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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

November 22, 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 **Erin R. Hager**

6 **Moalie S. Jose**

7 **Russell T. Kuehn**

8 **John H. Offerman, Jr. (Absent)**

9 **Lily P. Rowe**

10 **Makeda Scott**

11 **Felicia Stolusky**

12 **Roah Hassan, Student Member**

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1 **PROCEEDINGS**

2 **CHAIRWOMAN HENN:** Good evening. This is

3 Chairwoman Julie Henn. I now call to order the meeting

4 of the Board of Education of Baltimore County for

5 Tuesday, November 22, 2022. I invite you to recite the

6 Pledge of Allegiance to the Flag to be led by Ms. Roah

7 Hassan. We will then have a moment of silence in

8 recognition of those who have served education in

9 Baltimore County.

10 (Pledge of Allegiance.)

11 (Moment of silence.)

12 **CHAIRWOMAN HENN:** Tonight's Board of Education

13 meeting is being held in person and virtually and

14 broadcast online through Microsoft Teams and through BCPS

15 TV, Comcast Xfinity Channel 73, Verizon FiOS Channel 34.

16 In order to efficiently conduct this meeting, all voting

17 items this evening will be done by roll call vote.

18 The first item on the agenda is the

19 consideration of the November 22nd agenda.

20 Dr. Williams, are there any additions or

21 changes to tonight's agenda?

<p style="text-align: right;">Page 6</p> <p>1 DR. WILLIAMS: There are no additions or 2 changes. 3 CHAIRWOMAN HENN: Okay. Hearing none, the 4 agenda stands as presented. 5 Earlier this evening, the Board met in closed 6 session pursuant to the Open Meetings Act for the 7 following reasons: to (1) discuss the appointment, 8 employment, assignment, promotion, discipline, demotion, 9 compensation, removal, resignation or performance 10 evaluation of appointees, employees, or officials over 11 whom it has jurisdiction, or any other personnel matter 12 that affects one or more specific individuals; (7) 13 consult with counsel to obtain legal advice; and (9) 14 conduct collective bargaining negotiations or consider 15 matters that relate to the negotiations. The minutes of 16 the closed session and information summary can be found 17 on BoardDocs under this Board meeting agenda date. 18 Every year, the Board of Education publishes 19 the Annual Comprehensive Financial Report. And each 20 year, student artwork is included in the publication. 21 Later this evening, the ACFR will be presented to the</p>	<p style="text-align: right;">Page 8</p> <p>1 It is a bittersweet moment, as we say goodbye to most of 2 this current Board and prepare to welcome newly elected 3 Board members, as well as those that will be appointed by 4 the Governor-Elect in January. 5 It takes the collective efforts of a committed 6 team to effect change. I am so grateful for these 7 incredible Board members, for their unwavering commitment 8 and tireless efforts on behalf of children. During this 9 unprecedented time in public education, our Board members 10 have approached every decision with students in mind, and 11 always asked how an action will help raise the bar, close 12 gaps, and prepare every student for the future. Their 13 steadfast advocacy is beyond measure, and I can't begin 14 to adequately thank them for their service, and for the 15 personal sacrifice they have made advocating for the 16 students and staff of Baltimore County Public Schools. 17 The challenges of the last two-and-a-half 18 years have made this work increasingly difficult, but 19 these Board members continue to show up and give 20 generously of their time and talents. We faced many 21 obstacles as a team, but I am so very proud of all that</p>
<p style="text-align: right;">Page 7</p> <p>1 Board, and we would like to recognize those students 2 whose artwork is included. Each participating student 3 receives a gift card. The following students' artwork 4 was selected. 5 Leah Abramov (phonetic), grade eight, Sudbrook 6 Magnet Middle School; Cayden Brown (phonetic), grade 7 eight, Deer Park Middle Magnet School; Nadia Cofer 8 (phonetic), grade eight, Loch Raven Technical Academy; 9 Madelaine Hoyle (phonetic), grade seven, Middle River 10 Magnet -- I'm sorry, Middle River Middle School; Scarlet 11 Alvarado Puerto (phonetic), grade seven, Deep Creek 12 Middle School; Sylvia Schmidt (phonetic), grade six, Loch 13 Raven Technical Academy; and Erica Tolson (phonetic), 14 grade seven, Windsor Mill Middle School. Let's give 15 those students a round of applause. Congratulations. 16 (Applause.) 17 CHAIRWOMAN HENN: The next item is a special 18 order of business, recognition of our outgoing Board 19 members. I have the distinct honor and privilege of 20 recognizing the tremendous efforts of the members of the 21 Board of Education whose terms have now come to an end.</p>	<p style="text-align: right;">Page 9</p> <p>1 was accomplished working together. This includes 2 improved transparency and open discourse, prioritization 3 of school system resources, improved community and 4 stakeholder engagement, strong governance and fiscal 5 oversight, and much more. 6 Thank you, Board members. We wish you the 7 very best in your future pursuits and know that you will 8 continue to advocate on behalf of our students wherever 9 you go. So I ask if you could join me when I call your 10 names in the front of the dais? 11 Dr. Williams, please join us, as well. 12 First, I'd like to recognize Dr. Erin Hager. 13 (Applause.) 14 And participating virtually, we'd like to 15 recognize Ms. Moalie Jose. 16 (Applause.) 17 Ms. Kathleen Causey. 18 (Applause.) 19 And also not with us is Ms. Lisa Mack, former 20 Board member. Let's give Ms. Mack a big round of 21 applause.</p>

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1 (Applause.)
 2 Also participating remotely, Mr. John
 3 Offerman. Thank you, Mr. Offerman, for your service.
 4 (Applause.)
 5 Ms. Cheryl Pasteur, Delegate-Elect Cheryl
 6 Pasteur is with us.
 7 (Applause.)
 8 Welcome back.
 9 Ms. Lily Rowe.
 10 (Applause.)
 11 Ms. Makeda Scott.
 12 (Applause.)
 13 Ms. Felicia Stolusky.
 14 (Applause.)
 15 Mr. Russ Kuehn.
 16 (Applause.)
 17 Got it? Everybody? Thank you, all, and I had
 18 a chance to speak with the Governor's office, and he
 19 wanted me to share a special message with all of you this
 20 evening on your occasion.
 21 Governor Hogan wants to deeply thank all of

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1 you for your service on this Board. He appreciates your
 2 time, your effort, and he recognizes that this is a job
 3 that is very tough but is always worth the effort when it
 4 comes to our children's education. So he asked me to
 5 express his appreciation for your service, to thank you
 6 for a job well done, and you have the deepest
 7 appreciation of both him and his office. So that's from
 8 the Governor himself.
 9 (Applause.)
 10 Next, before I introduce the elected officials
 11 who are with us, I also have special messages from some
 12 electeds who could not be here with us, beginning with
 13 Delegate Ben Brooks, who has some special greetings for
 14 two of our members.
 15 Beginning with Delegate-Elect Pasteur. Come
 16 forward, Ms. -- Delegate Pasteur. That has such a great
 17 ring to it.
 18 So on behalf of Delegate Brooks, "Be it hereby
 19 known to all that sincerest congratulations are offered
 20 to Cheryl Pasteur in recognition of her commitment,
 21 consistency, and dedication to excellence in education.

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1 She has served the students of Baltimore County with
 2 fervor as a teacher, principal, and School Board member.
 3 Presented on this 22nd day of November 2022 by Delegate
 4 Benjamin Brooks of Baltimore County Legislative District
 5 10."
 6 (Applause.)
 7 Congratulations.
 8 And Ms. Makeda Scott. Delegate Brooks also --
 9 "Be it hereby known to all that sincerest congratulations
 10 are offered to Ms. Makeda Scott in recognition of her
 11 leadership, serving as Chair of the Baltimore County
 12 School Board. Her dedication to the Board, and the
 13 pursuit of excellence in education is laudable.
 14 Presented on this 22nd day of November 2022 by Delegate
 15 Benjamin Brooks of Baltimore County Legislative District
 16 10." Congratulations. Congratulations.
 17 (Applause.)
 18 Next, I have a message from former Senator Jim
 19 Brochin for Ms. Kathleen Causey and Ms. Lily Rowe, if you
 20 could -- two could come forward.
 21 "Lily and Kathleen, it only seems like

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1 yesterday when a coalition led by Cathi Forbes," who's
 2 with us, "and Yara Shake (phonetic) lobbied me heavily to
 3 reintroduce legislation for an elected School Board that
 4 had continuously failed over the years. Only a year
 5 earlier, Senator Zirkin's bill failed in a four-to-three
 6 vote in delegation, and I was told pointblank not to even
 7 bother putting the legislation in because they would do
 8 everything in their power to kill it.
 9 But lo and behold, everyone from Randallstown
 10 to Essex got on board, and the education activists who
 11 cared about accountability for their children helped us
 12 cross the finish line. The beauty of this legislation is
 13 that I really think it was carved out for the two of you.
 14 Lily, you have been a fierce advocate for
 15 doing what you have thought was right, and in the
 16 process, learning how to form coalitions to get things
 17 done. You have a lot to be proud of.
 18 Kathleen, you have been a tremendous voice for
 19 North County. And while everyone across the county may
 20 not have always agreed with you, North County certainly
 21 has. The independence and thoughtfulness you have

