolusky?
 15 BOARD MEMBER STOLUSKY: Yes.
 16 MS. GOVER: Ms. Jose? Mr. McMillion?
 17 VICE CHAIR MCMILLION: Yes.
 18 MS. GOVER: Ms. Hassan?
 19 STUDENT BOARD MEMBER HASSAN: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 BOARD MEMBER OFFERMAN: Yes.

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1 MS. GOVER: Ms. Scott?
 2 BOARD MEMBER SCOTT: Yes.
 3 MS. GOVER: Dr. Hager?
 4 BOARD MEMBER HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 BOARD MEMBER KUEHN: Yes.
 7 MS. GOVER: Ms. Henn?
 8 CHAIRWOMAN HENN: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN HENN: The motion carries. Thank
 11 you.
 12 MS. ANDERSON: Thank you.
 13 CHAIRWOMAN HENN: Thank you.
 14 Next item on the Agenda is administrative
 15 appointments. And for that, I call on Dr. Williams.
 16 DR. WILLIAMS: Madam Chair Henn, Vice Chair
 17 McMillion, and members of the Board, I am bringing
 18 forward the following administrative appointments for
 19 your approval: Manager, Office of Staff Relations and
 20 Employee Performance Management; Second Position,
 21 Student Conduct Hearing Officer, Office of Pupil

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1 Personnel Services and Responsive Student Programming;
 2 and, finally, Coordinator, Office of Pupil Personnel
 3 Services and Responsive Student Programming.
 4 CHAIRWOMAN HENN: Do I have a motion to
 5 approve the administrative appointments as presented
 6 in Exhibit E-1?
 7 BOARD MEMBER STOLUSKY: So moved, Stolusky.
 8 CHAIRWOMAN HENN: Do I have a second?
 9 BOARD MEMBER HAGER: Second, Hager.
 10 CHAIRWOMAN HENN: Any discussion?
 11 May I have a roll-call vote, please?
 12 MS. GOVER: Ms. Causey?
 13 BOARD MEMBER CAUSEY: Yes.
 14 MS. GOVER: Ms. Stolusky?
 15 BOARD MEMBER STOLUSKY: Yes.
 16 MS. GOVER: Mr. McMillion?
 17 VICE CHAIR MCMILLION: Yes.
 18 MS. GOVER: Ms. Hassan?
 19 STUDENT BOARD MEMBER HASSAN: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 BOARD MEMBER OFFERMAN: Yes.

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1 MS. GOVER: Ms. Scott?
 2 BOARD MEMBER SCOTT: Yes.
 3 MS. GOVER: Dr. Hager?
 4 BOARD MEMBER HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 BOARD MEMBER KUEHN: Yes.
 7 MS. GOVER: Ms. Henn?
 8 CHAIRWOMAN HENN: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN HENN: The motion carries.
 11 Dr. Williams?
 12 DR. WILLIAMS: Sure. Our first appointment
 13 is Joelle Bielski as the Manager of the Office of
 14 Staff Relations and Employment Performance Management.
 15 She is attending tonight with her husband, Randall
 16 Bielski. Please stand. We can acknowledge them.
 17 (Applause)
 18 She brings 28 years of service to Baltimore
 19 County Public Schools. Currently, she served as the
 20 Supervisor in the Peer Assistance Review in the Office
 21 of Peer Assistance Review. She has had several

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1 positions. She served as a human resources officer.
 2 She also served as assistant principal at Old Court
 3 Middle, Sparrows Point Middle, as well as special ed
 4 teacher at Stemmers Run Middle, and Dundalk Middle.
 5 Congratulations, Joelle S. Bielski, as our new
 6 manager.
 7 (Applause)
 8 Next, we have James L. Gordon, who is
 9 attending tonight, as the Student Conduct Hearing
 10 Officer in the Office of Pupil Personnel Services and
 11 Responsive Student Programming. Currently, he serves
 12 as -- served as the Principal at Conecuh County Junior
 13 High School in Conecuh County Schools. He brings over
 14 11 years of service as a principal, 6 years as an
 15 assistant principal, teacher for 6 years as a physical
 16 education teacher and special ed teacher. He actually
 17 served one year in Baltimore County at Woodlawn High
 18 School. So welcome back to Baltimore County Public
 19 Schools.
 20 (Applause)
 21 And next, we have, watching virtually, is

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1 Erika A. Hamlet as the Coordinator, the Office of
 2 Pupil Personnel Services and Responsive Student
 3 Programming. She brings 25 years of service in
 4 Baltimore County. She currently has served as a Pupil
 5 Personnel Worker in the Office of Pupil Personnel
 6 Services and Responsive Student Programming. Prior to
 7 that, she served as a teacher guidance at Dumbarton
 8 Middle School, Winand Elementary School, and
 9 Featherbed Lane Elementary School. She also has had
 10 prior experience at Johns Hopkins University.
 11 Congratulations, Erika A. Hamlet.
 12 (Applause)
 13 Thank you.
 14 CHAIRWOMAN HENN: Okay. Thank you, Dr.
 15 Williams, and congratulations and welcome.
 16 The next item on the agenda is the report on
 17 Board policies. Oh, thank you, Ms. Gover. Thank you.
 18 I apologize. This is the new item that was added by
 19 Mrs. Causey, which is the Supplemental Budget
 20 Appropriation.
 21 And for that, I call on Ms. Charley-Greene

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1 and Mr. Hartlove. Good evening.
 2 MS. CHARLEY-GREENE: Good evening.
 3 MR. HARTLOVE: Good evening.
 4 MS. CHARLEY-GREENE: Good evening, Board
 5 Chair Henn, Vice Chair McMillion, Dr. Williams,
 6 members of the Board of Education. I'm here tonight
 7 with Mr. Chris Hartlove to submit for your approval a
 8 budget allocation transfer.
 9 As was noted earlier, this is to fund
 10 employee compensation packages, which were announced
 11 today during a press conference, in coordination with
 12 the County Executive County Council and Board
 13 Leadership. At this time, I turn it over to Mr.
 14 Hartlove.
 15 MR. HARTLOVE: Yes, and the supplemental
 16 budget appropriation that you have in front of you
 17 basically funds the second -- the first half of the
 18 year for the 3 percent COLA, and the additional STEP.
 19 The total amount of the transfer -- or the
 20 appropriation is \$33.4 million, spread over the
 21 categories that -- where those salaries are being

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1 paid.
 2 CHAIRWOMAN HENN: Okay. Thank you.
 3 Board members, are there any questions?
 4 Okay. Hearing none, may I have a motion to approve
 5 the Supplemental Budget Appropriation Transfer as
 6 presented?
 7 BOARD MEMBER STOLUSKY: So moved, Stolusky.
 8 BOARD MEMBER OFFERMAN: So moved, Offerman.
 9 CHAIRWOMAN HENN: Thank you for the motion,
 10 Ms. Stolusky. Mr. Offerman, thank you for the second.
 11 Any discussion? Hearing none, may I have a
 12 roll-call vote, please?
 13 MS. GOVER: Ms. Causey?
 14 BOARD MEMBER CAUSEY: Yes.
 15 MS. GOVER: Ms. Stolusky?
 16 BOARD MEMBER STOLUSKY: Yes.
 17 MS. GOVER: Ms. Jose?
 18 Mr. McMillion?
 19 VICE CHAIR MCMILLION: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 BOARD MEMBER OFFERMAN: Yes.

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1 MS. GOVER: Ms. Scott?
 2 BOARD MEMBER SCOTT: Yes.
 3 MS. GOVER: Dr. Hager?
 4 BOARD MEMBER HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 BOARD MEMBER KUEHN: Yes.
 7 MS. GOVER: Ms. Henn?
 8 CHAIRWOMAN HENN: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN HENN: The motion carries. Thank
 11 you both.
 12 MR. HARTLOVE: Thank you.
 13 CHAIRWOMAN HENN: That brings us to the next
 14 item on the agenda, the Report on Board Policies.
 15 This is the first reader for these policies. And for
 16 that, I will present as Chair of -- or Vice Chair of
 17 the Policy Review Committee for Ms. Lily Rowe.
 18 Members of the Board, the Policy Review
 19 Committee asks that the Board accept this report of
 20 the committee's recommendation to amend Board Policy
 21 8500, Internal Board Policies, Evaluation, Board Self-

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1 Evaluation, and Board Policy 8501, Internal Board
 2 Policies, Evaluation, Superintendent Evaluation.
 3 These polices are presented to you on
 4 tonight's agenda as Exhibit F. I'm sorry, Exhibit G.
 5 May I have a motion to accept the recommendation of
 6 the Board's Policy Review Committee for Board Policies
 7 8500 and 8501?
 8 STUDENT BOARD MEMBER HASSAN: So moved,
 9 Hassan.
 10 CHAIRWOMAN HENN: Thank you, Ms. Hassan. No
 11 second is needed, since the recommendation comes from
 12 the committee. Is there any discussion? May I have a
 13 roll-call vote?
 14 MS. GOVER: Ms. Causey?
 15 BOARD MEMBER CAUSEY: Yes.
 16 MS. GOVER: Ms. Stolusky?
 17 BOARD MEMBER STOLUSKY: Yes.
 18 MS. GOVER: Mr. McMillion?
 19 VICE CHAIR MCMILLION: Yes.
 20 MS. GOVER: Ms. Hassan?
 21 STUDENT BOARD MEMBER HASSAN: Yes.

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1 MS. GOVER: Mr. Offerman?
 2 BOARD MEMBER OFFERMAN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 BOARD MEMBER SCOTT: Yes.
 5 MS. GOVER: Dr. Hager?
 6 BOARD MEMBER HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 BOARD MEMBER KUEHN: Yes.
 9 MS. GOVER: Ms. Henn?
 10 CHAIRWOMAN HENN: Yes.
 11 MS. GOVER: Thank you.
 12 CHAIRWOMAN HENN: Thank you. The motion
 13 carries.
 14 Our next item is Public Comment. This is
 15 one of the opportunities the Board provides to hear
 16 the views and receive the advice of community members.
 17 The members of the Board appreciate hearing from
 18 interested citizens. As appropriate, we will refer
 19 your concerns to the Superintendent for follow-up by
 20 his staff.
 21 The Board of Education will conduct the

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

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1 to utilize existing dispute resolution processes as
 2 appropriate. I remind everyone that inappropriate
 3 personal remarks or other behavior that disrupts or
 4 interferes with the conduct of this meeting are out of
 5 order.
 6 I ask speakers to observe the three-minute
 7 clock, which will let you know when your time is up.
 8 Please conclude your remarks when you hear the tone or
 9 see that time has expired. The microphone will be
 10 turned off at the end of your time, and it could be
 11 turned off if a speaker addresses specific student or
 12 employee matters, or is commenting on matters not
 13 related to public education in Baltimore County.
 14 If not selected, the public may submit their
 15 comments to Board members via email at boe@bcps.org.
 16 More information is provided on the Board's website at
 17 bcps.org under Board of Education, Participation by
 18 the Public.
 19 I now call on our Advisory and Stakeholder
 20 group leaders to speak. Our first speaker is Cindy
 21 Sexton with TABCO.

<p style="text-align: right;">Page 22</p> <p>1 Good evening.</p> <p>2 MS. SEXTON: Good evening, Chair Henn, Vice</p> <p>3 Chair McMillion, Dr. Williams, and members of the</p> <p>4 Board. TABCO is relieved that our compensation for</p> <p>5 this year has been resolved, and our members are no</p> <p>6 longer up in the air. They deserve the certainty of</p> <p>7 knowing what their salary will be for the school year.</p> <p>8 Through the advocacy of our members, we have</p> <p>9 more than doubled the initial offer of a 3 percent</p> <p>10 midyear COLA, and 1 STEP. The 3 percent COLA,</p> <p>11 retroactive until July, the STEP already received, and</p> <p>12 a makeup STEP, as well, the bonuses for educators at</p> <p>13 the top of the scale, and retention bonuses for all</p> <p>14 are all a step in the right direction to help us</p> <p>15 retain our educators.</p> <p>16 I must acknowledge the opportunity that was</p> <p>17 missed to make a historical difference in our salary</p> <p>18 scale. However, all the stakeholders, the county</p> <p>19 executive, Dr. Williams, and this school Board, have</p> <p>20 made the public commitment to finding a way to say yes</p> <p>21 to the restructuring of the scale, thereby increasing</p>	<p style="text-align: right;">Page 24</p> <p>1 is my first time being able to come here in person. I</p> <p>2 left my toddler crying and screaming, not wanting me</p> <p>3 to leave. But I wanted to come in person to introduce</p> <p>4 myself.</p> <p>5 I'm the new chair of the Central Advisory --</p> <p>6 Central Area Education Advisory Council. Our council</p> <p>7 is made up of volunteers who care a lot about our</p> <p>8 school system, and who are part of the BCPS community.</p> <p>9 I, myself, am a mom to a middle-school student, two</p> <p>10 elementary-school students, and one who will be in</p> <p>11 elementary school in a few years.</p> <p>12 I'm also, luckily, you know, able to be a</p> <p>13 member of our PTAs and volunteer from time to time in</p> <p>14 our schools.</p> <p>15 I understand that as -- that the CAEAC plays</p> <p>16 two main roles, first, as an advisory council for the</p> <p>17 Board of Education, but also as a liaison to our</p> <p>18 community. And so I am hoping that we can fulfill</p> <p>19 these two roles. I think that the two roles cannot be</p> <p>20 separated.</p> <p>21 What we're going to try to do this year is</p>
<p style="text-align: right;">Page 23</p> <p>1 our career earnings.</p> <p>2 This is one crucial step in recruiting and</p> <p>3 retaining educators for our students. We will</p> <p>4 continue the conversation for this. We must continue</p> <p>5 to work collaboratively at the table, with all the</p> <p>6 decision makers, to have a quality educator for every</p> <p>7 student in Baltimore County.</p> <p>8 We look forward to these continuing</p> <p>9 conversations. Our educators work so hard every</p> <p>10 single day for our students. We must do all we can to</p> <p>11 show them that we support them, and we want them to</p> <p>12 not only remain in the profession, but also in BCPS.</p> <p>13 Our students deserve that. Thank you.</p> <p>14 CHAIRWOMAN HENN: Thank you.</p> <p>15 (Applause)</p> <p>16 Our next stakeholder speaker is Elisa Alonso</p> <p>17 with the Central Area Education Advisory Council.</p> <p>18 Welcome.</p> <p>19 MS. ALONSO: Good evening, Chairwoman Henn,</p> <p>20 and Vice Chair McMillion, and Board of Education</p> <p>21 members. I'm here to introduce myself to you. This</p>	<p style="text-align: right;">Page 25</p> <p>1 learn more, and reach out to our community more, to</p> <p>2 understand what their needs are, and I plan to -- and</p> <p>3 we have a number of topics this year lined up, based</p> <p>4 on feedback from our community, including kids'</p> <p>5 nutrition, IEPs, and special education.</p> <p>6 We're still looking for more topics, and I</p> <p>7 hope that members of our community will reach out and</p> <p>8 let us know what they want to hear about, and what</p> <p>9 they want to discuss in our meetings.</p> <p>10 I'm hopeful that I can serve our community</p> <p>11 in a positive way, and look forward to this new year.</p> <p>12 Thank you so much for this opportunity to speak.</p> <p>13 CHAIRWOMAN HENN: Thank you.</p> <p>14 Next is General Public Comment. And our</p> <p>15 first speaker is Yaseen Shaikh.</p> <p>16 Good evening.</p> <p>17 MR. SHAIKH: Thank you. Good evening to</p> <p>18 everybody in attendance and the chairman, vice-</p> <p>19 chairman, and the Board. I'm here on behalf of the</p> <p>20 Islamic Society of Baltimore. We're a mosque located</p> <p>21 in Windsor Mill, near Security Square Mall, and we</p>

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1 serve an extremely diverse community made of many
 2 cultures and languages. I am the current imam, and
 3 one of my roles is outreach and community development
 4 and engagement.
 5 And as part of our outreach efforts, we want
 6 to prioritize building and fostering key relationships
 7 in the community. Our primary concern as educators,
 8 parents, religious leaders is successful growth and
 9 development of our children, and we firmly believe
 10 that it takes a village to raise a child.
 11 So in the recent year, I just wanted to
 12 share some of the things that we've been doing, some
 13 of the issues that we took at the Islamic Society of
 14 Baltimore. As the head of outreach and community
 15 engagement, I reached out to numerous schools nearby
 16 the mosque, and received a positive response from
 17 three elementary schools. And after visiting with
 18 them, we established a relationship of exchange and
 19 being a resource for the school.
 20 So one in particular, for example, Chadwick
 21 Elementary School, which is in Windsor Mill, you know,

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1 there's a community school facilitator there, and, you
 2 know, we built a good relationship with. I'm going to
 3 be able to assist her in a listening session for
 4 refugee fathers, many of them being Muslim. So it's a
 5 good way for us to connect with the school and be a
 6 resource for the school for any issues that are
 7 related to Muslim students, any concerns that may
 8 arise, and for us to just be there for our schools.
 9 Because we believe they do a great job in educating
 10 our children, and we have a key role to play in
 11 helping them and assisting them and delivering that to
 12 our community. Because we want to collectively raise
 13 the next generation of good citizens and good human
 14 beings. So just wanted to share that sort of work
 15 that we're doing at the mosque.
 16 We also run our own school at the mosque as
 17 a private faith-based school, so we're concerned about
 18 education, of course, and there's newer (phonetic)
 19 service that we provide our community, and one of them
 20 is trying to help our public-school-going children, as
 21 well. Well, thank you for listening, giving an

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1 opportunity tonight.
 2 CHAIRWOMAN HENN: Thank you.
 3 MR. SHAIKH: Thank you. Take care.
 4 CHAIRWOMAN HENN: Our next speaker is
 5 Timothy Goetze.
 6 Good evening.
 7 MR. GOETZE: Mics. Good evening, members of
 8 the Board, my name is Tim Goetze. I have three
 9 children in BCPS. First off, I'd like to commend how
 10 BCPS and staff handled the situation at Pine Grove
 11 Middle School, worrisome for everybody. The
 12 communication that happened during that event was
 13 good. It was very well-received, and the follow-up
 14 that occurred later on in the day was also
 15 appreciated.
 16 Little constructive feedback. I know some
 17 schools are closed out of an abundance of caution. To
 18 me, personally, especially since my kids attend the
 19 school, it leads me to believe that they're in some
 20 sort of risk or whatever. But when I talked to some
 21 other parents that are sort of -- or teachers that had

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1 their foot on the ground, it seemed like that was
 2 because of other reasons, like police shutting down
 3 roads or whatever. So just ask for a -- just be
 4 honest. That's all. I think people can accept that.
 5 The public comment ends with these
 6 statements will be provided to the staff, and staff
 7 will respond. I mean, to my knowledge, I don't think
 8 staff has ever responded to any of the public comments
 9 that have been provided. Just be good to have some
 10 feedback there.
 11 As far as the restriction to these meetings,
 12 I sort of don't know why it exists. Seems like it
 13 should just be wide open. Joe Biden's declared that
 14 the pandemic is over, so I think we should adopt that
 15 strategy.
 16 As you know, math and reading and other
 17 proficiencies amongst the students is rather poor, is
 18 not heading in the right direction. I think there's a
 19 national study that came out that it dropped, like, 5
 20 points or something. I don't know the exact math, but
 21 sure you're all aware.