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1 exerted on this Board, and the leadership you've
 2 provided, have really changed the way in which a board
 3 should be acting against a check" -- "as a check.
 4 You will both be missed, but thank you from
 5 the bottom of my heart is" -- "for setting the standard
 6 for what true accountability should look like. Your
 7 former Senator and friend, Senator Jim Brochin."
 8 (Applause.)
 9 And with that, I'd like to introduce our
 10 elected officials who are with us this evening, beginning
 11 with Mr. County Executive. Welcome.
 12 MR. OLSZEWSKI: Thank you.
 13 CHAIRWOMAN HENN: Thank you.
 14 (Applause.)
 15 MR. OLSZEWSKI: Thank you, Madam Chair, and
 16 good evening to all. It is my pleasure to join in the
 17 accolades for our outstanding Board members who have
 18 given so much to the residents of Baltimore County, the
 19 students and educators across this great jurisdiction.
 20 We are blessed and thankful for your service. I have
 21 citations, as well, to just give our thanks for your

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1 service, groundbreaking service in many regards, for our
 2 first elected and hybrid Board, and, again, just want to
 3 thank you all for the ways in which you have prioritized
 4 our educators and our students day in and day out.
 5 Baltimore County is better because of each of you. I am
 6 grateful for your service and am honored for the
 7 opportunity to have served alongside each of you.
 8 So I'm going to let Pete Kriscumas on my team
 9 read out some of our citations. They are similarly
 10 situated for all of our outgoing members, but just please
 11 accept my profound gratitude and appreciation for your
 12 service, and we're looking forward to big things ahead
 13 for all of you. And just thank you, again, for the
 14 excellence that you have set forward that we're going to
 15 proceed together on in the years ahead. So I'm really
 16 grateful for your service, and thank you all.
 17 Congratulations for your service.
 18 Pete, you want to give us our citations?
 19 (Applause.)
 20 MR. KRISCUMAS: Lisa's not here, but I'm going
 21 to just recognize and read this one because it's my home

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1 district. So, "In recognition and gratitude for the
 2 service and dedication to the Baltimore County School
 3 Board, you have far exceeded the expectations set before
 4 you, and your dedication, diligence, and thoughtful
 5 contributions will be greatly missed. On behalf of all
 6 of its residents, Baltimore County thanks you for your
 7 commitment to the Baltimore County School Board. Given
 8 under the County Executive's hand on this day, 2022." So
 9 Lisa Mack is not here.
 10 (Applause.)
 11 Cheryl is, though. Cheryl is. Can you go
 12 next?
 13 (Applause.)
 14 Congratulations. Thank you, congratulations.
 15 (Applause.)
 16 Congratulations. And (indiscernible) Lily.
 17 Lily, thank you. Congratulations.
 18 Erin. Thank you. Congratulations.
 19 MR. OLSZEWSKI: Thank you all, again, for your
 20 service. We're grateful.
 21 CHAIRWOMAN HENN: Next, I'd like to welcome

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1 Delegate Cathi Forbes.
 2 (Applause.)
 3 MS. FORBES: Thank you, all, for your service.
 4 When the elected School Board bill, the hybrid bill, was
 5 passed, and Baltimore County for the first time was going
 6 to be able to elect their School Board, we were hoping
 7 for candidates like you to step forward who really cared,
 8 who came from your community and cared about our schools
 9 and put our students first and our teachers first, and
 10 you didn't know what you were getting into.
 11 We didn't know what was coming in 2020, and
 12 you've endured both the pandemic, which wasn't easy in
 13 any seat representing people, but particularly in our
 14 schools. And you didn't -- we didn't know about the
 15 ransomware attack, but you weathered it all, and you made
 16 the best decisions with the information you were given,
 17 and you always put students first. So I'm so grateful
 18 for your service, and I thank you all, and I wish you all
 19 well. Thank you.
 20 (Applause.)
 21 CHAIRWOMAN HENN: Next I'd like to welcome

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1 Delegate Dana Stein.
 2 Good evening. Thank you.
 3 (Applause.)
 4 MR. STEIN: Thank you, and good evening. I
 5 want to echo the thanks of County Executive and Delegate
 6 Cathi Forbes for your service to all the outgoing members
 7 of the School Board. We know how time consuming and how
 8 much of a commitment it means to be a member of the
 9 School Board, and so we appreciate your commitment to our
 10 students. And I remember working with -- on -- in the
 11 House of Delegates with Delegate Steve Lafferty back in
 12 2014 on the legislation establishing the hybrid School
 13 Board, so we are very pleased that you have been among
 14 the first School Board members to be elected under that
 15 legislation.
 16 And I would be remiss if I didn't give a
 17 special shoutout to my former School Board member and now
 18 Delegate-Elect Cheryl Pasteur. As you know, I mean,
 19 Cheryl brings an unmatched passion for quality of
 20 education outcomes for all students. And over the years
 21 that I've known Cheryl, I've learned so much about

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1 education and the needs of young people. And one of her
 2 many legacies will be the CTE Center in Northwest
 3 Baltimore County. But again, it's just one of many
 4 legacies, and I look forward to working with her. She
 5 brings her voice and her passion to Annapolis. So thank
 6 you very much.
 7 (Applause.)
 8 CHAIRWOMAN HENN: Thank you very much. And is
 9 there anyone I missed? No? Okay. Thank you all very
 10 much. Thank you, Board members, and congratulations
 11 again.
 12 (Applause.)
 13 Dr. Williams and --
 14 DR. WILLIAMS: Ms. Rowe.
 15 CHAIRWOMAN HENN: Don't go too far because we
 16 have time for comments from each of you, so, okay.
 17 And Board members, if you could stay. We have
 18 one more special guest.
 19 Council Chairman Jones, welcome.
 20 MR. JONES: Thank you so much for having me,
 21 and I just wanted to stop by and from the bottom of my

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1 heart, and on behalf of the 850,000 citizens of Baltimore
 2 County, I wanted to thank you so very, very much for your
 3 service to Baltimore County, particularly by making sure
 4 our children are educated to the best of our ability. So
 5 I know it's not easy. I know it was tough. I know that
 6 it's a very, very important job, and unfortunately, we
 7 could never pay you as much time you put into it, and all
 8 the heartache and pain and disagreements and agreements,
 9 and I know that's it tough. But somebody had to do it,
 10 and by stepping up, you made our county better, and you
 11 helped our children. And, you know, I just want to thank
 12 you from the bottom of my heart and on behalf of all the
 13 citizens. Thank you so much.
 14 (Applause.)
 15 CHAIRWOMAN HENN: I now invite our honored
 16 Board members to share their personal comments, beginning
 17 with Delegate-Elect Ms. Pasteur. If you'd like to --
 18 would you -- sure. Wherever you'd like. It's your day.
 19 MS. PASTEUR: Good evening. For 27 years of
 20 my decades in education, I have loved Baltimore County
 21 Public Schools. This is a season of thanksgiving and

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1 gratefulness, a time to reflect, a time to heal, a time
 2 to demonstrate faith. It is my hope that the next Board
 3 will come to the table for our children, all of them, to
 4 speak truths with integrity and respect.
 5 I hope this Board and the next, along with the
 6 decision makers in the system, will see our children
 7 through a human lens before a fiscal one, thinking about
 8 what it takes to offer a quality education, a strong
 9 curriculum, food, security, a safe environment, equity
 10 for all groups regardless of gender, gender preferences,
 11 ethnicity, religion, race, economic condition.
 12 I hope that the staff members who make these
 13 things happen for our children are never forgotten or
 14 taken for granted. I hope that this Board, to the very
 15 end, and the next Board from its beginning, care more
 16 about children and those who work with them every day
 17 than personal power or voice or personal agendas.
 18 I hope that more organizations like Strong
 19 Schools Maryland, Bridge Maryland, The Highlanders, the
 20 Baltimore County Continentals, Pikesville Schools
 21 Coalition, NAACP, step up to support our schools. I will

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1 remain hopeful, as it is said enrollment is 12/12, even
 2 when afflicted, our children reserve that. They are our
 3 hope and our blessing. I love Baltimore County Public
 4 Schools, and I will always serve in some capacity the
 5 children and those who also love it. Thank you.

6 CHAIRWOMAN HENN: Thank you.
 7 (Applause.)
 8 Ms. Pasteur?
 9 DR. WILLIAMS: Ms. Pasteur?
 10 MS. ROWE: This has been an exceptional time
 11 in my life to spend serving the students of Baltimore
 12 County, and not an easy time. And I think that we're
 13 still recovering from a lot of things that've happened,
 14 and as we rebuild and continue to improve the things that
 15 we're doing, I have confidence in the people who are
 16 coming on after us to be able to continue to represent
 17 those students, and to continue the work, and to continue
 18 improving our facilities. We've managed to have all of
 19 our schools air conditioned, and that was something that
 20 I don't know if we could've had without the community's
 21 support and an elected Board.

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1 And I appreciate that when we're dealing with
 2 life-safety issues in buildings, it's important to solve
 3 those, and we have very good staff who do that. And I
 4 also think that we should continue to work with
 5 organizations like Student Support Network to help to
 6 provide resources to children who lack resources, and
 7 this is one of -- a very important thing that I hope that
 8 the next Board will continue to do.

9 But the thing that we really need to focus on,
 10 more than anything else, is our academic achievement in
 11 literacy. We cannot have a functional democracy if we do
 12 not have a functionally literate population. And that is
 13 something that I think we see all around us when we see
 14 people who read newspaper articles and come to very
 15 different conclusions by them, and become manipulated by
 16 conspiracy theorists and all kinds of things that confuse
 17 people because their reading and their education was not
 18 adequate to combat their own confusion.

19 And I think that now more than ever, it is
 20 important that we remember that the most important thing
 21 is that the student can read. And we teach many other

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1 things besides that, but a student who can read can teach
 2 themselves a lot of things. And I think that needs to be
 3 the focus, and I hope that the next Board will continue
 4 that. And so thank you, everyone. Thank you to all of
 5 our staff. It's been my pleasure to serve.

6 (Applause.)
 7 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 8 Mrs. Causey?
 9 MS. CAUSEY: Good evening to everyone. It is
 10 a wonderful evening. I have many emotions and thoughts,
 11 as this is my last Board meeting. I have served for
 12 seven-and-a-half years, and my mission has always been
 13 focused on improving students' academic opportunities and
 14 success. I will try to keep my remarks brief, Ms. Henn.
 15 For folks that want to hear more, I will be planning a
 16 new digital presence where we can stay connected, and
 17 where I hope to share more reflections, appreciations for
 18 this journey, as well as my future endeavors. Since my
 19 passion for children achieving their potential, my
 20 passion for public education is not going to end tonight.
 21 We were told we could have one guest, so I

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1 chose my father, so Dad, if you could stand and be
 2 recognized.

3 (Applause.)
 4 So my father represents my past, my present,
 5 and my future. My past that shaped and formed me to
 6 appreciate service, to appreciate the amazing public
 7 education that I received. He's also my present, in that
 8 he has been my rock during so many challenges of life,
 9 and has also been a cheerleader and a supporter, and
 10 someone to laugh and appreciate my joys and to celebrate
 11 accomplishments. He also represents my future, because I
 12 hope to spend significant time with my dad, my husband,
 13 our children, and now we have two son-in-laws, extended
 14 family, my faith family and friends, and colleagues.

15 I could not have made it through this
 16 rollercoaster ride of service to increase the effective
 17 governance of this Board of Education without all of you.
 18 So you have my deepest thanks and appreciation. And
 19 thank you to all who have encouraged me or given me
 20 critical feedback, who have given me information. I
 21 really have appreciated all of it, and it has helped me.

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1 I just want to touch briefly on three women
 2 who really have inspired me and been a foundation. My
 3 grandmother, my dad's mom, was a teacher in the early
 4 1900s. She was born with vision impairment called
 5 "legally blind" back then, but she was assisted to see
 6 with coke-bottle eyeglasses. She became a teacher, and
 7 she taught in a one-room schoolhouse in the early 1900s
 8 in a rural area of Update New York. Before Airbnb, she
 9 was able to rent a room with a family in the small
 10 village, since she lived in the city and had no
 11 transportation. And this is a book that my dad gave me,
 12 The One-Room Schoolhouse, which if you can find it in
 13 print, it's really very interesting about the history of
 14 education in America, which has had accomplishments but
 15 also stains and struggles, and the work continues.

16 My mother also grew up in a rural area with 4-
 17 H, farming, gardening. She did well in school, but there
 18 were barriers to her going onto college, so she went to
 19 secretary school. And then when she was growing up, our
 20 family and being a stay-at-home mom, and we know none of
 21 those moms ever actually stay home because they're busy

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1 volunteering in school, church, carting kids around,
 2 including other people's children. She also was engaged
 3 in environmental issues, clean water, clean air,
 4 nutritious food. I seem to recall her work with the
 5 Federal Clean Water Act. She was a researcher. She used
 6 secretarial skills for projects and meetings, and it was
 7 an epiphany one time when I was working with many to
 8 address clean water and healthy air for our students,
 9 teachers and staff and school communities, and was
 10 talking with advocates from the League of Women Voters
 11 about Delaney's infamous brown water. And we were all
 12 continuing to advocate, and I realized that I was doing
 13 similar work to my mom forty years earlier, and the
 14 impacts that we can make today are based on the impacts
 15 that others have made before us.

16 So that was very significant and touching and
 17 in this time of Thanksgiving, I think we all really need
 18 to reflect on all of those that have come before us that
 19 have worked to improve life for others, communities,
 20 government structures.

21 And then lastly, I want to thank my friend, my

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1 BFF, she knows who she is, a retired reading specialist.
 2 She taught in Seattle and Tacoma, Washington for many
 3 years, and then several years on the Eastern Shore of
 4 Maryland. Intelligent, passionate about helping
 5 struggling readers. She only wanted the struggling
 6 readers. She said I can help them. Those are the ones I
 7 need to have. Those are the students I want, that I can
 8 help, and she was just hardworking, like so many of our
 9 dedicated teachers and educational-support professionals.

10 So with that, I am just immensely grateful for
 11 the opportunity that I've had, and I appreciate Dr.
 12 Williams and my colleagues on the Board, student members
 13 of the Board, and all of our staff. I've learned from
 14 you. I've grown, and I just -- I'm just really very
 15 humbled and grateful. So thank you.

16 (Applause.)

17 CHAIRWOMAN HENN: Thank you. Mrs. Stolusky?

18 MS. STOLUSKY: Good evening. Good evening,
 19 sorry. It was an absolute honor to have the privilege to
 20 serve on the Board, and, you know, I want to thank all
 21 the stakeholders that placed their faith in me and, you

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1 know, allowed me to, you know, what I hope is play a role
 2 in my short service in helping to improve the school
 3 system. As both a teacher and during my time on the
 4 Board, my passion has always been the wellbeing of
 5 children, socially, emotionally, academically, and I
 6 certainly pledge to continue that path for all my years
 7 in the future.

8 And I just want to everybody, my fellow Board
 9 members, staff members, for all the collaboration that we
 10 did together, great discussions about various issues that
 11 hopefully help to bring improvements to the school
 12 system. And I also really admire how we focused on all
 13 of the wonderful things that are happening in Baltimore
 14 County, as well.

15 I wish everybody a peaceful Thanksgiving. I
 16 hope you take the time to count your blessings, and I do
 17 want to echo what you said, Ms. Causey, about, you know,
 18 recognizing the past and how important the past is and
 19 the legacy of those that came before us to really lay a
 20 value system that we all can learn from. I wish you all
 21 many blessings, and thank you for putting your faith in

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1 me.

2 (Applause.)

3 CHAIRWOMAN HENN: Thank you. Ms. Jose?

4 MS. JOSE: Thank you. I want to express my

5 thanks to the very wonderful BCPS staff that have been

6 critical to everything from keeping our schools safe,

7 welcoming, and providing excellent education while

8 continuing to improve. Thanks to Dr. Williams and the

9 entire cabinet. I want to thank Ms. Goldberg for

10 everything she does to keep the Board functioning. Mr.

11 Art McDaniel, who I enormously enjoy talking to and who's

12 always made sure I had a hot cup of tea for those

13 marathon meetings.

14 At the core of every decision we make, it has

15 an impact on all of our children, and that has been my

16 guiding principle. I will continue to learn, advocate

17 for change, and we get clarity when we listen to the

18 silence of our children and when we hear the quiet voices

19 over the noise of the loudest. So thank you all, and

20 Happy Thanksgiving, everybody.

21 (Applause.)

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1 CHAIRWOMAN HENN: Thank you. Ms. Hassan?

2 MS. HASSAN: Thank you. So as all of you

3 know, I'm here until July, but I do want to take the time

4 and thank each and every one of you. You have made these

5 past few months a very educational experience for me.

6 But you've also shown what it means to lead. You've

7 shown what it means to lead by example, what it means to

8 grow as human beings, to be fierce and passionate and

9 strong, and to never, ever stop learning.

10 So this is a bittersweet moment for me,

11 because I feel as though I've just met all of you, and

12 here I am saying goodbye. But you each have shown what

13 it means to be leaders. You each will continue to

14 shatter even more glass ceilings. You will continue to

15 get into good trouble, because I will keep saying that,

16 and you will keep hearing it. But I'm so grateful to be

17 on this dais with each and every one of you, so thank you

18 for teaching me what it means to be a SMOB. Thank you

19 for teaching me what it means to love students

20 unconditionally. I see your appreciation for our

21 students. As a student, I'm so, so beyond grateful for

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1 you. I'm hopeful that the next Board can fill half of

2 your shoes, so thank you, guys, so much.

3 (Applause.)

4 CHAIRWOMAN HENN: Thank you. Ms. Scott?

5 MS. SCOTT: Yes, hi. Thank you for that. I

6 would, I think, like to say that I am -- it's been quite

7 an interesting journey. I've learned a lot, and I've --

8 I feel like we have accomplished and we've done a lot of

9 things, most notably starting the Equity Committee.

10 Prior to COVID, equity looked one way. After COVID, I

11 think it showed a lot of the areas that we can improve

12 upon, and the inequities in our system. And I feel very

13 proud to have worked with the comparable staff in the

14 Equity Office who has answered every question, and Dr.

15 Williams, who has taken the lead on this, and also the

16 Equity Council, which is made up of community members

17 who've added their input, all of which, I believe, is a

18 holistic approach to making a stronger system and

19 ultimately helping to improve outcomes for our students.

20 I came to the Board and that was one of the

21 main things that I wanted to work on. I started out

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1 first with the basketball hoops. You may remember, I

2 talked about that, making sure that they were up at

3 schools, at all of the schools throughout the county,

4 which, as I understand, I believe they are. So I think

5 that was something important, and it's a way that we show

6 our commitment to working in and with the community and

7 improving outcomes for our children.

8 So I've just enjoyed working with my

9 colleagues, and I think that it's going to be interesting

10 when the new Board comes on, the direction that they will

11 go in. But I think that they will have the space and the

12 guidance of the -- or the partnership, rather, with the

13 staff, which will be immeasurable. Because we have -- as

14 Ms. Jose was saying, we have some wonderful staff who are

15 very knowledgeable in what they do. And I am grateful

16 for all of the guidance and assistance that you all have

17 provided. So thank you.

18 (Applause.)