<p style="text-align: right;">Page 30</p> <p>1 Looking for something to move forward, 2 something that could, like, leverage or improve the 3 curriculum or the process of learning. In financial 4 institutions, you conduct, like, a zero-based 5 budgeting process to ensure that there's no waste or 6 fraud. Why can't that be applied to the curriculum? 7 Looking at stuff where we're failing, start from the 8 ground up and say, is this really working? 9 Lastly, it's great to hear that the 10 teachers' union, the budgetary issues have been 11 resolved. But what hasn't been resolved is the 12 disciplinary problems that are in school. I know 13 there seems to be a lot of push or direction to say, 14 well, that's the admin school's problem, and they need 15 to handle it. But there needs to be something more, 16 so I've called upon this before. I'll call upon it 17 again. Suspend the Equity Committee, turn it into a 18 school safety committee, and show that this Board 19 means that -- 20 CHAIRWOMAN HENN: Thank you. 21 Our next speaker is Jane Milstein. Good</p>	<p style="text-align: right;">Page 32</p> <p>1 of the teachers I work with are new, either to the 2 building or to BCPS entirely. And with this rush to 3 onboard new hires, there are bottlenecks in processes 4 that allow teachers and support staff to transition 5 seamlessly into their new positions. 6 Imagine being a new teacher, being 7 onboarded, fingerprinted, and ready to work, but not 8 having logon credentials, or a BCPS computer. Imagine 9 only getting those vital credentials halfway through 10 your first week with students, with no ability to 11 familiarize yourself with a new learning management 12 system, and unfamiliar instructional tools. 13 I work with those teachers. I support those 14 teachers to the best of my limited ability, and I have 15 to ask. How are we ensuring our newly hired educators 16 are able to be their best selves if they start off 17 behind the curve? 18 Imagine being a paraeducator who has been 19 hired to work for the school system, but is unable to 20 set foot in their building because their background 21 check has not gone through yet. Or because they have</p>
<p style="text-align: right;">Page 31</p> <p>1 evening. 2 MS. MILSTEIN: Needs advanced preparation 3 for change in routine. Teachers and staff probably 4 know this phrase well. It is one that often appears 5 on IEPs and 504s of the students I support, and I 6 often joke that if I had an IEP, this phrase would 7 appear on my document, as well. But I'm an adult, and 8 as such, I roll with the changes, as they inevitably 9 come my way. 10 But there is a limit. Last year, my 11 schedule as a paraeducator changed eight times over 12 the course of the school year. By the end of the 13 year, I had gone through a thorough tour of the 14 building, supported in classes and programs that I've 15 never been in before, and I experienced all four of 16 our lunch shifts. 17 Off-kilter is a good word for how I felt, 18 learning how to work with new students, new teachers, 19 and new content. I can only imagine what students I 20 support felt like every time I wound up someplace new. 21 This year, I feel off-kilter in a different way. Many</p>	<p style="text-align: right;">Page 33</p> <p>1 not yet been able to make an appointment for their 2 physical. 3 My first schedule change of the year 4 occurred due to such an issue, and I have to ask. How 5 long of a wait is acceptable? When does a new hire 6 just give up and find a position somewhere else? 7 Imagine being an employee who changed 8 positions, got married, got divorced, or gained an 9 advanced degree who needs to document change in status 10 so that benefits and pay are accurate. Imagine having 11 to send multiple emails or having to call multiple 12 times to get a response, or a confirmation of status 13 change. 14 All of this makes us feel off-kilter. I 15 acknowledge that some bottlenecks are not within BCPS' 16 purview. Fingerprinting and background checks take as 17 long as they take, as long as they're filed. But 18 other bottlenecks are foreseeable. And as educators 19 need support in order to fulfill their duties with 20 fidelity, so do Central Office staff. It goes without 21 saying that if there is a large influx of new hires,</p>

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1 there is a lot that needs to go on behind the scenes
 2 in order to onboard everyone successfully. It is
 3 clear that these offices are overwhelmed. Can they
 4 please get the support that they need, so that the
 5 entirety of BCPS can be its best self? Thank you.
 6 CHAIRWOMAN HENN: Thank you.
 7 (Applause)
 8 Our next speaker is Muhammad Jameel. Oh,
 9 not here? Is he here? Muhammad Jameel?
 10 Good evening.
 11 MR. JAMEEL: Good evening. Peace and
 12 blessings to all. I've had the opportunity a few
 13 times in the past to observe the workings of the
 14 Calendar Committee. The first observation was that it
 15 was a nightmare of juggling and considering many, many
 16 factors and limitations to arrive at the 180-day years
 17 or 1,080-hour schooldays. It was a Herculean task,
 18 and worse, if any change were to be made in its
 19 successive years.
 20 Therefore, we realized that the resistance
 21 to make any change, to include the closings of the

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1 schools on the two Muslim holidays, was a dilemma for
 2 the Calendar Committee. Maintaining the status quo
 3 appeared to be the goal to prepare the school calendar
 4 year after year, with the two holidays for another
 5 minority already fitted in automatically every year.
 6 In our view, the continual denial of our
 7 requests for such inclusion was based on subtle bias
 8 against Muslims, period. 9/11 raised it to the level
 9 of a conscientious (sic) or subconscious bias. The
 10 first loud-and-clear decision against Muslim students
 11 took place around the same time when a Muslim high
 12 school student from Woodlawn High was framed for
 13 murder of one of his classmates. He was sentenced to
 14 30 years in prison. Many appeals against his wrongful
 15 conviction were rejected over the last 23 years. I'm
 16 sure that you all have seen the news recently that the
 17 prosecution knowingly hid the existence of two other
 18 suspects who were never investigated. Loss of 23
 19 youthful years of this Muslim student, Adnan Syed, is
 20 a clear evidence of institutionalized bias. We are
 21 thankful to the Board that you finally agreed with our

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1 request.
 2 However, we were alarmed recently that the
 3 Board was considering to put one of the Muslim
 4 holidays on the chopping block to fix the calendar.
 5 COVID has taught us all that educating the children
 6 can be done virtually. Anne Arundel County is
 7 seriously considering switching to virtual teaching on
 8 snow days. BCPS should follow the suit. It'll make
 9 the exercise to establish the calendar easier, without
 10 having to take away any of the agreed-upon closings of
 11 school on holidays of both minorities, and not make it
 12 appear to be a discriminatory practice against
 13 Muslims.
 14 The country is divided and polarized because
 15 of misinformation, disinformation, or believing in
 16 alternative facts. In my humble opinion, it's the
 17 duty and responsibility of the educators and the
 18 leaders to educate and unite the masses by their
 19 actions and non-discriminative policies. I hope the
 20 Board will make a decision based upon equality and
 21 justice, as it did few years ago. And congratulations

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1 to the teachers for -- thank you.
 2 CHAIRWOMAN HENN: Thank you.
 3 Our next speaker is Lloyd Allen. Good
 4 evening.
 5 MR. ALLEN: Good evening, Chair Henn, Vice
 6 Chair McMillion, Superintendent Williams and member of
 7 the Board. Thank you for your time. I am Lloyd
 8 Allen, he/him, special educator in mathematics,
 9 speaking as an individual.
 10 Today is September 27, 2022, and this
 11 message expires in 34 days. Teacher loan forgiveness
 12 became a thing in 1998. This helped me choose to
 13 become a teacher. When I started teaching in '99, I
 14 had fresh, brand-new federal education loans that I
 15 took out to help take care of my master's ed at the
 16 Ohio State University. Go Bucks, so that I would have
 17 some idea of what I was doing when I came into the
 18 classroom. I was stoked, until I found out that I
 19 didn't qualify for forgiveness because of the school
 20 where I taught. I continued to plug away, making a
 21 payment each month, and checking the list of eligible

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1 schools each summer.

2 Then, one day, my school magically appeared

3 on the list. My principal certified that I had taught

4 at that school for the requisite number of years, and

5 eventually, the paperwork milled through the

6 Department of Education. I received a letter that my

7 payments were done. The loan was zeroed.

8 To call that liberating would be an

9 understatement. Like a toothache, I didn't realize

10 how much the loan payment had been bothering me until

11 it was gone. These programs exist to shape behavior

12 in society. These little perks are super important.

13 How do we get more educators? We make programs that

14 let them know that they matter. We fund the programs,

15 so that they are still in place after folks have met

16 all of their requirements.

17 When there is uncertainty about these

18 programs, they no longer shape behavior. Hey,

19 educators, and everyone else who has worked for

20 government and/or nonprofit for the last 10 years, and

21 who has any sort of federal education loan, you need

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1 to know that the public service loan forgiveness

2 program is currently in waiver status, and that it

3 will be much easier to meet its requirements if you

4 apply right now, assuming that you have 10 years in,

5 than if you wait.

6 These waivers are based on the COVID state

7 of emergency, and they are expected to expire on

8 Halloween, at midnight. Please don't trust me.

9 Search for PSLF yourself, and check pages that have a

10 dot gov extension. Follow the directions, and do it

11 now. If you are an NEA member, for instance, a TABCO

12 member or an SPBC member, then consider searching for

13 NEA PSLF. And the NEA has some tools to help you

14 navigate the process.

15 Please also note that PSLF is distinct from

16 teacher loan forgiveness, and is distinct from the

17 loan forgiveness that is in the news right now. Do

18 research quickly before the -- and I lost my place, to

19 figure out which one is best for you. BCPS, please

20 expect an influx of applications. Please make it

21 clear to your personnel who they should be asking to

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1 certify their service, and ensure that those staff

2 have the support they need to process the incoming

3 paperwork. Eliminating that one more payment may

4 allow some of our educators and support staff to sleep

5 ever so slightly more easily, which will allow us to

6 give more focus and attention to our students.

7 Folks, do it now. If you have federal loans

8 and 10 years of service, apply now. Don't wait for

9 the deadline to make the sad whooshing sound as it

10 goes by. Thank you.

11 CHAIRWOMAN HENN: Thank you.

12 (Applause).

13 Our next speaker is Janel Alston.

14 Good evening.

15 MS. ALSTON: Good evening. Good evening.

16 My name is Janel Alston, and I am the parent of three

17 BCPS students, and one BCPS graduate. I am also a

18 former BCPS teacher. I resigned June 2020. Sorry,

19 June 2022, with approximately 999 other teachers.

20 Now, I want to address the misconception

21 that there is a teacher shortage. There is not a

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1 teacher shortage. There is a shortage of teachers who

2 are willing to work in unsafe, disruptive

3 environments, where student behaviors negatively

4 impact learning and teaching.

5 In order to attract and retain highly

6 qualified teachers, all schools must be safe and

7 orderly, and that means developing and implementing

8 behavior policies, and then enforcing them with

9 fidelity.

10 There is not a teacher shortage. There is a

11 shortage of teachers willing to work under the

12 currently unsustainable, unrealistic workloads. In

13 order to attract and retain teachers, the workloads

14 and expectations must be reasonable and manageable.

15 I'm going to say it again. There is not a

16 teacher shortage. There is a shortage of teachers who

17 are willing to sacrifice themselves financially,

18 socially, emotionally, and/or physically for the

19 benefit of others.

20 There are teachers available to work in

21 school systems where the schools are safe and orderly.

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1 Teachers are available to school systems where the
 2 workload is reasonable and manageable. Teachers are
 3 available to school systems where they are able to
 4 maintain their financial, social, emotional, and
 5 physical wellbeing.
 6 Teachers are willing to work where the
 7 school systems enforce the behavior policies. There
 8 is not a teacher shortage. There is simply a shortage
 9 of teachers willing to work in a place where they are
 10 not honored, valued, and respected as degreed,
 11 certified, licensed professionals.
 12 (Applause)
 13 CHAIRWOMAN HENN: Our next speaker is Janet
 14 Blount.
 15 Good evening.
 16 MS. BLOUNT: Good evening. Good evening,
 17 Chairwoman Henn, Vice Chair McMillion, Superintendent
 18 Williams, and members of the Board. Thank you for the
 19 opportunity to share my experiences as a community
 20 partner at Woodmoor Elementary School, where Mrs.
 21 Franchesca Brown is the principal. I'm a member of

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1 Rising Sun First Baptist Church, and our pastor,
 2 Reverend Engel Dawson Burns, emphasizes the need for
 3 church members to share our gifts and talents with our
 4 neighbors.
 5 My gift and talents include being a career
 6 coach, who provides career awareness experiences for
 7 elementary school students. Elementary school is not
 8 too early for students to be exposed to career
 9 possibilities. The following are examples of how we
 10 supported the Woodmoor Elementary School staff's
 11 efforts to provide enriching experiences for grade
 12 three through five students.
 13 In 2021, when students were having a mixture
 14 of virtual and in-person instruction, I collaborated
 15 with Mrs. Asia Martin, the school counselor, and
 16 provided 16 virtual career (indiscernible) speakers.
 17 Mrs. Martin provided to me a list of six questions the
 18 speakers should answer. The speakers recorded their
 19 responses on their cellphones, forwarded the recording
 20 to me, and I converted the recordings to YouTube
 21 videos. Students had an opportunity to hear speakers

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1 from organizations such as Labcorp, Deloitte Touche,
 2 T. Rowe Price.
 3 In February 2022, Woodmoor Elementary and
 4 International Baccalaureate School hosted a world
 5 cultures event. I collaborated with Mr. Brendan Penn,
 6 who was the community partners coordinator last year.
 7 I sent out over 100 emails, and 11 people agreed to
 8 participate in this event. The 11 included professors
 9 and staff from Morgan State University, who were born
 10 in Cairo, Spain, Tehran. Rising Sun First Baptist
 11 Church members contributed school uniforms, such as
 12 polo shirts, pants, and skirts, to the Woodmoor
 13 Elementary School uniform drive.
 14 This year, I'm collaborating with Mrs.
 15 Fowler (phonetic), the reading specialist, to develop
 16 an outreach effort to locate volunteers who are
 17 passionate about helping kindergarten students enhance
 18 their reading skills. I'm also working with Mrs.
 19 Brown, the school principal, and her staff to develop
 20 ways to incorporate career awareness experiences into
 21 the curriculum.

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1 Thank you so much for this opportunity to
 2 share.
 3 CHAIRWOMAN HENN: Thank you.
 4 (Applause)
 5 Our next speaker is Bash Pharoan.
 6 DR. PHAROAN: Good evening to all.
 7 CHAIRWOMAN HENN: Good evening.
 8 DR. PHAROAN: Communication. Special thanks
 9 for Vice Chair McMillion for his communication on
 10 Facebook. Listening, listening, and trying to help
 11 teachers worry about their retirement. Special
 12 thanks, also, for Ms. Jose for her communication to
 13 the public.
 14 So in 1956, the U.S. established
 15 transatlantic cable line with Europe. Communication
 16 was very important then. It's extremely important
 17 today.
 18 In that venue, the central area had a
 19 reasonable presentation on 21st. About 17, maybe 18
 20 people attended. Five of them only were Baltimore
 21 County residents. The rest are the members and the

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1 speakers. That is not cost-effective communication,
 2 occupying two employees' times to talk to only five
 3 residents of the county. There are more than 30
 4 schools in the central area.