19 CHAIRWOMAN HENN: Thank you. Dr. Hager?

20 DR. HAGER: So I did not prepare remarks

21 because as an appointed member, I will be holding over

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1 until our new members are appointed after our new
 2 Governor is sworn in. So that means that some of us will
 3 be staying on, but I would like to say, again having not
 4 prepared anything, what a joy it's been to serve with so
 5 many wonderful, dedicated servants for the school system.
 6 And I've gotten to know folks that -- I didn't know
 7 anyone on the Board before I joined, and many of them I
 8 didn't get to see in person for almost a year. And so,
 9 finally, I feel like we've built a great working
 10 relationship, and a friendship in many cases, as well.
 11 So I know I will miss you, and I think that
 12 the school system will miss you all, as well, and thank
 13 you so much for everything you've done. Gotten to serve
 14 with four different SMOBs, all of whom have been
 15 fantastic, and I'm really looking forward to the new
 16 School Board. I have said to my colleagues tonight that
 17 I, you know, my plan is to kind of take a backseat, and
 18 hopefully they'll find their way, and maybe be a
 19 resource, if possible, because this was a little
 20 unanticipated. But we will -- I'll be around but, again,
 21 kind of on the sideline to, hopefully, be a resource, if

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1 needed. So hope maybe I'll have some remarks in March
 2 prepared, so -- when that time finally comes around, but
 3 thank you all so much for everything you've done for the
 4 school system.
 5 (Applause.)
 6 CHAIRWOMAN HENN: Thank you. Mr. Kuehn?
 7 MR. KUEHN: Okay, we have a long agenda
 8 tonight, so I'm going to keep this brief since I didn't
 9 prepare anything, since I, too, am appointed, and this
 10 will not be my last meeting. I do want to say Happy
 11 Thanksgiving to everyone. I hope you take time to enjoy
 12 this time with your family. I would like to thank all my
 13 fellow Board members for all their time, regardless of
 14 whether we agreed, you know, we all have opinions and
 15 deep beliefs, and we all were here to help the students
 16 and the children achieve.
 17 And this entire enterprise, which is very,
 18 very large, you know, we all support the academic
 19 advancement and educational achievement, and I hope that
 20 this body, this governing body, can help move the bar for
 21 the students. So thank you, all, and I want to thank my

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1 family for all their support and love during this time.
 2 It's been four years. It feels longer than that. And it
 3 actually is longer than that now, since they've extended
 4 the appointees. So you're stuck with me for a few more
 5 meetings. Thank you, everyone.
 6 (Applause.)
 7 CHAIRWOMAN HENN: Okay. Thank you, everyone.
 8 The next item, regular item, on the agenda is
 9 personnel matters, and for that I call on Ms. Anderson.
 10 MS. ANDERSON: Good evening, Chairwoman Henn,
 11 Vice Chair McMillion, Superintendent Williams, and
 12 members of the Board. I would like the Board's consent
 13 for the following personnel matters: terminations,
 14 retirements, resignations, deceased recognition of
 15 service, and certificated appointments.
 16 CHAIRWOMAN HENN: Do I have a motion to
 17 approve personnel matters as presented in Exhibit F-1?
 18 MS. STOLUSKY: So moved, Stolusky.
 19 CHAIRWOMAN HENN: Do I have a second?
 20 MS. ROWE: Second, Rowe.
 21 CHAIRWOMAN HENN: Any discussion? May I have

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1 a roll-call vote?
 2 MS. GOVER: Ms. Rowe?
 3 MS. ROWE: Yes.
 4 MS. GOVER: Ms. Causey?
 5 MS. 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: Mr. Offerman?
 13 Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn?
 18 MR. KUEHN: Yes.
 19 MS. GOVER: Ms. Henn.
 20 CHAIRWOMAN HENN: Yes. The motion carries.
 21 Do I have a motion to approve the personnel

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1 matters as presented in Exhibits F-2 through F-5?
 2 MS. STOLUSKY: So moved, Stolusky.
 3 CHAIRWOMAN HENN: Do I have a second?
 4 MS. HASSAN: Second, Hassan.
 5 CHAIRWOMAN HENN: Any discussion? May I have
 6 a roll-call vote?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Yes.
 11 MS. GOVER: Ms. Stolusky?
 12 MS. STOLUSKY: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 VICE CHAIR MCMILLION: Yes.
 17 MS. GOVER: Ms. Hassan?
 18 MS. HASSAN: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Ms. Henn.
 5 CHAIRWOMAN HENN: Yes.
 6 MS. GOVER: Thank you.
 7 CHAIRWOMAN HENN: The motion carries. Thank
 8 you.
 9 The next item on the agenda is administrative
 10 appointments, and for that I call on Dr. Williams.
 11 DR. WILLIAMS: Thank you. Madam Chair Henn,
 12 Vice Chair McMillion, and members of the Board, I am
 13 bringing forth the following administrative appointments
 14 for your approval. Specialist, Compliance, Office of
 15 Compliance; Specialist, Preschool Services, Department of
 16 Special Education, two positions; Manager, Operations,
 17 Office of Transportation; and Supervisor, School Social
 18 Work Services, Office of Student Support Services.
 19 CHAIRWOMAN HENN: Thank you. Do I have a
 20 motion to approve the administrative appointments as
 21 presented in Exhibit G-1?

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1 MS. HASSAN: So moved, Hassan.
 2 CHAIRWOMAN HENN: Do I have a second?
 3 MR. KUEHN: Second, Kuehn.
 4 CHAIRMAN HENN: Any discussion? May I have a
 5 roll-call vote, please?
 6 MS. GOVER: Ms. Rowe?
 7 MS. ROWE: Yes.
 8 MS. GOVER: Ms. Causey?
 9 MS. CAUSEY: Yes.
 10 MS. GOVER: Ms. Stolusky?
 11 MS. STOLUSKY: Yes.
 12 MS. GOVER: Ms. Jose?
 13 MS. JOSE: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 VICE CHAIR MCMILLION: Yes.
 16 MS. GOVER: Ms. Hassan?
 17 MS. HASSAN: Yes.
 18 MS. GOVER: Ms. Scott?
 19 MS. SCOTT: Yes.
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Henn.
 4 CHAIRWOMAN HENN: Yes. The motion carries.
 5 Dr. Williams?
 6 DR. WILLIAMS: Thank you. Our first
 7 appointment is Jessica N. Ochess -- Oshekovitz -- let me
 8 try that again, Jessica Oshipovich (phonetic) as the
 9 Specialist of Compliance in the Office of Compliance.
 10 Please stand.
 11 (Applause.)
 12 Joining her is her son, Eli. Welcome, Eli.
 13 Jessica brings over 19 years of service in Baltimore
 14 County Public Schools. Previously, she served as an IEP
 15 facilitator in the Department of Special Education.
 16 She's also served as a teacher of special ed inclusion at
 17 Honeygo Elementary School, a STAT Teacher at Honeygo
 18 Elementary School, a teacher resource at the Office of
 19 Mathematics, a STAT teacher at Vincent Farm Elementary,
 20 and classroom teacher at both Vincent Farm Elementary and
 21 Riderwood Elementary. Congratulations.

<p style="text-align: right;">Page 42</p> <p>1 (Applause.)</p> <p>2 Next appointment, we have Janet R. Teter,</p> <p>3 Manager, Operations, Office -- there she is, of</p> <p>4 Transportation. Joining her is her husband, Gary Teter.</p> <p>5 Thank you. She brings over 41 years of service in</p> <p>6 Baltimore County Public Schools. We can acknowledge just</p> <p>7 that right there.</p> <p>8 (Applause.)</p> <p>9 Currently, she serves as the Senior Operations</p> <p>10 Supervisor in the Office of Transportation. Prior to</p> <p>11 that, she was a transportation assistant. She -- in the</p> <p>12 Office of Transportation, transportation assistant of</p> <p>13 special ed, a routing assistant. and a school bus driver</p> <p>14 in the Office of Transportation. Congratulations, Ms.</p> <p>15 Teter.</p> <p>16 (Applause.)</p> <p>17 Next, we have Nathan K. Yamada as the</p> <p>18 Supervisor of School Social Work Services in the Office</p> <p>19 of Student Support Services. Joining him is his wife,</p> <p>20 Ashley Yamada. Please stand. He brings over six years</p> <p>21 of experience in Baltimore County. Prior to this</p>	<p style="text-align: right;">Page 44</p> <p>1 Education. She brings six years of experience in</p> <p>2 Baltimore County. Previously, she served as a resource</p> <p>3 teacher in the Department of Special Ed. She also served</p> <p>4 as prior experience at Kennedy Krieger Institute for over</p> <p>5 15 years. Congratulations, Catherine N. Walton.</p> <p>6 (Applause.)</p> <p>7 Thank you so much.</p> <p>8 CHAIRWOMAN HENN: Thank you, Dr. Williams.</p> <p>9 Let's give everybody one more round of applause.</p> <p>10 (Applause.)</p> <p>11 Congratulations.</p> <p>12 Our next item is public comment. This is one</p> <p>13 of the opportunities the Board provides to hear the views</p> <p>14 and receive the advice of community members. The members</p> <p>15 of the Board appreciate hearing from interested citizens.</p> <p>16 As appropriate, we will refer your concerns to the</p> <p>17 Superintendent for follow-up by his staff.</p> <p>18 The Board of Education will conduct the public</p> <p>19 comment portion of the meeting by allowing those who</p> <p>20 registered to speak to attend in person. Registration</p> <p>21 was open to the public one week prior to tonight's Board</p>
<p style="text-align: right;">Page 43</p> <p>1 appointment, he served as a social worker in the Office</p> <p>2 of Student Support Services. He was a social worker at</p> <p>3 Perry Hall High School, and previous experience, he</p> <p>4 worked at Sheppard Pratt Health System and Po'ailani Day</p> <p>5 Treatment Program for over one year. Congratulation, Mr.</p> <p>6 Nathan K. Yamada.</p> <p>7 (Applause.)</p> <p>8 Next, we have Erica A. Solliday as the</p> <p>9 Specialist of Preschool Services in the Department of</p> <p>10 Special Education. She's not attending this evening.</p> <p>11 She brings over 16 years of experience in Baltimore</p> <p>12 County. Previously, she served as a resource teacher in</p> <p>13 the Department of Special Education. Prior to that, she</p> <p>14 was a special ed of early child self-contained at Carney</p> <p>15 Elementary. She had prior experience at Sheppard Pratt</p> <p>16 Health System and Kennedy Krieger Institute.</p> <p>17 Congratulations, Erica A. Solliday.</p> <p>18 (Applause.)</p> <p>19 And next, we have Catherine N. Walton. She is</p> <p>20 not attending. This appointment is for the Specialist of</p> <p>21 Preschool Services in the Department of Special</p>	<p style="text-align: right;">Page 45</p> <p>1 meeting and was closed at 3:00 p.m. yesterday for anyone</p> <p>2 wishing to speak at this evening's meeting. Board</p> <p>3 practices limits to 10 the number of speakers at a</p> <p>4 regularly scheduled Board meeting. Speakers are selected</p> <p>5 randomly using an electronic selection process from all</p> <p>6 registrations received within the designated time frame.</p> <p>7 Each speaker is allowed three minutes to</p> <p>8 address the Board. Of course, if fewer than 10</p> <p>9 registrations are received, all who registered will be</p> <p>10 permitted to speak. However, no speaker substitutions</p> <p>11 will be allowed. While we encourage public input on</p> <p>12 policy, programs, and practices within the purview of</p> <p>13 this Board and this school system, this is not the proper</p> <p>14 forum to address specific student or employee matters, or</p> <p>15 to comment on matters that do not relate to public</p> <p>16 education in Baltimore County.</p> <p>17 We encourage everyone to utilize existing</p> <p>18 dispute resolution processes as appropriate. I remind</p> <p>19 everyone that inappropriate personal remarks, or other</p> <p>20 behavior that disrupts or interferes with the conduct of</p> <p>21 this meeting, are out of order. Persons using language</p>