5 Equity. The Bill of Right has been
 6 established in 1789. But we still have issues with
 7 equity until today. Of course, the example of that is
 8 that this school system gave the Jewish holidays as
 9 off days for 25 years. And Adnan Syed, you already
 10 heard about him. He was an ex-student in Baltimore
 11 County Public Schools. You wonder how many Adnan
 12 Syeds there are out there.

13 So the disparities affecting Blacks,
 14 Latinos, Muslims, and more are there, in the school,
 15 in healthcare, et cetera. And I think it's important
 16 for you to consider that it is not about just a black-
 17 and-white issue. It is an issue for many of us.

18 Last, I respectfully request that the system
 19 would be transparent, and would answer my emails since
 20 December 15, 2021, until yesterday. Motel 6 treated
 21 me well. Hampton Inn treated me well. Hyatt treated

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1 me well.

2 CHAIRWOMAN HENN: Thank you.
 3 Our next speaker is Erica Mah.
 4 Welcome.

5 MS. MAH: Thank you. Good evening, members
 6 of the BOE and BCPS. My name is Erica Mah, and I'm
 7 here as a teacher and a parent. First of all, I'd
 8 like to say that I'm very sad not to be able to speak
 9 in front of my former BOE member, Lisa Mack. She
 10 always listened to parents and teachers, used data,
 11 and cared about the students first, foremost, and
 12 always. I wish her the very best as she takes care of
 13 her health and heads into surgery this week.

14 Lisa's taking her health as a priority, as
 15 well she should. And we in BCPS need to focus on our
 16 priorities. Our priorities should be our students,
 17 and the teachers who teach them. But I've not been
 18 convinced that this is truly so. It seems like we
 19 have prioritized telling everyone how well staffed our
 20 county is. But as a parent, I can tell you that we
 21 are not fully staffed. When classes are canceled,

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1 teachers have higher class sizes than ever, and
 2 classes are staffed with interns, long-term subs, or
 3 conditional teachers. That is not fully staffed.
 4 Those are Band-Aided staffs.

5 And what are we doing to prioritize those
 6 long-term subs and conditional teachers, some of whom
 7 are excellent, and have the potential to become great
 8 teachers. We should probably start by paying them in
 9 a timely manner. It has been over a month, and there
 10 are still subs and conditional teachers all over the
 11 county who have not yet been paid, or have only been
 12 paid a fraction of what is owed to them. You can have
 13 all the job fairs you want in the world and tell
 14 everyone we are well staffed. But if you do not
 15 prioritize paying them, they will quit, and no one
 16 will blame them.

17 We should also prioritize the retention of
 18 high-quality, experienced teachers. And while I
 19 welcome and thank you for the raises and bonuses
 20 announced today, you continue to tell us that you
 21 cannot find the money to pay for the negotiated salary

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1 scale. Yet we have prioritized administrative staff
 2 for years, 100 more than either Prince George's and in
 3 Montgomery, both counties that are larger than us.
 4 They have only 121 and 135, respectively. We have
 5 282.

6 Yes, these numbers are from 2019, but it was
 7 the year after that we were not given our STEPS. So
 8 what are our priorities?

9 Teachers with extensive knowledges of
 10 student history are leaving and taking the knowledge
 11 with them. This affects seniors and special educators
 12 and elementary school kids, who ask where their last
 13 year's teachers have gone, because they miss them.
 14 The new teachers are caring, wonderful people, but
 15 need mentors to be successful. And some schools have
 16 as many as 20 new staff, and there aren't experienced
 17 teachers to help them.

18 And a priority, or lack thereof, that drives
 19 parents crazy on a daily basis are buses. A number of
 20 times a week, since the beginning of school, school
 21 buses are still late. In our southwest area, we had a

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1 day where four elementary schools had at least one or
 2 two buses late an hour or more. Staffing shortage,
 3 right? So why is it that the local high school is
 4 able to get their athletic team around the Beltway to
 5 a game on time at 4:00 p.m.? Why was another team
 6 able to come to our area for a game, and why was there
 7 a bus sitting empty of students, waiting for over an
 8 hour, on the high school for the game to end?
 9 Meanwhile, nearly 100 elementary school students were
 10 left stranded.

11 We are a public school system. That means
 12 our priorities should be taking care of our youngest
 13 and most vulnerable children. Please help us teachers
 14 truly keep our children as a priority. Thank you.

15 CHAIRWOMAN HENN: Thank you.
 16 (Applause)

17 Our final speaker is Quinn Sundermann-
 18 Zinger.

19 QUINN SUNDERMANN-ZINGER: Good evening,
 20 members of the board. My name is Quinn Sundermann-
 21 Zinger. I'm a seventh grader at Ridgely Middle

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1 School, and my goal today is to encourage you to add
 2 gender-neutral bathrooms and locker rooms to our -- to
 3 -- throughout Baltimore County Schools. And a gender-
 4 neutral change. At my school, we only have one
 5 bathroom that is not limited to a single gender, such
 6 as male or female.

7 Not many people in my school know about this
 8 bathroom, not even people who need it to feel safe or
 9 comfortable. It is located inside of our nurse's
 10 office, and can take valuable learning time away from
 11 class to walk to, especially when I'm on the other
 12 side of the school. Whereas people who use the male
 13 or female bathrooms can simply just walk out of the
 14 classroom, and there's a bathroom that they use nearby
 15 in almost every single classroom in my school.

16 However, I have friends that come up to me
 17 and tell me how they have to hold their pee all day
 18 because they are scared to use the bathroom because
 19 they are transgender, or don't identify as male or
 20 female.

21 I personally identify as nonbinary, and use

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1 both bathrooms. I would definitely feel more
 2 comfortable in a gender-neutral bathroom. I also have
 3 a problem with locker rooms, because I personally feel
 4 extremely uncomfortable changing in the boys' locker
 5 room, which I was assigned to because I am
 6 biologically male. I notice others staring at me in
 7 the locker room, and people ask me, "Shouldn't you be
 8 in the girls' locker room?" And I feel like it is
 9 most likely the same situation would happen if I were
 10 in a female locker room. This makes me feel extremely
 11 uncomfortable in my body, and gives me gender
 12 dysphoria.

13 I would also like to point out that I
 14 understand some people would not feel safe in a
 15 gender-neutral bathroom or locker room, so I still
 16 believe we should keep the male and female bathrooms.
 17 Thank you for your time, and please consider adding
 18 gender-neutral bathrooms throughout the school and a
 19 gender-neutral locker room.

20 CHAIRWOMAN HENN: Thank you, Quinn.
 21 (Applause)

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1 Next is public comment on Board Policy 8500,
 2 Board Self-Evaluation, and for that I call on Bash
 3 Pharoan.

4 DR. PHAROAN: Madame Chair, you already
 5 voted on it, but --

6 CHAIRWOMAN HENN: I'm sorry, Dr. Pharoan?
 7 DR. PHAROAN: Already voted on the policies,
 8 correct?

9 CHAIRWOMAN HENN: On this, as well as the
 10 Superintendent Evaluation on first reader, yes, to
 11 accept the recommendation.

12 DR. PHAROAN: Why do I need to? Good
 13 evening. Policy 8500, correct, ma'am?

14 CHAIRWOMAN HENN: Correct.

15 DR. PHAROAN: Okay. Line 24 to 26.
 16 "Annually, in May, the Board will conduct a self-
 17 assessment." My concern is that you probably will be
 18 doing self-assessment in closed session. I don't know
 19 if that's true, but that's my sense. And I think it
 20 should be in public. And I recommend that, in the
 21 same section, that at least you mention what the

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1 metrics of it. I always ask you for a footnote,
 2 because when I read the policy, and I see words, and I
 3 wonder what do they mean? You know, and I attend the
 4 Board for a long, long time, and if it's not clear to
 5 me, you can imagine it would be not really clear to
 6 many of the parents out there.

7 In that same venue, about self-assessment, I
 8 request that you consider an input from the public.
 9 So if the Board, the 13 of you, assess yourself
 10 without public input, I think it would be weaker.

11 Item 10-C, the Board will view its progress
 12 on a quarterly basis. In that, the policy doesn't
 13 mention anything about public participation, doesn't
 14 mention anything about oversight.

15 So what I am saying that there needs to be
 16 checks and balances. And this policy does not really
 17 have the public in it. I don't see it, and I request
 18 that you would assess it as such.

19 Since I have 40 seconds, there is a bracket
 20 in the beginning of it, and the bracket opens to the
 21 left side. There is no bracket to the right side. I

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1 don't know if that's really important or not, but
 2 anyhow. That's what it is. Thank you.

3 CHAIRWOMAN HENN: Thank you.

4 DR. PHAROAN: Would you like me to speak to
 5 the next one?

6 CHAIRWOMAN HENN: Yes, please. Next is
 7 public comment on Board Policy 8501, the
 8 Superintendent Evaluation. And you're our --

9 DR. PHAROAN: All right, so --

10 CHAIRWOMAN HENN: -- only speaker on that
 11 policy.

12 DR. PHAROAN: So Dr. Williams, this has
 13 nothing to do with you. All right? I just wanted to
 14 make sure. It's a general comment. Item 16 is about
 15 annual assessment of the Superintendent, where the
 16 Chair and the Superintendent will meet to agree about
 17 format evaluation.

18 Again, this is a private meeting. There is
 19 no input of the public in that. And Baltimore County
 20 Public School has the word public. I don't see really
 21 the public in it. I personally believe it should be

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1 an open process.

2 Then, in another one, the Board will -- Item
 3 No. 24, will provide the Superintendent with an
 4 informal review. About goals and objectives. I like
 5 to see a footnote. What are the goals and objectives?
 6 Again, for me, as a person who attends this Board and
 7 read the website, et cetera, I feel it's important for
 8 the public to know. And you can imagine about parents
 9 who are not as involved who really don't know what the
 10 goals and the objectives.

11 Line No. 31. Performance of the
 12 Superintendent and evaluation should be performed and
 13 about expectations. Again, I'd like to see a footnote
 14 about what are the expectations?

15 Item No. 41. Evaluation either orally, et
 16 cetera. I don't see the public involved in that. So
 17 we pay lots of taxes, everyone, including me.
 18 Including the salary of the Superintendent. We, as
 19 the public, have the right to know about the
 20 performance of the Superintendent. I ask you to make
 21 this process as public as you can. Because it is

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1 public school. Thank you.

2 CHAIRWOMAN HENN: Thank you.

3 The next item on the agenda is action taken
 4 in closed session, and for that, I call on Mr.
 5 Brousaides.

6 MR. BROUSAIDES: Good evening.

7 CHAIRWOMAN HENN: Good evening.

8 MR. BROUSAIDES: Earlier tonight, the Board
 9 met in closed session in its quasi-judicial capacity
 10 to render decisions in the following cases. H.E. 22-
 11 40, H.E. 22-41, H.E. 23-08, and SD 2021-22-05. Now
 12 would be an appropriate time to confirm the vote taken
 13 in closed session.

14 CHAIRWOMAN HENN: Thank you. May I have a
 15 motion to approve the action taken in closed session
 16 on Hearing Examiner's Case H.E. 22-40, 22-41, 23-08,
 17 and SD 2021-22-05, and authorize Ms. Gover to sign for
 18 those Board members not physically present?

19 STUDENT BOARD MEMBER HASSAN: So moved,
 20 Hassan.

21 CHAIRWOMAN HENN: Thank you. Is there a

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1 second?

2 BOARD MEMBER HAGER: Second, Hager.

3 CHAIRWOMAN HENN: Any discussion?

4 May I have a roll-call vote?

5 MS. GOVER: Ms. Causey?

6 BOARD MEMBER CAUSEY: Yes.

7 MS. GOVER: Ms. Stolusky?

8 MS. STOLUSKY: Yes.

9 MS. GOVER: Ms. Jose?

10 MS. JOSE: Yes.

11 MS. GOVER: Mr. McMillion?

12 VICE CHAIR MCMILLION: Yes.

13 MS. GOVER: Ms. Hassan?

14 STUDENT BOARD MEMBER HASSAN: Yes.

15 MS. GOVER: Mr. Offerman?

16 BOARD MEMBER OFFERMAN: Yes.

17 MS. GOVER: Ms. Scott?

18 Dr. Hager?

19 BOARD MEMBER HAGER: Yes.

20 MS. GOVER: Mr. Kuehn?

21 BOARD MEMBER KUEHN: Yes.

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1 MS. GOVER: Ms. Henn?

2 CHAIRWOMAN HENN: Yes.

3 MS. GOVER: Thank you.

4 CHAIRWOMAN HENN: The motion carries.

5 Thank you, Mr. Brousaides.

6 MR. BROUSAIDES: Thank you.

7 CHAIRWOMAN HENN: The next item on the

8 agenda is the consideration of the updated Office of

9 Internal Audit Work Plan. And for that, I call on Mr.

10 McMillion, chair of the Audit Committee.

11 VICE CHAIR MCMILLION: Good evening.

12 Members of the Board, the Board's Audit Committee met

13 on Tuesday, September 20, 2022, and unanimously

14 approved the Office of Internal Audit's Work Plan, as

15 presented in Exhibit I. It is being forwarded to the

16 full Board for approval.

17 CHAIRWOMAN HENN: May I have a motion to

18 approve the recommendation of the Audit Committee to

19 approve of the Office of Internal Audit Work Plan?

20 BOARD MEMBER STOLUSKY: So moved, Stolusky.

21 CHAIRWOMAN HENN: No second is needed, since

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1 the recommendation comes from the committee.

2 Is there any discussion?

3 May I have a roll-call vote?

4 MS. GOVER: Ms. Causey?

5 BOARD MEMBER CAUSEY: Yes.

6 MS. GOVER: Ms. Stolusky?

7 MS. STOLUSKY: Yes.

8 MS. GOVER: Ms. Jose?

9 MS. JOSE: Yes.

10 MS. GOVER: Mr. McMillion?

11 VICE CHAIR MCMILLION: Yes.

12 MS. GOVER: Ms. Hassan?

13 STUDENT BOARD MEMBER HASSAN: Yes.

14 MS. GOVER: Mr. Offerman?

15 BOARD MEMBER OFFERMAN: Yeah.

16 MS. GOVER: Ms. Scott?

17 BOARD MEMBER SCOTT: Yes.

18 MS. GOVER: Dr. Hager?

19 BOARD MEMBER HAGER: Yes.

20 MS. GOVER: Mr. Kuehn? Mr. Kuehn?

21 Ms. Henn?

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1 CHAIRWOMAN HENN: Abstain. May I have a

2 vote --

3 MS. GOVER: Favor is eight.

4 CHAIRWOMAN HENN: Thank you. The motion

5 passes.

6 The next item on the agenda is the report on

7 the proposed 2023-2024 school calendar. And for that,

8 I call on Ms. Charley-Greene.

9 Hello.

10 MS. CHARLEY-GREENE: Good evening.

11 CHAIRWOMAN HENN: Good evening.

12 MS. CHARLEY-GREENE: Good evening, Board

13 Chair Henn, Vice Chair McMillion, Dr. Williams, and

14 members of the Board of Education. In accordance with

15 Board policy and Superintendent's Rule 6301, the

16 Superintendent is charged with convening a committee

17 to assist in the development of a school calendar.

18 The Committee meets 16 months prior to the school year

19 for which the Calendar Committee is making a

20 recommendation. One of more calendar options are to

21 be presented to the Board no later than the first

<p style="text-align: right;">Page 62</p> <p>1 regular meeting in October.</p> <p>2 The Committee met on May 16, 2022, and May</p> <p>3 23, 2022, to develop a calendar for the 2023-24 school</p> <p>4 year. Tonight, I present the Committee's</p> <p>5 recommendation.</p> <p>6 As you are aware, the Board has not yet</p> <p>7 indicated a preference for a calendar with either a</p> <p>8 pre- or post-Labor Day start to the school year.</p> <p>9 Therefore, by a majority vote, the Committee</p> <p>10 recommended a pre-Labor Day start calendar for the</p> <p>11 '22-'23 school year. Next slide, please.</p> <p>12 Maryland state law dictates the minimum</p> <p>13 number of school days, and the minimum number of</p> <p>14 student contact hours, that must be met annually by</p> <p>15 all Maryland school systems. School calendars must be</p> <p>16 comprised of a minimum of 180 student days, offering</p> <p>17 elementary and middle-school students 1,080 contact</p> <p>18 hours, and high-school students 1,170 contact hours.</p> <p>19 Next slide, please.</p> <p>20 State law also spells out holidays to be</p> <p>21 observed in Maryland's public schools, and minimally</p>	<p style="text-align: right;">Page 64</p> <p>1 closure day for elementary school conferences, as well</p> <p>2 as five scheduled early releases for all students in</p> <p>3 all schools. All closures, and all hours, in which</p> <p>4 students are not in school must be taken into</p> <p>5 consideration in computing student days and student</p> <p>6 contact hours. Next slide, please.</p> <p>7 As stated earlier, the Committee's pre-Labor</p> <p>8 Day recommendation is based on the perceived</p> <p>9 infeasibility of a post-Labor Day calendar option.</p> <p>10 And this slide shows -- depicts some of that, but I</p> <p>11 will go through what the reasoning and rationale was.</p> <p>12 A post-Labor Day start would cause the</p> <p>13 calendar to run over by one teacher day, and there is</p> <p>14 no way, in the Committee's estimation, to adjust the</p> <p>15 calendar to meet both the student and teacher days</p> <p>16 requirement, that is at least within the current</p> <p>17 framework.</p> <p>18 The only way to modify the post-Labor Day</p> <p>19 calendar would be to choose one of the following</p> <p>20 options. One is to either pay teachers and support</p> <p>21 staff to work an additional day. Two would be to cut</p>
<p style="text-align: right;">Page 63</p> <p>1 included in all school calendars. Those 14 days are</p> <p>2 depicted on this slide. This slide does not include</p> <p>3 BCPS days off, such as spring break closures beyond</p> <p>4 the Friday before and after Easter. Next slide,</p> <p>5 please.</p> <p>6 This slide indicates the number of Board-</p> <p>7 approved professional development days to be included</p> <p>8 in the school calendar. Per the Board's direction,</p> <p>9 for those holidays falling on a weekend, the</p> <p>10 professional development day was scheduled for either</p> <p>11 the preceding Friday or following Monday. Diwali,</p> <p>12 Lunar New Year, and Eid al-Fitr were approved by the</p> <p>13 Board to be recognized as a professional development</p> <p>14 day for teachers, and school closure for students, at</p> <p>15 its meeting on November 23, 2021.</p> <p>16 Eid al-Adha and Juneteenth fall outside of</p> <p>17 the school year, and therefore, does not impact</p> <p>18 professional development days, nor will students be</p> <p>19 present in school. Next slide, please.</p> <p>20 In addition to the requested professional</p> <p>21 development days, the proposed calendar includes a</p>	<p style="text-align: right;">Page 65</p> <p>1 a pre-service teacher day from the week teachers</p> <p>2 report back to school. Or three, make a PD day a non-</p> <p>3 school day for students and teachers, which some might</p> <p>4 see as inequitable.</p> <p>5 As stated earlier, the calendar will come</p> <p>6 before the Board next month for public comment, and</p> <p>7 again in November for Board action. Board policy and</p> <p>8 Superintendent's rule dictates -- or states, rather,</p> <p>9 that final approval of the calendar with any proposed</p> <p>10 amendments must be made by the Board no later than its</p> <p>11 first public meeting in November.</p> <p>12 So this concludes the recommendation that</p> <p>13 was made by the Calendar Committee. At this time, I'm</p> <p>14 happy to respond to any questions that you may have.</p> <p>15 CHAIRWOMAN HENN: Thank you, Ms. Charley-</p> <p>16 Greene.</p> <p>17 Board members, are there any questions?</p> <p>18 Okay, Dr. Hager?</p> <p>19 BOARD MEMBER HAGER: Thank you. I have</p> <p>20 three questions.</p> <p>21 MS. CHARLEY-GREENE: Sure.</p>

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1 BOARD MEMBER HAGER: So there -- the state
 2 is now mandating two days after Easter as -- so it
 3 looks like the two days after Easter are now days off
 4 of school, and the PowerPoint said --
 5 MS. CHARLEY-GREENE: So my -- let me go back
 6 to -- which slide are you speaking to? Let's see.
 7 BOARD MEMBER HAGER: Slide three and then on
 8 the calendar, it also shows -- my question was going
 9 to be what's up with April 2nd? But then I saw that
 10 it said two days after.
 11 MS. CHARLEY-GREENE: It is, so it's the
 12 Friday before, and the Monday after, so it is two
 13 days. That's correct.
 14 BOARD MEMBER HAGER: Let me get back to --
 15 sorry. Too many things up on the calendar.
 16 MS. CHARLEY-GREENE: Mm-hmm.
 17 BOARD MEMBER HAGER: But the 1st and 2nd are
 18 days off of school, Monday and Tuesday.
 19 MS. CHARLEY-GREENE: I'm going to have to
 20 look at an actual calendar.
 21 BOARD MEMBER HAGER: And schools are

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1 reopening on Wednesday after spring break for the -- I
 2 think the first time.
 3 MS. CHARLEY-GREENE: So the state-mandated
 4 days are those two days that are there. And you're
 5 saying there's an additional day and why is the
 6 question?
 7 BOARD MEMBER HAGER: Yeah.
 8 MS. CHARLEY-GREENE: I would actually have
 9 to go back to the Calendar Committee --
 10 BOARD MEMBER HAGER: Okay.
 11 MS. CHARLEY-GREENE: -- and get --
 12 BOARD MEMBER HAGER: I was just curious --
 13 MS. CHARLEY-GREENE: -- no, I'm happy to
 14 bring that forward and provide an answer for you.
 15 BOARD MEMBER HAGER: Okay. Yeah, it just
 16 struck me as a extended spring break that I hadn't
 17 seen before.
 18 MS. CHARLEY-GREENE: Mm-hmm.
 19 BOARD MEMBER HAGER: And with the pre-Labor
 20 Day calendar, the Muslim holiday of Eid al-Adha is not
 21 in danger of being taken away?

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1 MS. CHARLEY-GREENE: It is not.
 2 BOARD MEMBER HAGER: For a snow day.
 3 MS. CHARLEY-GREENE: That is correct.
 4 BOARD MEMBER HAGER: And is it correct that
 5 the -- I saw in the memo that the Committee recommends
 6 that the Board provide definitive guidance on the
 7 start of the school year for future calendars,
 8 regarding pre- or post-Labor Day?
 9 MS. CHARLEY-GREENE: That is correct. The
 10 Calendar Committee actually spoke extensively about
 11 families' desire to know that school starts either
 12 pre- or post-Labor Day, and whatever decision was
 13 made, that, if at all possible, we can make that
 14 decision moving forward.
 15 BOARD MEMBER HAGER: Okay. Would that be a
 16 motion that the Board would entertain? Is that --
 17 CHAIRWOMAN HENN: I would entertain a
 18 motion.
 19 BOARD MEMBER HAGER: You can move on to
 20 other stuff.
 21 CHAIRWOMAN HENN: Okay.

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1 Mrs. Causey?
 2 BOARD MEMBER CAUSEY: Good evening. Thank
 3 you for that presentation. In a conversation that the
 4 Board had around calendars several months ago, I
 5 believe there was a motion made in past to do a survey
 6 of parents and, I believe, staff around these calendar
 7 issues. So I'm wondering if any survey has been done
 8 in advance of developing this calendar.
 9 MS. CHARLEY-GREENE: So thank you for that
 10 question. Yes, there was a motion that was made in
 11 November of last year to survey staff specifically,
 12 and we did conduct a survey of staff. As you can
 13 imagine, that survey was split. There was, you know,
 14 a slight preference for a post-Labor Day calendar.
 15 I'm happy to share the responses from that calendar
 16 with the Board in a future Board update.
 17 Prior to that, that request came forward
 18 from the Board because prior to that, there had been
 19 surveys of the community. I will tell you that, based
 20 on my research, that was a couple years ago. That's
 21 not as recent as the employee survey, but the motion

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1 that was made and the request was that we do an
 2 employee survey, and so we have those results.
 3 BOARD MEMBER CAUSEY: So those results had
 4 not yet been shown to the Board or the public?
 5 MS. CHARLEY-GREENE: I believe they have,
 6 but I cannot confirm that, Ms. Causey. That would've
 7 been November of last year, and so I'm happy to
 8 confirm that and, if not, happy to share that
 9 information directly with the Board.
 10 BOARD MEMBER CAUSEY: Okay, thank you.
 11 MS. CHARLEY-GREENE: Mm-hmm.
 12 BOARD MEMBER CAUSEY: And also, around the
 13 issue of early release days, because that's something
 14 that's new, so it would be good to get feedback from
 15 staff and also parents. Because we have received some
 16 emails over time about difficulties for parents that
 17 work, and also having early release removes hours that
 18 are available to use to fulfill the educational
 19 requirement in case there's late starts because of
 20 weather, or whole days on this, but the time is
 21 missed. So that would be helpful.

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1 And then I'll hold my other questions. I
 2 need to look back at the presentation. If someone
 3 else has any questions. Madam Chair?
 4 STUDENT BOARD MEMBER HASSAN: Thank you.
 5 Thank you so much for the presentation, for sharing
 6 updates on the calendar, things that we're going to be
 7 seeing in the coming few months.
 8 My question is based on PD days. I just
 9 wanted to clarify. Is there any, I guess, penalty
 10 that educators, teachers face who are Muslim or Jewish
 11 celebrating those holidays? Are they free to
 12 celebrate? How does that look in, you know, in the
 13 schoolhouse? And how can we ensure that that
 14 continues to happen, you know, as it is, and we
 15 improve upon that so they have access to those days
 16 off, as well?
 17 MS. CHARLEY-GREENE: Absolutely. So thank
 18 you for the question. We certainly do encourage and
 19 support that staff members, employees, everyone should
 20 enjoy the ability to observe religious holidays.
 21 Professional development that is offered on those days

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1 is offered at another time, in another way, for people
 2 who are observant on that day.
 3 CHAIRWOMAN HENN: Dr. Hager?
 4 BOARD MEMBER HAGER: Sure, and also, I
 5 forgot to mention that I'm very proud of the calendar
 6 that we've developed with the holidays that are very
 7 inclusive, and I think that that's a very good thing
 8 for our school system.
 9 So I would like to make a motion, and the
 10 motion is I move that the Calendar Committee develop
 11 calendar options presented to the Board of Education
 12 with a pre-Labor Day start for future calendars.
 13 CHAIRWOMAN HENN: Thank you. Is there a
 14 second?
 15 STUDENT BOARD MEMBER HASSAN: Second,
 16 Hassan.
 17 CHAIRWOMAN HENN: Any discussion?
 18 Hearing none, may I have a roll-call vote?
 19 BOARD MEMBER CAUSEY: Sorry, Madam Chair. I
 20 can't type that fast.
 21 CHAIRWOMAN HENN: Go ahead, Mrs. Causey.

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1 BOARD MEMBER CAUSEY: Thank you. I think
 2 the Board should see the survey of the staff, and also
 3 understand what was the latest survey of the parents,
 4 before we conclude on a stance of pre- or post-Labor
 5 Day. So I won't be supporting this. There's already
 6 a pre -- excuse me, a post -- a pre-Labor Day option
 7 that's in the presentation. So I don't feel that this
 8 motion is necessary at this time. Thank you.
 9 CHAIRWOMAN HENN: Thank you.
 10 And Dr. Hager, I see that you have a comment
 11 on the comment. And I have a question on your motion,
 12 so if you'd like to go ahead with your comment first
 13 and then I have a question?
 14 BOARD MEMBER HAGER: I thought that we saw
 15 those survey results. And -- right, and this is just
 16 based on my memory, but I thought that the response
 17 rate was fairly small at the time? And I know that
 18 TABCO has done prior surveys that have shown a
 19 preference for a pre-Labor Day start. So I would just
 20 potentially interpret, you know, either survey with
 21 caution, if we have two differing results from

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1 different methodology. Just mentioning that.
 2 MS. CHARLEY-GREENE: No, I appreciate that,
 3 and as I said earlier, I cannot confirm that. I
 4 apologize. I just don't know if that was shared or
 5 not, so I do want to share that, just in the interest
 6 of transparency, to make sure that you have that. It
 7 is my recollection, having seen it myself, that it was
 8 a fairly small sample size, and it was evenly split,
 9 you know, with a slight preference for one or the
 10 other. But happy to share with the Board.
 11 CHAIRWOMAN HENN: Thank you. My
 12 question/comment on this motion. I support it in that
 13 we have a pre-Labor Day start option for the current
 14 item of business. It seems to be policy making, in my
 15 sense, in that there's no end date in terms of for
 16 future calendars. And if this is the will of the
 17 Board to put it in policy, I believe that's -- that we
 18 have a different venue where we could put it in
 19 policy.
 20 I'm not sure that this is a directive that
 21 we could lock the Board into for all future calendars

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1 without putting it in policy. So that would be my
 2 only reservation about the non-specificity of the
 3 motion. So if you would like to make it specific, I
 4 don't know if that was your intent on doing so. That
 5 would be my only concern about --
 6 BOARD MEMBER HAGER: Yeah, my intent was
 7 just to support the Calendar Committee's request to
 8 have more definitive guidance moving forward.
 9 CHAIRWOMAN HENN: Sure. So this is the
 10 first reader of the proposed '23-'24 school calendar.
 11 I may have meant to read this -- or was supposed to
 12 read this earlier. The public hearing on the calendar
 13 will be held during the next Board meeting on Tuesday,
 14 October 11th, with the second reader in consideration
 15 of the calendar on Wednesday, November 8, 2022. So if
 16 the Board has any desired actions, we have the
 17 opportunity following the public hearing, and final
 18 consideration on Wednesday, November 8th.
 19 So as Ms. Charley-Greene stated, we are
 20 required per policy to adopt a calendar at that
 21 meeting.

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1 So there is a motion and a second on the
 2 floor. Dr. Hager, would you like to continue with the
 3 roll-call vote, or would you like to withdraw your --
 4 BOARD MEMBER HAGER: It doesn't matter to
 5 me. Again, if we want to postpone to the next
 6 meeting, that's fine. I just wanted to, again --
 7 CHAIRWOMAN HENN: Or amend your --
 8 BOARD MEMBER HAGER: -- was just reading the
 9 memo and trying to be helpful.
 10 CHAIRWOMAN HENN: -- motion -- specific.
 11 BOARD MEMBER HAGER: We can withdraw it and
 12 discuss it at the next calendar conversation, if
 13 that's preferred. Whatever. That's fine.
 14 CHAIRWOMAN HENN: And it was seconded by --
 15 STUDENT BOARD MEMBER HASSAN: I can withdraw
 16 my second.
 17 CHAIRWOMAN HENN: Ms. Hassan? Okay. Thank
 18 you, Ms. Hassan.
 19 Any further discussion, Board members?
 20 BOARD MEMBER CAUSEY: Madam Chair, this is --
 21 CHAIRWOMAN HENN: Ms. Causey?

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1 BOARD MEMBER CAUSEY: -- Ms. Causey. Given
 2 that the sample size was small, and the prior parent
 3 survey was some time ago, and many things have changed
 4 in the last three years. What I'm asking staff or Dr.
 5 Williams, what is the possibility of doing a survey in
 6 addition to the public comment? Around the issues of
 7 pre- or post-Labor Day and also the early release
 8 days?
 9 CHAIRWOMAN HENN: Is your question to Dr.
 10 Williams, Mrs. Causey?
 11 BOARD MEMBER CAUSEY: Yes.
 12 DR. WILLIAMS: So thank you, Ms. Causey. I
 13 believe this time a year ago, we did the exact same
 14 thing. We requested a survey. We got a small
 15 sampling, and it was almost 50/50. And so it is a lot
 16 of work, and the research folks are not present. And
 17 I remember the work they had to do to, one, to develop
 18 it. One might think it's simple to develop, but then
 19 they also have to analyze it and report back.
 20 I think, at the same time, TABCO, through
 21 the leadership of Ms. Sexton, did something, as well,

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1 and it was also kind of split, if I recall. But there
 2 is a possibility of doing that. It just seems like it
 3 comes up around this year every time about doing the
 4 survey. And I think the team, the Committee, worked
 5 real hard to try to make some agreements and reach
 6 agreements.
 7 And I think even last year, they came
 8 forward and asked for a multi-year, Dr. Hager,
 9 calendar, so we're not doing this every year. So it's
 10 just the desire of the Board, but that's one more
 11 thing we have to do, and I don't know what kind of
 12 information that will -- we will receive to help
 13 persuade you one way or the other.
 14 CHAIRWOMAN HENN: Okay. Thank you.
 15 BOARD MEMBER HAGER: Thank you. And virtual
 16 learning during inclement weather days, that survey
 17 was concluded, and so will that information be
 18 provided to the Board in time for consideration?
 19 Because that can also impact the calendar.
 20 CHAIRWOMAN HENN: Ms. Causey, that's time.
 21 BOARD MEMBER CAUSEY: Is that correct? Oh,

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1 okay.
 2 CHAIRWOMAN HENN: And that's time. So if
 3 Ms. Charley-Greene would like to respond to that?
 4 DR. WILLIAMS: The data will be provided --
 5 CHAIRWOMAN HENN: Yes.
 6 DR. WILLIAMS: -- to the Board about the
 7 virtual learning options.
 8 CHAIRWOMAN HENN: Okay. Did you hear that
 9 answer, Mrs. Causey?
 10 BOARD MEMBER CAUSEY: Yes. Thank you very
 11 much. That'll be helpful.
 12 CHAIRWOMAN HENN: Sure. Okay. Thank you,
 13 Dr. Williams.
 14 Ms. Jose?
 15 BOARD MEMBER JOSE: Thank you. Dr.
 16 Williams, there's been many surveys done in the past
 17 few years on the calendar. Since you're trying to
 18 reinvent the wheel, if the Board could get a
 19 compilation of all of those surveys so we could make a
 20 more informed decision? That would be appreciated.
 21 Thank you.