<p style="text-align: right;">Page 46</p> <p>1 that is threatening or promotes violence against a BCPS 2 employee are subject to legal penalties. Persons who 3 otherwise disrupt or disturb this meeting will not be 4 allowed to continue their remarks and will be escorted 5 from the meeting.</p> <p>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 turned 10 off at the end of your time, and it could be turned off 11 if a speaker addresses specific student or employee 12 matters or is commenting on matters not related to public 13 education in Baltimore County.</p> <p>14 If not selected, the public may submit their 15 comments to the 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 the 18 Public.</p> <p>19 I now call on our advisory and stakeholder 20 group leaders to speak. Our first speaker is Leslie 21 Weber with the PTA Council.</p>	<p style="text-align: right;">Page 48</p> <p>1 I'd like to share a story from our virtual 2 training. The president of one of the units we're 3 helping to restart asked about how to engage parents at 4 her school to run for Board positions. She has great 5 parent participation, but is having trouble getting 6 parents to take the next step -- to take the next step to 7 serve as PTA leaders. A number of unit leaders asked for 8 -- asked her to post her contact information in the chat 9 so they could help her in some way. This is the power of 10 PTA, a strong and supportive county, state, and national 11 network, serving to better the lives of children.</p> <p>12 Back to what PTA Council has been doing 13 lately. In October, we partnered with the Area Education 14 Advisory Councils to host a virtual Board of Education 15 forum. Thanks to PTA Council Advocacy and Legislation 16 Committee Chair Beth Jarrett and AEAC Coordinator Donna 17 Sibley for planning this informative event.</p> <p>18 In October and November, PTA Council and PTA 19 presidents took part in virtual roundtables with Deputy 20 Superintendent Dr. Yarbrough and Chief of Staff Ms. 21 Charley-Greene to discuss a wide range of education</p>
<p style="text-align: right;">Page 47</p> <p>1 Good evening and welcome.</p> <p>2 MS. WEBER: Good evening, Chairperson Henn, 3 Vice Chair McMillion, Board of Ed members, and Dr. 4 Williams. I haven't been able to make a meeting for a 5 while, so would like to update everyone on what PTA 6 Council has been up to.</p> <p>7 We've been very busy restarting PTA units at 8 three high schools, Lansdowne, Randallstown, and 9 Woodlawn, four middle schools, Deep Creek, Lansdowne, 10 Northwest Academy, and Pikesville, and a number of 11 elementary schools, including Cedarmere, Church Lane, 12 Featherbed Lane, Hebbville, Johnnycake, Milbrook, 13 Norwood, Scotts Branch, Seneca, Wellwood, Winand, and 14 Woodholme. Huge thanks to our VP for Leadership Jayne 15 Lee and Extension Committee Chair Emory Young for 16 handling so much of this work.</p> <p>17 We've also been busy training local leaders, 18 first at our September fall workshops at Loch Raven High 19 School, and at our November virtual training for 20 presidents and treasurers. Both sessions were very well 21 received.</p>	<p style="text-align: right;">Page 49</p> <p>1 issues. We're grateful to Dr. Williams for attending in 2 October, and to Sue Hahn from the BCPS Office of Family 3 and Community Engagement, who sits on our board, for 4 facilitating. We look forward to these monthly events.</p> <p>5 Our board is changing. We'll greatly miss 6 Christina Pumphrey, our Central Area vice president, who 7 will soon join you representing District 6. Thanks to 8 Christina for many years of service as a PTA unit leader, 9 and as a Council board member.</p> <p>10 We'll also miss our longtime TABCO 11 representative, Marcy Cook, who always shared her 12 valuable educator's perspective at our board meetings.</p> <p>13 We welcome TABCO Vice President Kelly Olds as our new 14 TABCO liaison.</p> <p>15 We've also recently welcomed new committee 16 members to our Family, School, and Community Partnerships 17 committee and our Extension Committee. These committees 18 help us better serve the units PTA Council supports. 19 There's more, but that's enough of a recap. Thank you, 20 and Happy Holidays.</p> <p>21 CHAIRWOMAN HENN: Thank you.</p>

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1 Our next stakeholder group speaker is Donna
 2 Sibley with the Area Education Advisory Councils.
 3 Good evening and welcome.
 4 MS. SIBLEY: Good evening, Chair Henn, Vice
 5 Chair McMillion, Dr. Williams, and members of the Board.
 6 I am Donna Sibley. I am the Coordinator of the five Area
 7 Education Advisory Councils that are for Baltimore County
 8 BCPS.
 9 I want to thank all of -- so many of you that
 10 have been so faithful to come to the quarterly or the
 11 monthly meetings that all of our councils have had, and
 12 the two yearly meetings that we have with all of the
 13 Council members and all of the Board. It is really --
 14 has been really very nice, and it has been -- the members
 15 have really appreciated your attendance and all your
 16 advice to us and all your help. And we thank you very
 17 much.
 18 For those of you that are leaving, or
 19 retiring, I want to wish you the best of luck. And so
 20 many of you, I've had the pleasure to work with, and I do
 21 thank you so much. And whatever you choose to do in your

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1 next chapter of your life, I wish you luck. Thank you.
 2 As the Board Policy 1230 does indicate, and
 3 does say, the Advisory Council are to be advisors to the
 4 Board, representing the stakeholders in the five areas of
 5 Baltimore County. In order to be able to know the
 6 communities within each of those areas, and to be able to
 7 adequately actually represent those stakeholders, I and
 8 the Chairs of all the Councils are very active in these
 9 communities, in the schools, in the churches, and in the
 10 community associations.
 11 We also serve on many of the BCPS committees,
 12 representing those stakeholders in each of our areas.
 13 Committees like My I-PASS, BCPS Reopening Committee,
 14 Calendar Committee, Equity Advisory Council, Community
 15 Schools Steering Committee, the BCPS Blueprint for
 16 Maryland's Future, just to name a few. We would love to
 17 always be here, and we do appreciate the time we get.
 18 However, as I'm sure you all understand, we
 19 are all volunteers. We have families. Many of us also
 20 have full-time jobs, some part-time jobs, and our mothers
 21 and parents (indiscernible) children, so we always -- I'm

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1 sure you all understand, we always don't have the extra
 2 time to give. But whenever something is critical, we
 3 will be here.
 4 And I just want to say, if you haven't made
 5 plans for your next chapter, each of you live in one of
 6 these five areas, and the Councils have space for you.
 7 And we would love to have you. Thank you very much.
 8 CHAIRWOMAN HENN: Thank you.
 9 Our next stakeholder speaker is Cindy Sexton
 10 with TABCO.
 11 Good evening.
 12 MS. SEXTON: Good evening, Chair Henn, Vice
 13 Chair McMillion, Dr. Williams, and members of the Board.
 14 I want to thank the Board members who are ending their
 15 terms. The transition to a hybrid Board was not without
 16 its challenges, whether an elected or appointed member.
 17 And the process to become either was not quick, easy for
 18 any of those, and each of you put in the time and the
 19 effort, and I thank you.
 20 We know that the Board of Ed is a nonpartisan
 21 position, and also that each of us has strong feelings

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1 and opinions about how things should be. Thank you for
 2 all the times you sought out input from TABCO, or
 3 listened to me when you didn't seek out the input, and
 4 other members with concerns and ideas, as well. I wish
 5 you all the best in your future endeavors.
 6 As we transition to the new Board, with some
 7 members starting in December and others not until after
 8 the Governor is sworn in, we have much work to do. As
 9 you know, my goal is recruiting and retaining educators,
 10 and there is much to be done around this. And while
 11 compensation is one part, we must address workload issues
 12 and what the educator shortage is doing to our staff.
 13 Coverages, extra paperwork, students without appropriate
 14 supports, large class sizes, the list goes on.
 15 I appreciate the work that is being done to
 16 acknowledge and address discipline concerns, too, but we
 17 have much more to do there, as well. I hear from my
 18 counterparts in other counties the same types of
 19 concerns, and we've asked our state union to work to make
 20 discipline, workload, and special ed some of the top
 21 priorities for them. Both to assist us at our local