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1 DR. WILLIAMS: Yes, we can go back to our
 2 archives and pull the results of those surveys.
 3 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 4 I would add to that. If there are any
 5 stakeholder groups that have independently surveyed
 6 their members, if they would be willing to share their
 7 survey data with the Board, we are -- sounds like
 8 there's significant interest in that data. We would
 9 love to receive it.
 10 MS. CHARLEY-GREENE: Sounds good. Absolutely.
 11 CHAIRWOMAN HENN: Thank you.
 12 MS. CHARLEY-GREENE: Mm-hmm.
 13 CHAIRWOMAN HENN: Okay. Thank you, Ms.
 14 Charley-Greene.
 15 MS. CHARLEY-GREENE: All right. Thank you.
 16 CHAIRWOMAN HENN: Thank you.
 17 The next item on the agenda is the report on
 18 the FY 2023 opening of schools. For that, I call on
 19 Dr. Zarchin.
 20 Good evening.
 21 DR. ZARCHIN: Good evening. Hey, good

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1 evening, Board Chair Henn, Vice Chair McMillion, Dr.
 2 Williams, and members of the Board. We are pleased to
 3 present the Opening of Schools Report to the Board and
 4 Team BCPS.
 5 This report includes changes, updates, and
 6 evidence of our strategic plan, The Compass: Our
 7 Pathway to Excellence in Action. The Compass: Our
 8 Pathway to Excellence identifies five focus areas from
 9 our work. Our priorities are learning, accountability
 10 and results. Next slide, please.
 11 Thank you. Save and supportive environment,
 12 high-performing workforce and alignment of human
 13 capital, community engagement and partnerships, and
 14 operational excellence. This is the work of Team
 15 BCPS, to ensure that every student graduates college
 16 and career ready. Next slide, please.
 17 We had an exciting opening of school, a
 18 truly exciting opening of school. On August 29th, we
 19 happily welcomed back approximately 110,000 students.
 20 Smiles, laughter, high fives were abundant. It was a
 21 positive start, a long-awaited and very positive

<p style="text-align: right;">Page 82</p> <p>1 start.</p> <p>2 Team BCPS was definitely ready for the</p> <p>3 school year to begin. Throughout our school visits,</p> <p>4 there was strong evidence of preparation, hard work,</p> <p>5 and teamwork. Let's take a moment to hear from three</p> <p>6 of our principals about their priorities and what they</p> <p>7 are looking forward this year, with a video from BCPS</p> <p>8 TV.</p> <p>9 (Video played)</p> <p>10 UNIDENTIFIED SPEAKER: Oh, thank you, Jace.</p> <p>11 That is so nice.</p> <p>12 MS. ALKIRE: As a second-year principal here</p> <p>13 at Wellwood International, I was most excited,</p> <p>14 honestly, about just seeing the faces of my staff and</p> <p>15 students. Seeing their faces, seeing them collaborate</p> <p>16 with each other, really getting an opportunity to get</p> <p>17 to know my staff, and know my students, and continue</p> <p>18 to build on the wonderful, wonderful work that's</p> <p>19 taking place here at Wellwood each and every day.</p> <p>20 We prepared for students and staff returning</p> <p>21 to the school building this year. As a leadership</p>	<p style="text-align: right;">Page 84</p> <p>1 principal here at Lansdowne Middle School, the thing I</p> <p>2 was most excited for was to meet our students and our</p> <p>3 families. This summer, I had a couple community</p> <p>4 events with our local Lansdowne Elementary School,</p> <p>5 then I also had a townhall meeting here at our school.</p> <p>6 And during that time, I was able to connect with our</p> <p>7 families and our students, try to get to know them.</p> <p>8 Then also, as the school year started, it's been</p> <p>9 really exciting for me being in classrooms and</p> <p>10 hallways, you know, to connect with our students, work</p> <p>11 with them in small groups, because that's the most</p> <p>12 favorite part of my job.</p> <p>13 This summer, I was able to meet our families</p> <p>14 and our students, but then, also, our staff members.</p> <p>15 I had one-to-one meetings with them, and I also had</p> <p>16 whole-group meetings and townhall sessions. Through</p> <p>17 that time, I was able to talk to our community about</p> <p>18 what the needs are for our school. And one of the</p> <p>19 things that came out that was most glaring for us,</p> <p>20 that we want to make sure we're taking pride in our</p> <p>21 school.</p>
<p style="text-align: right;">Page 83</p> <p>1 team, we met over the summer. We really looked at our</p> <p>2 data, and we determined what are our goals for this</p> <p>3 coming school year? And then once we determined our</p> <p>4 goals, where are we as a school? And then what are</p> <p>5 our action steps that we can take to make process</p> <p>6 towards meeting our goals.</p> <p>7 We prepared professional development for our</p> <p>8 teachers. That's really important, making sure that</p> <p>9 our teachers and all of our staff members have the</p> <p>10 professional development opportunities that they need</p> <p>11 in order to grow as professionals, as well.</p> <p>12 My top priority for this school year is</p> <p>13 simple. Really just making sure that my staff and</p> <p>14 students have their social, emotional, and academic</p> <p>15 needs met. And this is going to be done through</p> <p>16 really making sure that my teachers feel supported,</p> <p>17 and that, in turn, being able to provide that</p> <p>18 differentiated instruction to my students, really</p> <p>19 meeting our students where they are in order to make</p> <p>20 sure their needs are being met, as well.</p> <p>21 MR. WARFEL: Being the first year as a</p>	<p style="text-align: right;">Page 85</p> <p>1 So this year, we created a school</p> <p>2 beautification team. We worked on the exterior of our</p> <p>3 school, creating our gardens outside, and also the</p> <p>4 interior, by painting murals, by painting lion paws</p> <p>5 throughout our school, having lion faces throughout</p> <p>6 our building, and also creating these living spaces,</p> <p>7 where students can really feel like this is like home</p> <p>8 to them, or a place that they can take pride in and</p> <p>9 are proud of.</p> <p>10 In addition to that, we also worked with our</p> <p>11 instructional leadership team to set high expectations</p> <p>12 for our students and our staff members. For this</p> <p>13 upcoming school year, we're really focused on</p> <p>14 promoting a positive school climate and culture in our</p> <p>15 building, where teaching and learning can occur.</p> <p>16 We are committed to making sure that we</p> <p>17 build positive relationships with our students, making</p> <p>18 them feel like they're valued as people, making sure</p> <p>19 they feel comfortable taking risks in our classrooms,</p> <p>20 while also building trusting relationships with the</p> <p>21 adults in our building.</p>

<p style="text-align: right;">Page 86</p> <p>1 In addition to our students, we are 2 committed to connecting with our families, as well, to 3 make sure that they feel like they have the resources 4 and the tools necessary to help their child be 5 successful this school year. 6 UNIDENTIFIED SPEAKER: The start of the 7 school year for me, it's like when all the magic 8 happens. It is the absolute start of all the 9 possibilities that are going to unfold throughout the 10 school year. It's all the areas in which students are 11 going to grow academically, and even exceed their own 12 expectations. It's where students are going to thrive 13 in finding new interests, or even in growing in their 14 abilities and skills in their current interests. And 15 it's where teachers are going to refine their gift and 16 their craft in the classrooms, providing excellent 17 educational opportunities for our students. 18 Planning is so complex and involves so many 19 different layers, so we have to think about our 20 facilities, our safety, our educational aspects, every 21 area within the school. And then we work to refine</p>	<p style="text-align: right;">Page 88</p> <p>1 (Applause) 2 -- acknowledge the three principals 3 highlighted, and recognize each of our principals who 4 really made this a great opening. If we could move to 5 the next slide, please. 6 As evidenced by the three principals in the 7 video, across levels and zones, school teams worked 8 extremely hard this summer to prepare for a smooth and 9 safe opening. And set a tone for the year marked by 10 positive engagement and academic excellence. 11 Every year, instructional leadership teams 12 come together to review practices and procedures that 13 create the climate and the conditions for success. In 14 July, principals participated in a two-day annual 15 conference to level set expectations, and review 16 processes focused on teaching and learning, wellness, 17 and safe and supportive environments. 18 In July and August, school teams took a 19 deeper dive into student academic and climate data to 20 set goals for the school year. School leaders 21 analyzed student process, and areas of opportunity to</p>
<p style="text-align: right;">Page 87</p> <p>1 and improve on what we did the previous year. So 2 reflecting back on how we did the previous year allows 3 us to set achievable and attainable goals, and push 4 ourselves to excel just a little bit more the next 5 year. 6 Our number one priority is always student 7 safety. And with that, it's developing a space where 8 students feel completely comfortable to learn and 9 excel. So we take a look at the student and staff 10 holistically, and try to ensure that we put supports 11 in place that meet their needs. 12 Our motto this year is We Can, We Will, No 13 Excuses. And that no excuses part is really for us, 14 the admin team and the leaders of the building, trying 15 to remove any obstacle that is in the way of success. 16 And build in supports that allow everyone to feel like 17 they're going to be successful at the end of the 18 school year. 19 (Video ends) 20 DR. ZARCHIN: All right, so I want to thank 21 Team BCPS for the great videos --</p>	<p style="text-align: right;">Page 89</p> <p>1 create tailor-made plans with specific outcomes and 2 professional learning. School progress plans at a 3 glance are available for all members of Team BCPS to 4 see on school websites. Next slide, please. 5 There we go. Thank you. Communication and 6 collaboration was addressed throughout the summer. 7 Team BCPS worked with stakeholders, school leaders, 8 and union partners to update guidance and review 9 expectations for students and their families. 10 The Office of Communications created the 11 Back to BCPS campaign to keep Team BCPS informed about 12 our progress and expectations. We will continue to 13 share information as we update our resources and 14 website to ensure that our families can stay 15 connected. 16 Preparing for the opening of schools is a 17 complex process, requiring careful coordination across 18 all divisions and departments, to ensure that all 19 buildings are ready, staff are equipped, and students 20 are warmly welcomed into the new school year. The 21 willingness of members of Team BCPS to come together</p>

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1 early and often to problem solve truly made a
 2 difference. We move forward with innovative and
 3 creative solutions to meet the needs of school
 4 communities.

5 During the August administrative and
 6 supervisory meeting, Dr. Williams reminded us to
 7 continue engaging in essential leadership practices.
 8 School leaders responded, and continue to do a
 9 masterful job of prioritizing communication and
 10 outreach to school communities, translating
 11 information effectively to clearly communicate school
 12 stories, celebrations, and needs. And providing
 13 steadfast support for one another, while being firm
 14 around accountability.

15 We all have a role to play in student
 16 success, and we want to provide the information needed
 17 so each member of our team, students, parents, and
 18 staff, can be actively involved in our work.

19 The Department of Schools Executive
 20 Directors worked with individual school leadership
 21 teams to prepare for the start of the school year.

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1 They have, and continue, to serve as leaders of
 2 leaders. They positively impact schools each and
 3 every day. Each of our 10 executive directors have
 4 served as highly effective principals, and they share
 5 their experience and expertise with schools through
 6 coaching, supervision, and supporting all aspects of
 7 school leadership and learning.

8 At this time, I would like to recognize each
 9 of the executive directors, ask them to stand so we
 10 can recognize their hard work and commitment to Team
 11 BCPS.

12 (Applause)

13 DR. ZARCHIN: I don't know that we could
 14 have a finer group of people and educators supporting
 15 our schools.

16 Our team has created a data monitoring
 17 calendar for principals to assist with utilizing data
 18 to diagnose gaps and assess student performance as
 19 they work through the curriculum. Using this tool,
 20 instructional leaders are able to plan for quality
 21 teaching and learning. Our executive directors can

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1 more strategically coach school leaders and staff to
 2 ensure that high levels of teaching and learning occur
 3 at scale.

4 This year, we remain focused on four key
 5 goals. Accelerating learning, promoting social
 6 emotional wellness, setting and upholding standards of
 7 excellence, and increasing data literacy.

8 DR. YARBROUGH: Our goal is to ensure
 9 coordinated supports to teachers and principals.
 10 Several offices, including teacher leadership,
 11 organizational development, peer assistance and
 12 review, and academics have come together to develop a
 13 robust plan that prioritizes system learning and
 14 individualized support to meet the needs of staff.
 15 This slide depicts our efforts to support our staff
 16 and invest in their success.

17 We exist for students to learn. Our
 18 teaching and learning framework clearly outlines five
 19 core beliefs. Equitable access, high expectations,
 20 culturally relevant pedagogy, responsive instruction,
 21 and professional learning communities to meet student

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1 needs. With the exciting return to the school year is
 2 the acknowledgment that we have academic work to do.
 3 We must have a laser-like focus on fidelity of
 4 curricular implementation and examination of formative
 5 assessments in order to improve outcomes.

6 Schools have been trained on how to use data
 7 tools, curriculum, and assessments. This is the year
 8 to put this learning into practice with rigorous
 9 structures to monitor, evaluate, and course correct as
 10 needed. That means balancing opportunities for
 11 enrichment and support to meet the unique needs of all
 12 students.

13 When student needs are unmet, we will use
 14 the data to find out why, and decide what we need to
 15 do differently to meet their needs.

16 This slide details specifics regarding the
 17 BCPS plan to enhance safety in our schools based on
 18 student needs, staff input, and stakeholder feedback.
 19 Implementation is well underway, and we will continue
 20 sharing ongoing community with -- ongoing
 21 communication with the BCPS community regarding

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1 expectations and mutual support of our schools.
 2 Our upgrades have been focused on increased
 3 human resources, implementation, communication, and
 4 consistency of application of existing policies,
 5 additional opportunities to provide direct student
 6 support, and proactive training and skill building for
 7 staff and students.
 8 We are pleased to host our first virtual
 9 townhall on October 13th, focused on our efforts to
 10 ensure student safety, available community resources,
 11 and opportunities to build positive partnerships for
 12 student support.
 13 The FY '23 budget priorities principal
 14 survey identified safety assistance as the third-most
 15 frequently requested support for the year. We're
 16 pleased to report that through the use of grant funds,
 17 we were able to hire more than 140 safety assistants
 18 and moved to full implementation in all secondary
 19 schools this fall. Our safety assistants were
 20 equitably allocated based on enrollment.
 21 They receive summer and fall professional

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1 development that's still ongoing, including Team BCPS
 2 expectations, school-specific expectations, and
 3 participation in 70 hours of training provided by the
 4 Maryland Center for School Safety. And they focus on
 5 maintaining a safe and supportive environment through
 6 a proactive presence while responding to emergent
 7 needs. These positions support school teams and SROs
 8 in partnership with the Office of School Safety and
 9 school administration.
 10 In addition to school coverage, student
 11 safety assistants are providing support at athletic
 12 events and other large gatherings. Our next steps
 13 include creating an elementary cluster model of
 14 support.
 15 We know that students are more likely to
 16 succeed when schools, families, and communities work
 17 together in partnership to maximize and support
 18 student learning. This summer, we had our inaugural
 19 partnership fair, where stakeholders came together to
 20 discuss how they could support students and families.
 21 Today, the first partnership newsletter was

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1 shared. We will continue regular and deliberate
 2 outreach to bring our community leaders, volunteers,
 3 and mentors into school buildings to support our
 4 students. We value our families and look forward to
 5 strong partnerships. We will continue to update the
 6 Board, our community, and Team BCPS during these
 7 exciting times. We're grateful for a positive school
 8 opening, and are looking forward to an even greater
 9 year. Thank you so much.
 10 CHAIRWOMAN HENN: Thank you. Thank you, Dr.
 11 Yarbrough, Dr. Zarchin. Thank you for that
 12 presentation.
 13 Board members, any questions for Dr. Zarchin
 14 and Dr. Yarbrough? Or comments? No?
 15 Thank you very much. Excellent
 16 presentation.
 17 DR. ZARCHIN: Thank you.
 18 CHAIRWOMAN HENN: Thank you.
 19 (Applause)
 20 The next item on the agenda is the report on
 21 the community eligibility provision, and food and

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1 nutrition. For that, I call on Dr. Yarbrough and Ms.
 2 Hetzler.
 3 Good evening.
 4 DR. YARBROUGH: Good evening, again. Board
 5 Chair Henn, Vice Chair McMillion, and Dr. Williams,
 6 and members of the Board. We're pleased to present
 7 the food and nutrition services update to Team BCPS
 8 this evening. I'm joined by Jaime Hetzler, Director,
 9 Terri Smith, Manager, Food and Nutrition Services
 10 Operations, and Joann English-Calvert, Senior
 11 Operations Supervisor, Food and Nutrition Services.
 12 This evening, we will share information
 13 about programs, menu guidelines, quality controls, and
 14 initiatives. Next slide, please.
 15 The mission of the Office of Food and
 16 Nutrition Services is to provide fresh and healthy
 17 meals so that students can focus on learning. We work
 18 within state and federal guidelines to meet the needs
 19 of our students on a daily basis. At this time, the
 20 team will provide further details about our available
 21 programs, processes, and initiatives. Jaime?

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1 MS. HETZLER: Thank you. Good evening,
 2 Chair Henn, Vice Chair McMillion, Dr. Williams, and
 3 members of the Board. Excuse me. Thank you for
 4 having us here today to present an update for the food
 5 and nutrition program.

6 From March of 2020 through the end of last
 7 school year, all meals were provided free of charge to
 8 all students nationwide. As you all know, Congress
 9 did not extend that program into this school year.
 10 However, we have been able to expand many of the
 11 programs that we provide to the students.

12 First, we now have 87 schools that
 13 participate in the CEP program. This is a provision
 14 of the Healthy, Hunger-Free Kids Act, and allows us to
 15 serve breakfast and lunch at no cost to all enrolled
 16 students, and eliminates the requirement for the free
 17 and reduced meal application in CEP schools.

18 Then next, which is my absolute favorite, is
 19 the fresh fruit and vegetable program. We are excited
 20 that we received funding to expand to 27 elementary
 21 schools this year. The program promotes fresh fruit

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1 and vegetables in high-need schools, and allows
 2 students to sample a variety of items in the classroom
 3 that they otherwise might not have the opportunity to
 4 experience.

5 The goal is to introduce a variety of fresh
 6 fruits and vegetables to young children, with the
 7 outcome of increasing their consumption of fresh
 8 produce and, therefore, establishing better eating
 9 habits at a young age.

10 Excuse me. Typically, a unique fruit or
 11 vegetable is provided for each classroom, including
 12 colorful flyers about the item that teachers review
 13 with the class. They're able to see and touch the
 14 item in its whole, uncut form, and then taste the
 15 samples, as well. It's really a great program that
 16 the students truly get excited to be a part of.

17 Next is the Maryland Meals for Achievement,
 18 which increased to 109 schools this year. It uses
 19 state funding to allow participating schools to serve
 20 free breakfast in the classroom. In elementary
 21 schools, breakfast is delivered to the individual

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1 classrooms. While in secondary schools, it's served
 2 in various locations throughout the school, typically
 3 near entrances to promote high participation.

4 All enrolled students at a participating
 5 school are automatically eligible for breakfast at no
 6 cost. By increasing the access and participation in
 7 breakfast, students are better prepared for their
 8 academic day. Next slide, please.

9 To review some of the menu guidelines, the
 10 USDA requires all schools to meet strict regulations
 11 surrounding both the individual products and the mix
 12 of items served. Levels of saturated fats, sodium,
 13 and trans-fat are evaluated by our registered
 14 dietician before products are selected for menus.

15 Then, the products are formed into weekly
 16 menus that meet both daily and weekly requirements for
 17 protein, grains, fruits, and vegetables. For example,
 18 a middle-school student's lunch would consist of three
 19 to five items from the list, and always includes at
 20 least one fruit or vegetable. Excuse me. If they
 21 would like more, they can easily select up to two

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1 fruits and vegetables each day. Next slide, please.

2 The quality of the food we serve is key to
 3 supporting a positive learning environment. First,
 4 the number of total meals we serve has increased 33
 5 percent since 2012, and by 50 percent if we go all the
 6 way back to '09. With the support of grants, we have
 7 been focusing on increasing the oven capacity in
 8 elementary schools. When they have the capacity to
 9 produce more food on site, their ability to control
 10 the quality of the food is greatly improved. We have
 11 removed items that could not consistently meet the
 12 quality standards, especially with those oven capacity
 13 constraints.

14 Our internal quality control process begins
 15 with the product selection, and then continues all the
 16 way through meal service. On occasion, as with any
 17 food service operation, there are unforeseen occasions
 18 where a product is found to be unacceptable. Excuse
 19 me. For example, we obviously recently had a problem
 20 with the quality of our chocolate milk, and we were
 21 luckily able to remove that item from service

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1 immediately.

2 We encourage both families and students to

3 be active participants in our quality control program.

4 If a student is not happy with a meal, whether for

5 preference or for quality reasons, we encourage them

6 to share that with the cafeteria staff, or a teacher,

7 as soon as possible. It is our goal to provide a

8 positive experience in the cafeteria every day.

9 Controlling the amount of food waste that we

10 generate has monumental impacts to both the

11 environment and our budget. According to the USDA,

12 more than one-third of all food goes uneaten through

13 loss or waste. Last year, these four schools

14 participated in a pilot food waste reduction program

15 where we tested and developed the initial launch.

16 Data was collected, goals were identified, and

17 communication methods were tested. Then, we were able

18 to introduce the initiative in all schools at the

19 start of this school year. We expect to save 25 tons

20 of milk and 18 tons of fruit cups from the landfill in

21 just the first year alone. Next slide, please.

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1 Updating our menus and fresh -- with fresh,

2 healthy options supports not only our primary mission,

3 but our food waste reduction initiatives, as well.

4 First, we removed items that did not align with these

5 goals, like donuts and chocolate muffins. We added

6 fresh fruit and vegetable selections to increase the

7 variety of fresh items available to students each day.

8 There are now at least three fresh fruits and three

9 fresh vegetables offered daily.

10 There's also a rotating menu that includes

11 new entrees, salads, and sandwiches. One very

12 exciting new item is bento boxes, that we will begin

13 in early October. To start, there's a few different

14 varieties. One has a hard-cooked egg, one pepperoni

15 and cheese, and one hummus. Each one includes four

16 different items and a variety of fresh fruits and

17 vegetables.

18 All of these new menu choices support our

19 mission of providing fresh and nutritious meals to

20 students, while minimizing food waste. If a student

21 is served a single vegetable, it might not be their

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1 preference. However, if we provide a variety of fresh

2 options, it's much more likely that they will consume

3 what they chose to take.

4 Thank you for all of your support. I'd like

5 to take the opportunity to thank our amazing team for

6 all the hard work that they put in every day to

7 support our students. At this time, we'd be happy to

8 answer any questions.

9 CHAIRWOMAN HENN: Thank you.

10 Board members, questions?

11 Mr. McMillion.

12 VICE CHAIR MCMILLION: Good evening. I'm

13 curious about the food waste program. So how -- can

14 you elaborate just a little bit on that?

15 MS. HETZLER: Sure. We started a pilot

16 program last year. It started with four schools that

17 were -- they actually were the initial four schools

18 that started with composting. And then we -- you

19 know, increased upon that with the food waste pilot.

20 So what we did is we collected all the data for food

21 that was being taken out of the line, being served to

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1 the students and then not -- and then going either

2 into the trash can or what used to be the shared

3 tables before COVID.

4 So we counted, collected all that data, ran

5 that for a few months. Then we did some development,

6 created communications, some signs, some training,

7 pushed that out to just those four schools, tested it.

8 Some things worked, some things didn't. We adjusted,

9 changed those communication methods, changed the

10 training, changed the signs that didn't work. Tested

11 it again. Hopefully, obviously, there was some

12 improvement, then we took all the things that did work

13 and then launched it for the beginning of this school

14 year.

15 So things like -- my favorite example is

16 that milk, that is a great part of lunch, a lot of

17 students don't like milk. They just don't want it at

18 all. However, it's been a longstanding tradition in

19 schools that every child takes a milk. We don't have

20 to. Students don't -- aren't required to take that

21 milk. If they want it, please, by all means, take it.

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1 But if you don't, don't take it just to throw it in
 2 the trash can.
 3 So something like that was something that we
 4 learned that was ingrained in students' heads to just
 5 take it, no matter what, to take their milk. So
 6 students would literally walk through the line, get to
 7 the end of the line, and throw it into the trash can
 8 before they even sat down. So preventing that will
 9 obviously have a big impact on, you know, obviously,
 10 the environment, but also the budget.
 11 VICE CHAIR MCMILLION: Okay. And I have one
 12 other question, and I'm not being critical. I'm just
 13 trying to understand this.
 14 MS. HETZLER: Sure.
 15 VICE CHAIR MCMILLION: When you mentioned
 16 three fresh fruits and three fresh vegetables, are
 17 some of those items frozen?
 18 MS. HETZLER: No.
 19 VICE CHAIR MCMILLION: They're fresh?
 20 MS. HETZLER: Yes.
 21 VICE CHAIR MCMILLION: Thank you.

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1 MS. HETZLER: If you pull up the last slide,
 2 you can see a picture of just one school that we
 3 happened to -- oh, maybe it wasn't the last. There's
 4 one. So there's some fruits and all right there.
 5 Yellow squash, broccoli, carrots, apples, oranges.
 6 The applesauce is not fresh, so that one item on that
 7 -- out of those selections, but that looks like a good
 8 six or seven just fruits alone.
 9 VICE CHAIR MCMILLION: So it's kind of
 10 sorted like farm to the table?
 11 MS. HETZLER: That's another program. This
 12 is more -- farm to -- it's hard to explain. So farm
 13 to table is more of a specific program where you're,
 14 you know, working with local farmers to use their
 15 products in the schools each day, versus this is more
 16 of a permanent program across the board, every single
 17 day, regardless of a promotional program.
 18 VICE CHAIR MCMILLION: Thank you.
 19 MS. HETZLER: Did that answer your question?
 20 CHAIRWOMAN HENN: Thank you.
 21 Ms. Stolusky?

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1 MS. STOLUSKY: Thank you for everything, and
 2 I especially want to applaud that fresh fruit and
 3 vegetable program. Especially with elementary school
 4 children, it sounds really wonderful. I just had a
 5 quick question about the six fruits and vegetables.
 6 And maybe it's too early, because this is relatively
 7 new. But is there any data about the percentage of
 8 students that actually eat the fresh fruits and
 9 vegetables? And then any plans or strategies to try
 10 to improve the rate?
 11 MS. HETZLER: Absolutely. So as part of the
 12 food waste reduction program, we collect the data of
 13 the items that are wasted. So we -- too early in the
 14 school year to see too much of that data yet, but we
 15 are collecting it. And the idea is that, just even at
 16 the initial onset, if you're force serving a child one
 17 -- you know, let's say it's broccoli. Well, I hate
 18 broccoli, but I love carrots. If I have a selection
 19 out, I'm not going to choose the broccoli because I
 20 don't like it, so the likelihood of them actually
 21 consuming it because they were the ones that had the

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1 power to choose it, it just increases that, you know,
 2 threefold. So, yes, we are collecting that and
 3 adjusting as it goes.
 4 CHAIRWOMAN HENN: Thank you.
 5 So I know Dr. Hager is waiting to ask her
 6 questions. I have a feeling.
 7 MS. HETZLER: I knew you were being too
 8 quiet over there.
 9 CHAIRWOMAN HENN: I have a few, as well, but
 10 if you want to -- are you sure? Okay. So, again,
 11 thank you for this presentation. Very helpful, and
 12 appreciate you being here tonight. We had a young man
 13 come to the Board meeting not too long ago and share
 14 his feedback. And I notice on one of your slides you
 15 mention that families can help you by encouraging
 16 their students to share their input with teachers,
 17 with cafeteria staff.
 18 What is the best way to facilitate that?
 19 Because, again, everyone is so busy. Staff are so
 20 busy during the lunch rush, I can't imagine that's the
 21 ideal time for them to say I would prefer broccoli

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1 over carrots, or whatever their feedback is. So how
 2 can they most effectively facilitate that feedback for
 3 you?
 4 And then, the second part of my question is,
 5 can you elaborate on which food items you've replaced,
 6 and what those replacements have been? And did you
 7 make those decisions based on their feedback?
 8 MS. HETZLER: Sure. So, first, the most
 9 effective way, while it's, you know, not necessarily
 10 what we're calling ideal, is really right then and
 11 there. The goal is to have the students leave
 12 nourished and ready to learn. If they sit down and
 13 they don't like any of the food in front of them,
 14 they're going to go back to class still hungry. So we
 15 want them to immediately tell someone, whether it's
 16 the cafeteria staff, whether it's their teacher, the
 17 teachers' assistants, and say I don't like this, or
 18 it's not the quality that I want. Whatever it might
 19 be, it doesn't matter the reason, but for us to be
 20 able to fix it immediately right there on the spot so
 21 that they can, at least, go right back to class and be

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1 ready to learn.
 2 If that doesn't happen, you know, connect
 3 with a teacher later on. All of our contact
 4 information is on the website, so anyone is always
 5 welcome to contact us directly, too, so.
 6 CHAIRWOMAN HENN: Thank you.
 7 MS. HETZLER: No problem.
 8 CHAIRWOMAN HENN: And then could you
 9 elaborate on which food items you've -- give us some
 10 examples of what you've replaced and what some of
 11 those replacements have been?
 12 MS. HETZLER: Sure. I might need to ask
 13 Joann's help on a few of these. Some of the ones that
 14 jump out immediate -- I don't have the list in front
 15 of me, are, you know, getting rid of the chocolate
 16 muffins and the, you know, cinnamon rolls with icing
 17 on top, and chocolate muffins for breakfast. And
 18 replacing those with even simple things like whole
 19 wheat or whole grain waffles and lemon bread, and
 20 fresh fruits instead, is a big swap-out for some of
 21 those items.

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1 Nacho grande, I believe, was on the menu a
 2 while back. We got rid of that one. What else have
 3 we? I don't have the list in front of me.
 4 MS. ENGLISH-CALVERT: Yeah, I think we
 5 (indiscernible) a granola round at breakfast. We --
 6 putting yogurt on at breakfast. We're introducing
 7 hard-cooked eggs in some of our boxes at lunch, as
 8 well as at breakfast.
 9 MS. HETZLER: How about the salads? All the
 10 new entrée salads.
 11 MS. ENGLISH-CALVERT: All the new salads,
 12 specialty sandwiches, the bento boxes, which I think
 13 will be really popular.
 14 MS. HETZLER: We removed the burgers. That
 15 was a burger issue for quite a while there. That's
 16 gone. Some of the sandwiches. Some of the photos you
 17 may have seen with the gentleman that you're speaking
 18 of. None of those items exist anymore.
 19 CHAIRWOMAN HENN: That's great. I think to
 20 meet some of the USDA guidelines, we're hearing that
 21 portions are small because of the high-fat content,

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1 and students, especially the secondary students,
 2 complain that in order to meet those guidelines,
 3 they're getting tiny portions of really high fat, you
 4 know, meat stick and cheese. And, you know, my
 5 daughter will say it's this big, and they're not
 6 appetizing, but also not filling in terms of meeting
 7 the nutritional needs so.
 8 MS. HETZLER: Yeah, the serving sizes are
 9 mandated, obviously. But one thing that we --
 10 CHAIRWOMAN HENN: And healthier.
 11 MS. HETZLER: -- can encourage, and continue
 12 to encourage, is that, especially at the high-school
 13 level, they're able to take two fruits and two
 14 vegetables. And I think that with increasing the
 15 variety of what we're offering, that they'll actually
 16 do that. Right? If we only provided them one fruit
 17 and one vegetable in the past to select from, and they
 18 don't like those specific items, they weren't going to
 19 take it. Versus now, if there's a larger variety,
 20 they like carrots and apples or peaches or whatever
 21 might be on the menu. So it's really encouraging them

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1 to be able to actually take all of the items that are
 2 allotted to them. We can't offer second and third
 3 slices of pizza, but you can double up on those fruits
 4 and veggies all day.
 5 CHAIRWOMAN HENN: And salads. Great. Thank
 6 you.
 7 Dr. Hager?
 8 BOARD MEMBER HAGER: I think others -- Ms.
 9 Jose.
 10 CHAIRWOMAN HENN: Oh, okay.
 11 Ms. Jose?
 12 BOARD MEMBER JOSE: Dr. Hager was before me,
 13 but I can --
 14 CHAIRWOMAN HENN: She's -- she said you
 15 could go first.
 16 BOARD MEMBER JOSE: All right. Thank you.
 17 Thank you for this presentation. I saw there were
 18 four pilot schools that were picked. What was the
 19 criteria to pick? How did you pick these schools?
 20 What was the criteria that you used?
 21 And all of these schools seem to be in the

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1 northeast and central area. That's why I'm asking
 2 that.
 3 MS. HETZLER: Those four schools -- we
 4 actually worked in conjunction with the sustainability
 5 department, and those four schools were already on a
 6 path of kind of internally starting some food
 7 reduction initiatives on their own. So in conjunction
 8 with the composting program that was already started,
 9 and the support of the sustainability initiatives,
 10 they were kind of already on that path.
 11 They already had a very high interest. They
 12 already even had some data that we were able to start
 13 off with. So it was kind of a -- I don't want to say
 14 an accident, but it almost fell into that those four
 15 schools were the four pilot.
 16 BOARD MEMBER JOSE: It was just because of
 17 the composting program, correct?
 18 MS. HETZLER: Correct.
 19 BOARD MEMBER JOSE: So when you're talking
 20 about providing fresh food, are those through vendor
 21 contracted services? Do we also provide nondairy

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1 alternatives to our children?
 2 MS. HETZLER: Yes. So we have -- milk is
 3 the primary nondairy option (indiscernible).
 4 MS. ENGLISH-CALVERT: Yes, we have Ripple,
 5 which is a pea-based milk, and they can also get
 6 Lactaid from the dairy. So we do have options for
 7 students who are lactose intolerant or have other
 8 reasons that they can't drink dairy -- full-dairy
 9 milk. So yes, they are available.
 10 BOARD MEMBER JOSE: And they're in all
 11 schools, or just a few?
 12 MS. ENGLISH-CALVERT: They would be upon
 13 request. The dietician would be working with the
 14 school nurse or the parent. We would know -- need to
 15 know that that child is -- does have a dairy allergy,
 16 and we would be specializing their -- that child's
 17 meal. And the nondairy milk would be there
 18 specifically for that child, if they wanted it.
 19 CHAIRWOMAN HENN: Anything else, Ms. Jose?
 20 BOARD MEMBER JOSE: No, that'd be all.
 21 Thank you.