<p style="text-align: right;">Page 54</p> <p>1 level, but also to take it to the state superintendent 2 and to legislators for our upcoming legislative session. 3 Finally, I appreciate the item in the news hub 4 about the Deputy Superintendent's cross-divisional 5 project, to address employee and retiree concerns related 6 to benefits and leaves. These issues fill my inbox, and 7 I know they do for HR staff and many others, as well. We 8 need to get this handled and resolved. The HR office is 9 working tirelessly to address and correct these issues, 10 and we appreciate all they're doing, evenings, weekends, 11 holidays, middle of night. We get information from them 12 all the time, and I know that they are working. But the 13 level of frustration is growing, and it will take us 14 acting quickly and efficiently to resolve the issues for 15 the good of the system. 16 And finally, to everyone who is celebrating, I 17 wish you a Happy Thanksgiving, and again to our Board 18 members who are at their last meeting, thank you. 19 CHAIRWOMAN HENN: Thank you. 20 Next is general public comment, and our first 21 speaker is Russell Hopewell (phonetic). Russell</p>	<p style="text-align: right;">Page 56</p> <p>1 purpose change? The reactions from the kids, they fully 2 understood the importance of having purpose, and had that 3 glare in their eye that you could see they were wondering 4 what they're here for. So our next steps will be to 5 complete a vision board, which will be visible to them 6 daily, and illustrates their current and future visions. 7 In our last session, there was an episode with 8 some of the female classmates, so we took the time out to 9 do a etiquette session, and we talked about how to treat 10 female classmates. The reactions were one of we have to 11 do better, but the females, as well, must do better and 12 be accountable. So our next steps with that is to rehash 13 proper etiquette, classroom etiquette, dining etiquette, 14 family dynamics, and business etiquette. 15 Lastly, we had a session on budget. I have 16 this white hair, and I don't know about you, but I don't 17 recall learning much about budgeting in school. So I 18 thought it would be a good idea to talk about budget, the 19 importance of a budget, the components, the examples of 20 budget, everyday budget and emergency, having emergency 21 money put to the side. And the reactions were -- we came</p>
<p style="text-align: right;">Page 55</p> <p>1 Hopewell? No? Okay. 2 Our next speaker is Vernon Fisher. 3 Good evening. 4 MR. FISHER: Good evening. First, let me pay 5 homage to the Board members outgoing, and I know that you 6 will continue doing your jobs, because I see the passion 7 that you have for being educators and seeing that 8 education is done here. 9 My name is Vernon Fisher. I'm with Kappa 10 Alpha Psi Fraternity, Incorporated. I am Chairman of the 11 chapter at Towson Catonsville, and my job as the Chairman 12 of Guide Right, the 100-year-old mentoring program that 13 we have, is to serve the community. 14 So I want to give a recap to what we've been 15 doing here at Baltimore County Public Schools, 16 specifically at Dumbarton. We've had sessions, what I 17 call sessions, and last year, the first session was on 18 purpose, and we were able to get the kids to define 19 purpose and to get them to tell us who they know that has 20 purpose. How do you think they arrived at having 21 purpose? And what is their purpose, and can a person's</p>	<p style="text-align: right;">Page 57</p> <p>1 up with, we talked about minimum wage, real employment 2 income, expenses, food, travel, and savings, and next 3 steps. Wants versus needs, savings versus investing, 4 spending discipline, discuss jobs based on education. So 5 our plan is to connect with every student we encounter to 6 help them understand the concept and implement such 7 concepts of being the best "you" you can be. 8 CHAIRWOMAN HENN: Thank you. 9 Our next speaker is Bash Pharoan. 10 DR. PHAROAN: Good evening to all. Today is a 11 day of celebration. Truly, kudos to all of you on the 12 Board, whether you are leaving or staying on. Julie 13 Henn, in my view, has outperformed herself, dedicated, 14 focused, communicative, respectful to the system and to 15 the public, and stern when it comes there is a need for 16 that. Julie focused on the right budget for all 17 students, and focused on school safety. I want you to 18 know, as an observant of the Board for 25-plus years, 19 that the success of a Board meeting is in the preparation 20 before. And I really noticed a difference, a positive 21 difference, when you are on the helm, Ms. Julie Henn.</p>

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1 Kathleen Causey and Lily Rowe will always have
 2 a very special corner in my educational heart. Kathleen
 3 has been always prepared. I've seen a lot of Board
 4 members. Kathleen is always prepared, always had an
 5 extensive research. Kathleen always focused on the facts
 6 and what is best for all students. Kathleen worked hard
 7 for all of us, regardless of whom we are. I believe you,
 8 Kathleen, can be in a higher place, and I really wish you
 9 do.

10 Lily Rowe is so special to me early on. She
 11 was like me, an advocate, a speaker, and she took care of
 12 her community in Allendale, Loch Raven, and beyond that.
 13 She advocated for all students. You remember the air
 14 conditioners and so forth. And I want to remember one
 15 moment that was really important for me with Lily Rowe.
 16 She was one time frustrated with the Board's just really
 17 rubberstamping the budget, and we had no air
 18 conditioners. And I'm really paraphrasing, so she stood
 19 up in public session, speaking, had little bit kind of
 20 sliver of temper. "You people. Why don't you ask for
 21 what the school system needs?" And I was really

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1 impressed with that. It gave me an energy to continue
 2 until today and into the future. Lily Rowe, you are the
 3 real deal.

4 All of you really, all Board members. I know
 5 three minutes is really unfair. I know I left many
 6 others (indiscernible).

7 CHAIRWOMAN HENN: I'm stern. You said it
 8 yourself. Sorry. Thank you. Thank you, Dr. Pharoan.

9 Our next speaker is Marietta English
 10 (phonetic). Is she here? Ms. English? I don't see her.
 11 No?

12 Michelle Smith (phonetic)? Ms. Smith?
 13 Gloria Marrow?
 14 Good evening.

15 MS. MARROW: Good evening, ladies and
 16 gentlemen of the Board. I have come this evening to talk
 17 about children in the middle school arena, five to eight,
 18 six to eight, or seven to nine. There are several
 19 factors which affect their social and educational growth.
 20 First, they experience self-esteem factors,
 21 whereby once confident in themselves, now takes a deep

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1 dive. Secondly, academic pressure forces them to deal
 2 with the need to excel. Thirdly, they face daily both
 3 internal and external social issues. In the fourth
 4 place, they become very curious and sometimes are tempted
 5 to try new things to be accepted. And in the fifth
 6 place, there are human biological and hormonal factors
 7 which impact their behavior. And most of all, they fear
 8 disappointment or rejection.

9 I feel we can help them with a team approach,
 10 parents, teachers, counselors, administrators, and
 11 student representatives. Parents should be encouraged to
 12 visit the schools more. In school, reach-out clubs
 13 should be established which will focus on students'
 14 interests and activities, as well as peer advocacy
 15 groups. The administration and several community groups,
 16 such as the D9 organizations in the county, public
 17 service private groups such as the Continental Societies,
 18 the Highlanders Incorporated, Jack and Jill of America
 19 Incorporated, the Links Incorporated, as well as many
 20 others in Baltimore County, can partner together to
 21 create projects and programs which are applicable to our

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1 particular age group, the middle school.

2 School counselors can help them to understand
 3 why to study and why study is so important. The team
 4 approach is not a guarantee that things will be better.
 5 But in my opinion, it is an approach to prepare middle
 6 school students to be able to trust themselves, to be
 7 able to manage themselves appropriately in a socio-
 8 educational environment, and to be able to move forward
 9 toward the next progressive steps in the socio-
 10 educational arena.

11 The ultimate goal in education, after all, is
 12 to help them to become contributing adults and effective
 13 social citizens in the long run. And I thank you for
 14 this time. Please have a very pleasant Thanksgiving.

15 CHAIRWOMAN HENN: You do the same. Thank you.
 16 Next is Lloyd Allen.
 17 Good evening.

18 MR. ALLEN: Good evening. Good evening, Chair
 19 Henn, Vice Chair McMillion, Superintendent Williams, and
 20 members of the Board. Thank you for your time this
 21 evening. I am Lloyd Allen, he/him, special educator in

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1 mathematics, speaking as an individual. Thank you.
 2 Thank you, students, for coming to school each
 3 day and learning. You are why we are here. You are why
 4 each person is at this meeting. You are why each adult
 5 in your school building is there, and you are why all of
 6 the invisible adults working behind the scenes do what
 7 they do.
 8 When I say thank you, students, I mean all
 9 students. If we see you at school, then you made a
 10 choice that day to come, and I thank you for it. I hope
 11 that you feel included. I hope that you feel safe. I
 12 hope that you help each other student also feel safe. I
 13 hope that you know more things at the end of the day than
 14 you did when the day started. I hope that you get to
 15 know other students and adults in the school. I hope
 16 that you learn. I hope that every week, you want to
 17 learn harder things. I hope that you get along with
 18 students who are like you and also with students who are
 19 different from you. I hope that you learn from each
 20 other, from your family, from adults, from books, from
 21 computers, and from yourself. I hope that you tell your

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1 family how you are doing at school.
 2 Thank you, parents and caregivers, for sending
 3 your students to school. Thank you for trusting us.
 4 Thank you for believing in public education. I hope that
 5 your child feels included. I hope that your child feels
 6 safe. I hope that your child helps other students feel
 7 safe. I hope that you encourage and support your child.
 8 I hope that you touch base with their teachers, both when
 9 things are going well and when you have concerns. I hope
 10 that you talk to other parents and caregivers, and I hope
 11 that you support each other and the folks working with
 12 your children.
 13 Thank you, educators. Short weeks like this
 14 one sometimes feel longer. Thank you for learning your
 15 students so that you can teach them. There's a Sanskrit
 16 word, upaya, that is often translated as skillful means.
 17 It means saying the thing that each person needs to hear
 18 in order to learn the thing right now. The thing with
 19 upaya is that sometimes, different people need to hear
 20 different things to make progress on their path. Thank
 21 you, educators, for staying in the fight and for trying

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1 to find the thing that each student needs to hear each
 2 moment of each day.
 3 Thank you, Central Office and admin, for
 4 supporting the front lines. Thank you for the resources
 5 that we need so that we can serve the students. Thank
 6 you for the guidance on what to prioritize. Thank you
 7 for answering our questions when we have them. Thank you
 8 for listening.
 9 Thank you, Board, for supporting the front
 10 lines. Thank you for the resources that we need so that
 11 we can serve the students. Thank you for listening, even
 12 when my words are adjacent to my meaning. Thank you for
 13 communicating with the community and for recognizing that
 14 the public schools include the entire community every
 15 (indiscernible). Thank you.
 16 CHAIRWOMAN HENN: Thank you.
 17 Our next and final speaker for general public
 18 comment is Ramona Basilio (phonetic). Ramona Basilio?
 19 No? Okay.
 20 Next is public comment on Board policies. And
 21 our speaker is Dr. Pharoan.

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1 DR. PHAROAN: Madam Chair, you want me to do
 2 it one at a time or all of them?
 3 CHAIRWOMAN HENN: It is your choice.
 4 DR. PHAROAN: I can do all --
 5 CHAIRWOMAN HENN: You were assigned --
 6 DR. PHAROAN: -- of them with a discount.
 7 (Laughter.)
 8 CHAIRWOMAN HENN: With a discount.
 9 DR. PHAROAN: Policy 3000, correct?
 10 CHAIRWOMAN HENN: Correct, 3000, sure. 3000
 11 is first.
 12 DR. PHAROAN: I thank the PRC for their due
 13 diligence in wording the policy. I do love the key word
 14 BCPS being a model in budget planning, and the key word
 15 of accountability. I do love the semi-sentence maximum
 16 effectiveness and efficiency. My comment about this, I
 17 wish you'd consider to add the word transparency or
 18 maximum transparency. Transparency is really like
 19 sunshine, and it does kill viruses and bacteria. This is
 20 the end of my comment about this policy.
 21 CHAIRWOMAN HENN: Okay. Next is 3126.

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1 DR. PHAROAN: 3126. Expenses and Travel
 2 Reimbursement, line 7 and 8, approved expenses incurred
 3 by members of the Board of Education, et cetera. My
 4 comment is, I suggest that you would install the word
 5 reasonable before the word expenses, reasonable.
 6 Otherwise, a person may use a luxury rental car, Sheraton
 7 or Hilton, et cetera. That's the end of my comment about
 8 this policy.
 9 Policy No. 3127, Travel Approval, line number
 10 12 and 13, states, "The school system and the decisions
 11 regarding travel should be based on needs of the students
 12 and the school system." My comment about that is, again,
 13 to install the word reasonable before the word needs,
 14 reasonable needs.
 15 Another thought about this policy, line 16 and
 16 17, states, "Employees may be reimbursed for expenses
 17 directly related to overnight travel while conducting
 18 official business," et cetera. My comment is that I do
 19 suggest, again, the installation of the word reasonable
 20 before the word expenses. And I sincerely thank the PRC
 21 for these policies. That's the end of my comment about

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1 this one.
 2 The fourth policy is 7330, Facilities and
 3 Construction. And this is really important. Capital
 4 Projected Projects Funded by Private Donation. My
 5 thought No. 1 in line No. 9, "Businesses may wish to
 6 provide funding for capital improvement," et cetera. My
 7 comment is, I suggest adding the Educational Advisory
 8 Councils to the group. You added many other groups. My
 9 suggestion is that you consider the Advisory Councils to
 10 have that ability so they work for you. They work for
 11 the school system.
 12 Next thought in line 14 and 15, "Baltimore
 13 County Public Schools to better meet the needs of our
 14 students." I really don't like the word better. It's
 15 really very vague and very kind of weak. What I suggest
 16 is that we use the word maximumly meet our students'
 17 needs. Better can be a sliver.
 18 Line No. 17. "The Board reserves the right to
 19 approve or reject capital projects." I suggest that you
 20 modify this and add a third word, which is to modify or
 21 negotiate. You don't want to be looked upon as rigid.

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1 It's either right or left. I think you need to offer,
 2 also, in between to negotiate and be flexible.
 3 Line No. 23 and 24. "The capital improvement
 4 proposal must comply with 24" -- "with the Board goals
 5 and policies and the Superintendent." My thought is the
 6 word "must comply" is really a rigid word. And it will
 7 turn away donors to the school system. What I suggest
 8 that you would add that the Board can offer variance or
 9 exception, variance of exception. It gives you
 10 flexibility, give and take.
 11 Next on is Line No. 31, "Request for naming of
 12 the capital project must comply with all Board," et
 13 cetera. Again, I think this is really rigid. It will
 14 turn off donors, so my -- I am allowed 18 minutes.
 15 CHAIRWOMAN HENN: One minute per.
 16 DR. PHAROAN: Nineteen minutes.
 17 CHAIRWOMAN HENN: Please finish your comments
 18 with the last policy.
 19 DR. PHAROAN: So the idea is to avoid that
 20 rigidity and to give you the idea of working with donors
 21 to kind of gain donors. You don't want to, like, push

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1 them away. And, again, I suggest that you add the
 2 educational area councils to work for you as far as
 3 donations. This is the end of my comments about this
 4 policy.
 5 The next policy is 8350, Internal Board
 6 Policies, Operations, Et Cetera. And I hope the lawyers
 7 don't kill me. Item No. 1, Line No. 8 and 10, "is
 8 authorized and empowered" -- that's the Board --
 9 "authorized and empowered to retain the services of an
 10 attorney." I really object to the word "an" attorney.
 11 What I recommend for you is to install the words, before
 12 the word attorney, "competent, trustworthy,
 13 knowledgeable, and experienced in public school matters."
 14 If you leave it in the same way, an attorney, an attorney
 15 is -- could be a new graduate, could be somebody that is
 16 not experienced or knowledgeable in the school system.
 17 Second point in Line No. 13 and 17, "Funds for
 18 legal services shall be included in the annual budget,
 19 and if the Board annual appropriation does not include
 20 sufficient funds for legal services required, the
 21 Superintendent shall reallocate available funds for such

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1 services." My thought, and this is nothing personal at
 2 all, my thought is the Superintendent works for the Board
 3 of Education. So if the Superintendent is going to give
 4 money to the Board of Education, to me, that's kind of,
 5 you know, the power is in the money and the purse
 6 (phonetic). I suggest that the Board would have funds,
 7 adequate funds, to take care of any legal matters.
 8 That's the end of this policy.
 9 The next policy, and the last one, and I thank
 10 you for bearing with me, 8364, Ethics Code. Now, this is
 11 really a good policy. But in line 38, 39, "Review by the
 12 Superintendent on pertinent organizational changes
 13 would," I really like that. It's really, truly spot on.
 14 There have been descriptions about retaining records, one
 15 for 10 year and another one for 7 years, I believe, and
 16 it's really not clear whether we are talking about paper
 17 records or electronic records as PDF or other similar
 18 softwares.
 19 My thought to you is to consider to keep the
 20 records electronically for 100 years. I know I'm
 21 exaggerating. Because I have been 27 years now watching

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1 the school system, and I have plenty of material on what
 2 has transpired. There would be historians that need to
 3 study the school system, and if you destroy the records
 4 in 7 years or 10 years, you know, 15, 20, 25 years when
 5 my son or grandson grows up and comes to do historical
 6 work, that will be really a disservice to the school
 7 system.
 8 This policy is really very extensive, and I
 9 know the PRC has worked very hard on it. I really
 10 appreciate every other sentence that has been stated.
 11 Madame Chair, how many minutes did I take?
 12 CHAIRWOMAN HENN: Four and a half.
 13 DR. PHAROAN: Twelve? Eleven? Can I save the
 14 rest for next month?
 15 CHAIRWOMAN HENN: I may not be in this seat so
 16 -- absolutely.
 17 DR. PHAROAN: Thank you, all.
 18 CHAIRWOMAN HENN: Thank you, Dr. Pharoan.
 19 The next item on the agenda is the report on
 20 Board policies. This is the first reader for these
 21 policies, and for that I call on Ms. Lily Rowe, Chair of

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1 the Policy Review Committee.
 2 MS. ROWE: Thank you, Ms. Henn. Members of
 3 the Board, the Policy Review Committee asks that the
 4 Board accept this report of the Committee's
 5 recommendation to amend the following Board policies:
 6 Board Policy 3000, Noninstructional Services; Board
 7 Policy 3126, Noninstructional Services, Expense, and
 8 Travel Reimbursement; Board Policy 3127, Noninstructional
 9 Services, Travel Approval; Board Policy 7330, Facilities
 10 and Construction, Financing Capital Projects Funded by
 11 Private Donations; Board Policy 8350, Internal Board
 12 Policies, Operations and Board Counsel; Board Policy
 13 8364, Internal Board Policies, Ethics Code, Financial
 14 Disclosure Statements. These policies are presented to
 15 you on tonight's agenda, Exhibit I.
 16 CHAIRWOMAN HENN: Okay. And I see that we
 17 have a question. Ms. Scott, is your question related to
 18 the policies?
 19 MS. SCOTT: Yes. I wanted to see if we could
 20 separate out 8364.
 21 CHAIRWOMAN HENN: Sure. And that actually is