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1 CHAIRWOMAN HENN: Sure.
 2 Mrs. Causey?
 3 BOARD MEMBER CAUSEY: Thank you. I just
 4 wanted to thank our amazing staff in the Office of
 5 Food and Nutrition Services. As we strive to achieve
 6 increased academic outcomes for all of our students,
 7 we know that well-roundedness and health is very
 8 important, and so this -- food and nutrition services
 9 are so important.
 10 It's also an opportunity for our children to
 11 gather and socialize together, so we know that that's
 12 very important.
 13 I did want to just commend many of our
 14 school advocates, and members of the Board, and
 15 members of Dr. Williams' staff where we have been able
 16 to increase the community eligibility provision for so
 17 many schools. And on slide three, if you go back to
 18 that, you can see the increase in a short amount of
 19 time.
 20 It's unfortunate that we have schools -- so
 21 many schools that meet the poverty guidelines, but it

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1 is beneficial that this Board and this school system
 2 is advocating for those students by incorporating
 3 these programs. So I just appreciate that.
 4 I did also want to just understand if there
 5 -- if you can outline for families and students the
 6 difference between what the requirements were last
 7 year and that, I believe this year, our schools have
 8 greater autonomy and flexibility with their food
 9 preparation.
 10 MS. HETZLER: I'm not sure I understand the
 11 question. The requirements for --
 12 BOARD MEMBER CAUSEY: Well, now that it's
 13 not 100 percent funded by the USDA, does that provide
 14 your office with greater flexibility in the variety
 15 and the preparation of food that you can offer to the
 16 children?
 17 MS. HETZLER: Oh, so where the funding comes
 18 from and the nutritional requirements are independent
 19 of one another. So whether a school is a CEP school,
 20 or last year when all meals were free nationwide, the
 21 nutritional requirements generally do not change.

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1 At different points in time, there have been
 2 flexibilities for one reason or another. But
 3 generally speaking, the funding sources and the
 4 programs that are run at different schools are really
 5 independent of the nutritional requirements that the
 6 USDA sets.
 7 BOARD MEMBER CAUSEY: Okay, thank you. And
 8 just to ask another question, a follow-up question, if
 9 there are students that do not use dairy, for
 10 religious or cultural reasons, can they also make a
 11 request through the cafeteria staff or school nurse to
 12 have those nondairy beverages and choices available?
 13 MS. ENGLISH-CALVERT: I'll answer that. No,
 14 so the regulation for the milk, the milk is specific
 15 to the meal and is a USDA regulation that we serve
 16 liquid dairy milk. In order for a child to be able to
 17 elect to have the milk that is nondairy, it has to be
 18 diet related, in that it has to have a health issue
 19 connected with it.
 20 We are not required to provide special and
 21 alternate meals based on religion. And the USDA, who

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1 regulates our program, has kind of strict regulations
 2 in that all diet modifications to the meal and
 3 alterations are backed by a doctor and a diet note.
 4 BOARD MEMBER CAUSEY: Okay, thank you. And
 5 can you explain the --
 6 CHAIRWOMAN HENN: Ms. Causey, that's time.
 7 BOARD MEMBER CAUSEY: Oh, okay. Thank you.
 8 CHAIRWOMAN HENN: Thank you.
 9 Dr. Hager?
 10 BOARD MEMBER HAGER: I am a huge fan of your
 11 work, as you know. I thank you all for everything
 12 that you do. I'm going to have a few quick questions,
 13 then I want to dig into CEP a little bit, just for the
 14 Board, and I have a few questions specifically for
 15 you.
 16 So shared tables are not back yet?
 17 MS. HETZLER: No, they're back this year.
 18 BOARD MEMBER HAGER: Okay. That's what I
 19 thought. And I wrote down lemon bread. I've heard a
 20 lot of good things about that.
 21 MS. HETZLER: I'm a fan.

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1 BOARD MEMBER HAGER: Previously, we didn't
 2 serve beef products. We served turkey products, then
 3 we went back to beef during the pandemic. Are we
 4 sticking with beef? Are we going back to turkey or?
 5 MS. HETZLER: It's pork that we didn't serve
 6 --
 7 BOARD MEMBER HAGER: Oh, okay.
 8 MS. HETZLER: -- not necessarily beef, so --
 9 BOARD MEMBER HAGER: Okay. No pork still?
 10 MS. HETZLER: There's pork on one item,
 11 correct?
 12 MS. ENGLISH-CALVERT: The meat lover's
 13 pizza.
 14 MS. HETZLER: The meat pizza. So there's
 15 one item with pork. Everything else that we serve,
 16 even if it says it's a ham sand -- technically turkey.
 17 BOARD MEMBER HAGER: Okay. That's what I
 18 remember, then turkey dogs and things like that.
 19 Okay, and do we have meatless options every day for
 20 kids?
 21 MS. HETZLER: Yes.

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1 BOARD MEMBER HAGER: Okay, that's what I
 2 thought, as well. I have seen the signage of the
 3 three versus five components in schools, which I think
 4 is really helpful for the kids. So I haven't seen
 5 many -- much signage about the two fruits and
 6 vegetables, though. Are you promoting that in the
 7 schools?
 8 MS. HETZLER: It's on the same sign as the
 9 three for five.
 10 BOARD MEMBER HAGER: Oh, I just missed it.
 11 I got distracted by the three versus five. No, I
 12 totally understand. Thank you.
 13 MS. HETZLER: But if you didn't see it,
 14 maybe we need a bigger sign on the --
 15 BOARD MEMBER HAGER: I'll double-check next
 16 time I'm in schools. Yeah, I probably just was, like,
 17 whoa, three versus five. This is great. And so I
 18 want to dig into CEP. So could you talk a little bit
 19 about the ISP calculation and the new Medicaid
 20 addition this year, and what you expect will happen
 21 this year?

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1 MS. HETZLER: So CEP schools are determined
 2 based on their ISP, which is essentially their school-
 3 wide free and reduced population. The new regulations
 4 have added Medicaid as a direct certification, which
 5 will, in turn, increase the ISPs in additional
 6 schools, above and beyond what we had in the past.
 7 It's still too new right now. We probably
 8 just got our first batch from MSD last week maybe. It
 9 seemed to be pretty significant. But we really don't
 10 know how it'll impact it yet.
 11 BOARD MEMBER HAGER: And I -- we got a
 12 message from the school system, based on a question
 13 that we asked, that said that we would revisit in a
 14 four-year cycle. But from what I understand, it's
 15 more best practice to revisit your CEP numbers based
 16 on your updated ISPs annually to improve your
 17 reimbursement rates and to reach all the schools that
 18 actually need help. So what is our plan? Are we
 19 doing four years, or are we looking at this annually?
 20 MS. HETZLER: Currently, we're on the four-
 21 year cycle plan.

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1 BOARD MEMBER HAGER: Is there any discussion
 2 about doing it annually?
 3 MS. HETZLER: I guess there is now.
 4 BOARD MEMBER HAGER: So I was honestly going
 5 to consider a motion tonight to -- such that we would
 6 be encouraged to do this every year, because I didn't
 7 realize we were on a four-year cycle until just
 8 recently.
 9 So is this -- you know, I don't know that
 10 it's something the Board has to do, but is this
 11 something that you, I don't know, so --
 12 MS. HETZLER: I think it would be beneficial
 13 to research.
 14 DR. WILLIAMS: I think that would be a
 15 bigger conversation, Dr. Hager. As they're -- as they
 16 prepare for the opening of school, now we have our
 17 momentum going. I think we're able to have another
 18 conversation based on your comment that we can have
 19 with Dr. Yarbrough and the team.
 20 BOARD MEMBER HAGER: It's going to make a
 21 big difference, I think. I think we're going to end

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1 up with a lot more CEP-eligible schools, starting --
 2 everyone will across Maryland. It's not just us,
 3 right?
 4 So and it's a pretty significant policy
 5 change, and so I'm excited about it. I think it's an
 6 opportunity for our schools, a lot of those that are
 7 on the cusp of the 40 percent, you know. So but I
 8 didn't realize the four-year thing until just
 9 recently, so I just wanted to ask a little bit about
 10 that, given this big policy change.
 11 MS. HETZLER: Yeah, like Dr. Williams said,
 12 I think it's definitely a thing that should be dug
 13 into a little bit deeper to see what the impacts are
 14 and those effects are of that new -- of the new
 15 regulations so.
 16 BOARD MEMBER HAGER: Yeah, that's great.
 17 That's it. I'm under my two minutes, so thank you so
 18 much for everything you do, seriously. This is great.
 19 CHAIRWOMAN HENN: Thank you, Dr. Hager.
 20 I have a follow-up, and then Mr. McMillion
 21 is waiting patiently.

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1 So, Dr. Williams, do we know that all
 2 schools eligible for CEP for this school year are
 3 currently -- or possibly your team, are currently
 4 enrolled for this? Or is this something we should be
 5 planning for in the FY '24 budget? And is that
 6 information that the Board can be provided with, in
 7 terms of costs?
 8 DR. WILLIAMS: So that's a good question.
 9 Across the state, all superintendents have been
 10 talking about this, so I believe -- let us have the
 11 conversation to look at all the nuances with this.
 12 Because then we can be able to follow back up with the
 13 Board about some recommendations.
 14 CHAIRWOMAN HENN: Okay. Thank you.
 15 Mr. McMillion?
 16 VICE CHAIR MCMILLION: You mentioned
 17 something that when I was a teacher, I thought about
 18 this for years. And I was in a school building the
 19 other day, and I saw this sign that talked about the -
 20 - that listed these things that are made out of
 21 turkey. And I don't -- and I'm not being funny. I'm

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1 not being critical. I'm just trying to learn. If
 2 something's turkey, why don't you call it turkey? Why
 3 do you call it ham or something else? I don't
 4 understand that. Thank you.
 5 MS. HETZLER: Well, ever heard of an
 6 impossible burger? It's not beef. Those are
 7 vegetarian items. So there's a lot of products out
 8 there that are made from different products that
 9 satisfy the need of, you know, a special diet or
 10 different, you know, preferences and such. So with a
 11 high population in Baltimore County that does not eat
 12 pork, it's in our best interest, and the best interest
 13 of the students, to offer additional items that are,
 14 perhaps, made out of turkey and not pork.
 15 VICE CHAIR MCMILLION: Thank you.
 16 CHAIRWOMAN HENN: Thank you.
 17 Ms. Scott?
 18 BOARD MEMBER SCOTT: Yes, thank you. I
 19 wanted to know -- I heard some talk about the pilot
 20 and the areas where the pilot is, and I wanted to know
 21 if there were plans to expand the pilot? I didn't

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1 know if that was already touched on.
 2 MS. HETZLER: For the food waste reduction
 3 program?
 4 BOARD MEMBER SCOTT: I guess I'm thinking
 5 about for a pilot for, like, fresh food and salads and
 6 things like that.
 7 MS. HETZLER: So the pilot program that we
 8 talked about was for the food waste reduction program.
 9 That was last school year, and that's already been
 10 implemented across all schools, county-wide.
 11 BOARD MEMBER SCOTT: Is there a plan to
 12 expand it, or has it come to its conclusion?
 13 MS. HETZLER: Oh, that'll be ever growing,
 14 as much as we can, so the initial portions of the
 15 program have been launched to all schools. To me,
 16 that's step one, and then we dig into the next thing
 17 that we can make a positive impact on. And once we've
 18 done that, we'll do it again to the next item. So our
 19 goal for year one was geared around fruit cups and
 20 milk.
 21 You know, in the next six months or maybe

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1 next year, it might be around something else, as we
 2 continue with that data and make those adjustments to
 3 menus as it comes. But those four pilot schools were
 4 something that's already complete from last year, and
 5 it's already been launched to the whole county. But
 6 it's really an ever-evolving program that will
 7 continue to grow and change organically.
 8 BOARD MEMBER SCOTT: That was what my
 9 question is, that you just answered it, that it was a
 10 four pilot and then now it had been launched already
 11 throughout the county. And I wanted to know if there
 12 was a pilot that was coming up -- I guess this is my
 13 second question, that would include fresh, like,
 14 fruits and salad, or is that something that's already
 15 in the works?
 16 MS. HETZLER: That's already launched in all
 17 schools. So the fresh fruit and vegetables for just
 18 the new program across the board to increase the fresh
 19 fruits and vegetables has already launched in every
 20 school. All of the new fresh salads, I believe
 21 there's eight different varieties that'll rotate

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1 through the menu, the bento boxes that'll rotate
 2 through the menu. That's all current. That's already
 3 been launched county-wide.
 4 BOARD MEMBER SCOTT: Okay, great. Thank
 5 you.
 6 CHAIRWOMAN HENN: Thank you. Ms. Hassan?
 7 STUDENT BOARD MEMBER HASSAN: Thank you, and
 8 thank you guys so much for this presentation, for all
 9 the work you do. I am a -- I'm also a huge fan. Like
 10 I know Dr. Hager is and I'm, like, I'm over here and
 11 I'm, like, this is awesome. I'm so excited for this.
 12 I know a lot of students are so excited for these
 13 amazing changes, and being able to see themselves in
 14 their food options. But also being able to eat food
 15 that's edible. I know that students were very vocal
 16 last year about their concerns, so hype and shoutout
 17 to the students for sharing those opinions.
 18 But I do want to ask a little bit more about
 19 halal and kosher options, as well as vegan and
 20 vegetarian options, that are being provided, making
 21 sure that those are being provided in the best way

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1 possible.
 2 MS. HETZLER: So, you know, step one was to
 3 add the fresh fruits and vegetables across the board.
 4 The wellness policy that we recently updated with Dr.
 5 Hager does address some of those items that we're
 6 planning to work on. Offering kosher would be pretty
 7 tough. That's a pretty tough one, but maybe kosher
 8 style isn't as tough.
 9 So looking at some of those, you know,
 10 regulation states that we don't have to -- we don't
 11 modify our menus for preferences, more for medical
 12 purposes, but that doesn't mean we can't. It doesn't
 13 mean that we can't offer, you know, the vegetarian
 14 options that we do offer now, even now. All those
 15 salads that I mentioned are offered in a vegetarian
 16 way. You know, there's the cheese pizza versus the
 17 meat pizza. There's always those different vegetarian
 18 and vegan-type things that we offer every single day.
 19 It's a little tougher on those kosher-type things, but
 20 you know.
 21 STUDENT BOARD MEMBER HASSAN: And then,

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1 also, just asking in general, like, I know we take a
 2 lot of time in creating -- or you guys take a lot of
 3 time in creating an amazing menu. I guess student
 4 feedback in creating a menu. How does -- what does
 5 that look like? What do you guys want that to look
 6 like in the future? How can we get students on board
 7 and helping create a menu that they can get behind,
 8 more than just surveys?
 9 MS. METZLER: I mean, I think that's
 10 twofold. I think first, it starts with that
 11 partnership of qualify food in the cafeteria every
 12 single day. So if a student is unhappy, or happy,
 13 with their meal, then they should share that at any
 14 time, with a teacher, with the staff, with each other
 15 across the board, just having that open line of
 16 communication each day.
 17 But the more formalized feedback is
 18 important for us to create that partnership with the
 19 students. So we, you know, we go through with our
 20 dietician and Joann and all of our staff to say, okay,
 21 these are the items that we even -- that will pass our

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1 first test. The first line of testing, but then it
 2 continues all the way down and goes to the students,
 3 as well, so that they can be a part of that. But
 4 you'll see that coming.
 5 STUDENT BOARD MEMBER HASSAN: And then one
 6 last question, I would love to hear more about a farm
 7 to table program? Do we do that? Like, do some of
 8 our schools do that? I would love to hear more about
 9 that.
 10 MS. ENGLISH-CALVERT: So we did a few years
 11 ago. We did a bid that put out to the local called
 12 Farm to Plate. And so we have partnered with several
 13 industries and farmers, and then COVID hit. And that
 14 became a little bit difficult. So we do -- we are
 15 trying to go local as best we can.
 16 The problem is we're such a large population
 17 of students that many of the farmers, if I reach out
 18 to them, will say, mm, I really can't handle your
 19 volume. But we are -- frequently, we'll purchase
 20 apples. We purchased asparagus last year. We'll get
 21 strawberries from local farmers, and we'll menu them,

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1 and you'll see them get advertised.
 2 Like Farm to School Week, which is in
 3 October, we're bringing in local mushrooms. So as
 4 best we can, we try to partner with the local farmers
 5 and producers. But, again, a lot of them will say
 6 that we're too large. But we still try working with
 7 them as best we can.
 8 STUDENT BOARD MEMBER HASSAN: Awesome.
 9 Thank you, guys, so much.
 10 CHAIRWOMAN HENN: Thank you. Dr. Hager,
 11 believe you were next.
 12 I'm sorry. Ms. Jose? You're next.
 13 BOARD MEMBER JOSE: Thank you. When I spoke
 14 to the previous -- Ms. Levin's (phonetic) team before
 15 she left, one of the issues we had at breakfast was --
 16 and you kind of addressed that, a lot of sugary items.
 17 And making it high protein was something that was an
 18 issue, even putting boiled eggs because they would go
 19 gray. Was that an issue that was ever resolved in
 20 providing more protein during breakfast?
 21 MS. HETZLER: We removed a lot of those

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1 sugary items. We removed the chocolate muffins and
 2 the donuts and the iced cinnamon rolls, the, you know,
 3 cereal that, what were they, Trix cereal bars and
 4 such. So we removed a lot of those items. There are
 5 proteins in several items, though. We have the turkey
 6 -- no, I'm sorry, pancake-wrapped sausage. We just
 7 brought in the hard-cooked eggs to add those to the
 8 menu.
 9 MS. ENGLISH-CALVERT: Unfortunately, the
 10 regulations -- the USDA regulation does not
 11 concentrate on protein at breakfast at all. It mainly
 12 concentrates on the grains and the carbohydrates. So
 13 we tried to introduce the protein when we can. So we
 14 are introducing yogurt at breakfast, and we see a
 15 hard-cooked egg, and the hot entrees, for the most
 16 part, have protein in them. There might be an egg and
 17 cheese, sausage sandwich on a croissant. But, yeah,
 18 unfortunately, the regulation does not concentrate on
 19 the proteins, more on the carbohydrates, grains.
 20 CHAIRWOMAN HENN: Okay. Thank you.
 21 BOARD MEMBER JOSE: Oh, we were at the NSB

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1 conference. There were a lot of vendors that were
 2 providing fresh food, salads, quinoa salads, and
 3 granola bars that were fresh made. Is there anything
 4 in the works with BCPS to do something like that at a
 5 few schools with a much more robust, healthy diet that
 6 follows USDA guidelines, but is fresh and prepared on
 7 premise?
 8 And I know it's not possible. We're a large
 9 system, but something in the works to pilot a
 10 strategic way, something that's innovative. Do you
 11 have anything in the plans? Is there any discussion
 12 on that?
 13 MS. HETZLER: I mean, I think, in general,
 14 the menu is ever evolving all the time. We attend
 15 food shows. We remain in contact with our vendors on
 16 a consistent basis. So when we come across products,
 17 we test them. We put them through, you know, the
 18 whole rigamarole. It goes through our internal checks
 19 to see if something is going to make it to the end,
 20 and then we get with the students and see if they like
 21 it, as well.

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1 For right now, you know, I've shared the
 2 things that we've done, which is quite a bit. We took
 3 off a ton of the sugary items, and we added a lot of
 4 fresh fruits and vegetables, was a huge win,
 5 especially in the breakfast arena. So, you know, the
 6 menu is definitely ever changing, and there's
 7 definitely always room for growth and opportunity. So
 8 nothing's off the table, but I think we've made a lot
 9 of progress already so far.
 10 CHAIRWOMAN HENN: Thank you. Dr. Hager?
 11 BOARD MEMBER HAGER: I just want to mention
 12 child nutrition. Your authorization's coming up, and
 13 hopefully they will address added sugar and protein at
 14 breakfast, and all those things we're talking about,
 15 at the federal level. And tomorrow is the White House
 16 meeting on hunger, nutrition, and health, and so we
 17 may hear more tomorrow.
 18 So lots of good things on the horizon. The
 19 question I would ask about were the lines -- the wait
 20 time to get food, and I know that that's been an
 21 ongoing struggle, again, nationwide. And we've done a

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1 lot with kind of the point of service machines and
 2 kind of speeding that up.
 3 Is there anything -- are you working on
 4 anything on that front now in the lunchroom?
 5 MS. HETZLER: Yeah, I mean, we've done a
 6 lot. The HR department is moving mountains right now
 7 with staffing and recruiting to get all the schools
 8 staffed. We're still significantly understaffed, as
 9 is the rest of the nation and, especially in food
 10 service, just the same as teachers and buses and such.
 11 So those lines are something that we're
 12 working on, but our HR is -- they're working really,
 13 really hard, but it's a tough environment right now.
 14 BOARD MEMBER HAGER: Yeah, no. That is
 15 definitely one thing you hear is my kid waited so
 16 long. You know, and I know, again, it's national.
 17 It's not just us.
 18 MS. HETZLER: Yeah, they need to get back to
 19 class. You know, we understand that, so we're trying
 20 our best to speed up the service methods. We've
 21 changed some of the -- we've even changed menu items

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1 that just took physically too long to serve. So if we
 2 were able to drop five seconds off of each student,
 3 then that adds up at the end of the day. So there are
 4 different things that we've done up to this point.
 5 You know, we implemented an entire new POS
 6 system, you know, this year after the ransomware
 7 attack. So there's definitely some room for
 8 improvement there. We're hiring, if anyone is looking
 9 for a job. Please let me know.
 10 BOARD MEMBER HAGER: Yeah, no, you guys are
 11 doing great work. I just -- I wanted to highlight
 12 some of the things that I knew that you were doing.
 13 So that's really good to hear. Thank you.
 14 CHAIRWOMAN HENN: Thank you.
 15 And our last question goes to Mr. McMillion.
 16 VICE CHAIR MCMILLION: My last question.
 17 Next time I'm in a school building, can I stop in a
 18 cafeteria and check out a bento box?
 19 MS. HETZLER: Absolutely. They start a week
 20 and a half maybe is the first -- next Wednesday?
 21 VICE CHAIR MCMILLION: Okay. I'm going to

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1 do that.
 2 MS. HETZLER: They're starting to roll out
 3 on Wednesday.
 4 VICE CHAIR MCMILLION: I'm going to tell
 5 them you said it was okay.
 6 MS. HETZLER: You do that.
 7 VICE CHAIR MCMILLION: Thank you.
 8 CHAIRWOMAN HENN: Thank you. Dr. Williams?
 9 DR. WILLIAMS: So good evening, everyone. I
 10 do want to acknowledge our cafeteria workers, our
 11 cafeteria managers, and our lunchroom assistants.
 12 They do a fabulous job each and every day, working
 13 with thousands of students. I do want to acknowledge
 14 Jaime, Terri, and Joann for being here, and the work
 15 that you have done. I just want to echo the changes
 16 that you've made to prepare us for this year, we
 17 greatly appreciate that.
 18 As you well know, I visit schools, and I
 19 have been eating our lunch. And I appreciate the
 20 choices, and our cafeteria workers will remind
 21 students about the fruits and vegetables, even if the

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1 students don't read the sign. They do a nice job of
 2 working with the students, not only on their choices,
 3 but also their PIN numbers, so thank you so much. I
 4 got a PIN number.
 5 And the best thing I hear is what the kids
 6 like. Roah, they like the lemon bread. They like the
 7 banana nut bread. And I tasted the hummus and
 8 vegetables, so kudos to the work and the upgrades that
 9 you've done thus far. So I do want to commend you and
 10 all of our cafeteria workers, managers, and
 11 assistants.
 12 Board members, go and visit a school and
 13 have lunch with students. And enjoy our food that we
 14 provide. Or bring your own. You have that option, as
 15 well. But I wanted to thank you all for being here
 16 tonight and giving an update. Thank you very much.
 17 (Applause)
 18 CHAIRWOMAN HENN: The next item on the
 19 agenda is information items, which include the revised
 20 Superintendent's Rule 5120, and the 2021-2022 summer
 21 graduation and projected graduation right report.

<p style="text-align: right;">Page 142</p> <p>1 The next item on the agenda is Board 2 committee updates and agenda setting. First is 3 committee updates. The links to the September 4 committee meetings can be found on BoardDocs under 5 this agenda item. 6 First, we have the Audit Committee. Mr. 7 McMillion? 8 VICE CHAIR MCMILLION: Great. I'm extremely 9 happy to -- the fact that the internal audit plan was 10 -- internal audit work plan was passed this evening, 11 so we can move forward with that. They've been 12 working on it. Our next meeting is Tuesday, it's the 13 third Tuesday of the month, in October. October 18th 14 from 4:30 to 6:00. Thank you. 15 CHAIRWOMAN HENN: Thank you. 16 Budget Committee, Mr. Kuehn? 17 BOARD MEMBER KUEHN: Thank you, Ms. Henn. 18 The Budget Committee meeting -- met on September 21st, 19 discussing the impact of teacher salaries on the 20 budget going forward, and possible increases in salary 21 and COLAs. This has basically been overcome by</p>	<p style="text-align: right;">Page 144</p> <p>1 of that date. Thank you. 2 CHAIRWOMAN HENN: Thank you. 3 Legislative and Governmental Relations, Ms. 4 Causey? 5 BOARD MEMBER CAUSEY: Good evening. Thank 6 you. I just wanted to state that, currently, the 7 Legislative and Government Relations Committee does 8 not have a meeting scheduled. But I've requested from 9 staff if we can start the process for scheduling it, 10 because the cycle is going to start soon, and the 11 Maryland Association of Boards of Education 12 Conference, which Dr. Williams and several Board 13 members will be attending, does have its first 14 legislative committee meeting in October, the first 15 week of October. 16 So there's a lot of good work that started 17 last year that we want to continue. So (inaudible) 18 can look for an email soon. 19 CHAIRWOMAN HENN: Okay, thank you. 20 Last, we have the Policy Review Committee. 21 The Policy Review Committee met on September 19th.</p>
<p style="text-align: right;">Page 143</p> <p>1 situations that occurred today and agreements that 2 have been made with the county executive that were 3 discussed. 4 So we plan on meeting next month. I believe 5 on the 19th, but I'll have to check that. The 6 information is available on the website. Thank you. 7 CHAIRWOMAN HENN: Thank you. 8 Curriculum Committee, Mr. Offerman? 9 BOARD MEMBER OFFERMAN: The next Curriculum 10 Committee Meeting will be Thursday, October 20th, at 11 2:30. 12 CHAIRWOMAN HENN: Thank you. 13 Equity Committee and Equity Committee with 14 Equity Counsel, Ms. Scott? 15 BOARD MEMBER SCOTT: Yes. We had Equity 16 Committee Meeting, but due to lack of a quorum, due to 17 absence of Board members, the Equity Committee, 18 unfortunately, was not able to meet. And the next 19 Equity Committee Meeting is scheduled for October 20 20th. So I would ask that Equity Committee members 21 who are intent on staying on the committee make a note</p>	<p style="text-align: right;">Page 145</p> <p>1 The next meeting is October 17th. 2 Next is Board member comments and agenda 3 items for future Board meetings. And we'll start with 4 Mrs. Causey. Mrs. Causey, anything for Board member 5 comments or agenda items? 6 Okay. Ms. Stolusky? 7 BOARD MEMBER STOLUSKY: No. I don't have 8 anything specifically, just enjoyed all of the 9 presentations and all of the good that is happening so 10 far. 11 CHAIRWOMAN HENN: Ms. Jose? 12 BOARD MEMBER JOSE: Thank you, yes. I would 13 like to add to the next Board meeting, October 11th, 14 the equity metrics update that was supposed to be 15 presented at the last equity meeting. Since it was 16 canceled, I think it's a good idea for this to come to 17 the full Board, since we have more than half of the 18 Board on the committee, 6 members out of 11. So I'd 19 really like to add that to the October 11th agenda. 20 Thank you. Good night. 21 CHAIRWOMAN HENN: Thank you.</p>

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1 Mr. McMillion?

2 VICE CHAIR MCMILLION: I'd like to commend

3 staff on the way that they handled the Pine Grove

4 situation. You know, everybody I talked to says that

5 it was an outstanding job. So thank you very much.

6 Thank you very much.

7 CHAIRWOMAN HENN: Thank you.

8 (Applause)

9 Ms. Hassan?

10 STUDENT BOARD MEMBER HASSAN: Thank you, and

11 a huge, huge, huge shoutout to everyone here today,

12 everyone who has, you know, served Baltimore County,

13 everyone who has made this school year an amazing one

14 thus far.

15 I know I personally -- I, you know, I'm

16 commending all of my teachers who are in the building

17 and everyone I've encountered thus far, so a huge

18 shoutout. And definitely -- and a huge shoutout to

19 Pine Grove, to the students there. I know -- I can't

20 even imagine how much fear and trauma that must've

21 been.

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1 So thank you to the teachers,

2 administration, staff who made sure that they were

3 communicating with their students. And a huge, just

4 all of my hearts go out to that community, and every

5 single community experiencing issues with school

6 safety right now.

7 And I really hope to be able to continue to

8 push that in the coming months, and I guess -- I mean,

9 the only thing I can say is let's get in good trouble

10 one last time.

11 CHAIRWOMAN HENN: Mr. Offerman?

12 BOARD MEMBER OFFERMAN: I have no

13 suggestions for the agenda. Thank you.

14 CHAIRWOMAN HENN: Thank you.

15 Ms. Scott?

16 BOARD MEMBER SCOTT: Thank you, yes. I

17 would like, as well, to see the equity presentation,

18 the equity audit that was supposed to be at the Equity

19 Committee Meeting. And that was, unfortunately, not

20 able to be shared due to lack of a quorum.

21 The document, basically, shows, which is

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1 also in BoardDocs, three years of data that shows

2 where there are persistent gaps and widening gaps for

3 the most recent school year for our students in the

4 areas of math, reading benchmarks. And this is

5 important information as we do educational equity, and

6 we work to support all of our students.

7 These are the questions that we need to ask,

8 that are being answered, that we as a Board need to

9 know so that we can effect change. So I think that's

10 important, and I hope it is for consideration on the

11 October 11th agenda. Thank you.

12 CHAIRWOMAN HENN: Thank you.

13 Dr. Hager?

14 BOARD MEMBER HAGER: I also want to echo the

15 remarks of Ms. Jose and Ms. Scott regarding the

16 inclusion of the equity audit. We've been waiting for

17 it for a while, and now that it's here, it would be

18 great to discuss it sooner rather than later.

19 And I want to thank Ms. Henn and Ms.

20 McMillion for including the food and nutrition

21 services on the agenda, which I had asked for in the

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1 past. And echo that they are willing to hear feedback

2 and want to hear feedback, and please, you know, for

3 others to provide that feedback to them so that they

4 can just make things better. So thank you.

5 CHAIRWOMAN HENN: Thank you.

6 Mr. Kuehn?

7 BOARD MEMBER KUEHN: Thank you. For a

8 future meeting, I would like to discuss the fact that

9 high school starts too early in the morning, and that

10 we need to adjust the schedule appropriately. This

11 has happened in multiple districts across the country,

12 and it has an effect on our teenagers and their lack

13 of sleep.

14 So I definitely would like to have that

15 added. If not, I'll be bringing a motion to ask for a

16 report going forward to move our system closer to

17 making high school start later.

18 Regarding my comments, I know that right now

19 the seniors out there and their parents are all

20 scrambling to get their applications together for

21 college. We're only a month into school, probably

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1 just about a full month. But a lot of colleges
 2 require early application, if you're going to have a
 3 shot at any kind of merit scholarship aid.
 4 So I just want to tell everybody to take a
 5 deep breath, and to continue the good work that you're
 6 doing, and best of luck. Thank you.
 7 CHAIRWOMAN HENN: Thank you.
 8 And, lastly, I just want to thank Dr.
 9 Williams, my colleagues on the Board, Mr. Hartlove,
 10 and all of our staff for our commitment to Team BCPS,
 11 and our work to compensate and reward and recognize
 12 our staff appropriately. This is a win. It's a step
 13 in the right direction. But I recognize the arduous
 14 efforts that went into getting us to where we are.
 15 And I appreciate all of your efforts. And I
 16 appreciate the county executive and county council's
 17 cooperation, and appreciate that we were able to reach
 18 an agreement for the good of our students, and for our
 19 team. So I appreciate that and everyone's efforts.
 20 VICE CHAIR MCMILLION: Ms. Causey has an
 21 agenda item.

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1 CHAIRWOMAN HENN: She wasn't on the line at
 2 that time. Thank you, Mr. McMillion. She can submit
 3 that in writing.
 4 Okay. The last item on the agenda is
 5 announcements. The Board's next meeting will be held
 6 on Tuesday, October 11, 2022 at 6:30 p.m. Thank you
 7 all very much for joining us tonight. Have safe
 8 travel home. The meeting is now adjourned.
 9 (Meeting adjourned.)
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1 TRANSCRIBER'S CERTIFICATE
 2 I, Vivian Saxe, hereby certify that I transcribed
 3 from audio file the proceedings to the best of my
 4 ability in the foregoing-entitled matter; and I
 5 further certify that the foregoing is a full, true and
 6 correct transcript of the audio files produced.
 7 IN WITNESS THEREOF, I have subscribed my name on
 8 October 4, 2022.
 9
 10
 11 Vivian Saxe
 12
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 14
 15
 16
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 18
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 20
 21

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