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1 already separated in my script, as a matter of fact, so
 2 okay. I will separate that out. Thank you.
 3 MS. SCOTT: Thank you.
 4 CHAIRWOMAN HENN: Mm-hmm.
 5 May I have a motion to accept the
 6 recommendation of the Board's Policy Review Committee for
 7 Board Policies 3000, 3126, 3127, 7330, and 8350?
 8 DR. HAGER: So moved, Hager.
 9 CHAIRWOMAN HENN: No second is needed, since
 10 the recommendation comes from the committee. Is there
 11 any discussion? Hearing none, may I have a roll-call
 12 vote?
 13 MS. GOVER: Ms. Rowe?
 14 MS. ROWE: Yes.
 15 MS. GOVER: Ms. Causey?
 16 MS. CAUSEY: Yes.
 17 MS. GOVER: Ms. Stolusky?
 18 MS. STOLUSKY: Yes.
 19 MS. GOVER: Ms. Jose?
 20 MS. JOSE: Yes.
 21 MS. GOVER: Mr. McMillion?

<p style="text-align: right;">Page 74</p> <p>1 VICE CHAIR MCMILLION: Yes.</p> <p>2 MS. GOVER: Ms. Hassan?</p> <p>3 MS. HASSAN: Yes.</p> <p>4 MS. GOVER: Ms. Scott?</p> <p>5 MS. SCOTT: Yes.</p> <p>6 MS. GOVER: Dr. Hager?</p> <p>7 DR. HAGER: Yes.</p> <p>8 MS. GOVER: Mr. Kuehn?</p> <p>9 MR. KUEHN: Yes.</p> <p>10 MS. GOVER: Ms. Henn?</p> <p>11 CHAIRWOMAN HENN: Yes.</p> <p>12 MS. GOVER: Thank you.</p> <p>13 CHAIRWOMAN HENN: The motion carries. Thank</p> <p>14 you.</p> <p>15 May I have a motion to accept the</p> <p>16 recommendation of the Board's Policy Review Committee for</p> <p>17 Board Policy 8364?</p> <p>18 MS. STOLUSKY: So moved, Stolusky.</p> <p>19 CHAIRWOMAN HENN: No second is needed, since</p> <p>20 the recommendation comes from the committee. Is there</p> <p>21 any discussion?</p>	<p style="text-align: right;">Page 76</p> <p>1 change, or if this something that's happening, and is</p> <p>2 there anything comparable in another system? I was just</p> <p>3 wanting to get some background information on that.</p> <p>4 CHAIRWOMAN HENN: Sure. Dr. Williams, would</p> <p>5 you like to respond?</p> <p>6 DR. WILLIAMS: I will call on Ms. Howie.</p> <p>7 CHAIRWOMAN HENN: Okay.</p> <p>8 MS. HOWIE: Yes. Good evening, Ms. Scott,</p> <p>9 members of the Board.</p> <p>10 CHAIRWOMAN HENN: Ms. Howie, we're having</p> <p>11 difficulty hearing you, ma'am.</p> <p>12 MS. HOWIE: Is this better?</p> <p>13 CHAIRWOMAN HENN: Yes, ma'am.</p> <p>14 MS. HOWIE: Members of the Board, Ms. Scott,</p> <p>15 the request for 10 years came from the Committee. There</p> <p>16 is in the policy analysis a list of the retention periods</p> <p>17 for financial disclosure statements from other LEAs and</p> <p>18 from county government. Ten years is the longest, based</p> <p>19 on the staff's research on retention periods in other</p> <p>20 LEAs and for county government, as well.</p> <p>21 MS. SCOTT: Thank you, Ms. Howie. I'm</p>
<p style="text-align: right;">Page 75</p> <p>1 Yes, Ms. Scott?</p> <p>2 MS. SCOTT: Yes. Thank you. I had a question</p> <p>3 about the change on, I believe it was Item 6, page 5,</p> <p>4 where it was changed to -- from 4 years to 10. I would</p> <p>5 like to make a motion to change it back to four years.</p> <p>6 CHAIRWOMAN HENN: Okay. Is there a second?</p> <p>7 MS. JOSE: Second.</p> <p>8 CHAIRWOMAN HENN: Thank you. That was Ms.</p> <p>9 Jose.</p> <p>10 MS. SCOTT: May I speak to my motion?</p> <p>11 MS. JOSE: Yes.</p> <p>12 CHAIRWOMAN HENN: Yes. Go ahead, Ms. Scott.</p> <p>13 MS. SCOTT: Thank you. I'm not sure why it</p> <p>14 was changed to 10 years. I guess I would just be</p> <p>15 curious, because as I looked, I wanted to ask Dr.</p> <p>16 Williams or maybe it would be Ms. Howie if there's -- if</p> <p>17 that's the norm, if there's precedence for other school</p> <p>18 systems? Is that something that they're changing, too,</p> <p>19 from 4 to -- IRS' 4 years? Other bodies of government, I</p> <p>20 believe, are three or four years. So I wasn't sure if</p> <p>21 there was precedence for this, and that's why there was a</p>	<p style="text-align: right;">Page 77</p> <p>1 looking, because I see that. On which page does it say</p> <p>2 10, because as I'm looking through, the majority say 4?</p> <p>3 MS. HOWIE: And as I indicated, 10 years was</p> <p>4 what the Committee requested. That was -- I would have</p> <p>5 to ask the Committee to speak to the rationale because</p> <p>6 that was the Committee's request. That was not staff's</p> <p>7 request, nor was it based on staff's research.</p> <p>8 MS. SCOTT: Okay. Thank you. That's what I</p> <p>9 was trying to understand, because I didn't see it</p> <p>10 supported here in the information. I didn't -- wasn't</p> <p>11 aware of it, either, so I was wondering where it came</p> <p>12 from. Thank you.</p> <p>13 MS. HOWIE: You're welcome.</p> <p>14 CHAIRWOMAN HENN: Thank you.</p> <p>15 Ms. Jose?</p> <p>16 MS. JOSE: Thank you. Thank you, Ms. Howie,</p> <p>17 for clarifying that. I'm looking at it, and all of the</p> <p>18 county Boards of Education, St. Mary's, Queen Anne's, all</p> <p>19 of Maryland, have four years. IRS requires you to keep</p> <p>20 your -- the Internal Revenue Service only requires you to</p> <p>21 keep it for three years, and maybe six -- three years,</p>

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1 you're audited, maybe six years.
 2 So this, to me, seems to be a bit of an
 3 overkill. This is the financial disclosure records that
 4 would be retained for the Board members and some cabinet
 5 staff. We are not bigger than the IRS, and we certainly
 6 are not the Department of Justice. I don't know where
 7 this recommendation came from, but I can see it being
 8 misused and abused to intimidate people. I would not be
 9 supporting the 10 years, which is, I think, a bit too
 10 much. Four years is what all of the jurisdictions are
 11 doing. I think we need to stick to that. So I support
 12 Ms. Scott's motion to strike it back to the original four
 13 years.
 14 And thank you, Ms. Howie. You are the legal
 15 expert in here that works on policies, so thank you for
 16 the analysis.
 17 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 18 Ms. Rowe, if you could speak to the
 19 Committee's decision?
 20 MS. ROWE: So there were members of the
 21 Committee that recall that the UHY audit came up with

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1 findings and results based on financial disclosure forms,
 2 and that there were several years that they could not
 3 come up with -- they could not examine because the
 4 financial disclosure forms had already been destroyed for
 5 those years. And since the audit was over a course of
 6 more than 4 years, members of the Committee wanted to
 7 have this changed to 10 years so that it could encompass
 8 other legislative audits and external audits. So that
 9 was the reasoning behind the decision of the Committee.
 10 CHAIRWOMAN HENN: Thank you.
 11 Dr. Hager?
 12 DR. HAGER: Just briefly, I also support this
 13 motion, and I agree that 10 years is overkill, and I'm
 14 grateful to the work of the office to look at the other
 15 jurisdictions and what they are doing, because I think
 16 that we should be in line with what the other school
 17 systems are doing.
 18 CHAIRWOMAN HENN: Thank you.
 19 Ms. Jose? And then Ms. Causey.
 20 MS. JOSE: Yeah, I just want to rebut the UHY
 21 external audit that was done, since I do serve now,

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1 currently, on the Audit Committee. That was not the
 2 reasoning for keeping records of 10 years. We do keep
 3 records as required by Maryland State Archives. Anything
 4 beyond that was destroyed, so that was not our purview to
 5 go dig into the past.
 6 And I'm going to give a personal experience
 7 out here that before the late Mr. Roger Hayden was dying,
 8 somebody did pull his financial records to intimidate
 9 him. And he was very upset about it, and you know who
 10 you are. That was a shameful thing to do to a man that
 11 was dying, and that is what this thing is going to be
 12 used to, to intimidate, to pull records of people that
 13 you have a grudge or an ax to grind. I think we should
 14 agree with what the law states, four years. Heck, I
 15 would even support 6 years, if need be, but 10 years is
 16 an overkill, and I will not be supporting that excessive
 17 retention. We're not federal agents over here.
 18 CHAIRWOMAN HENN: Mrs. Causey?
 19 MS. CAUSEY: Thank you, Madam Chair. I would
 20 support the policy staying as it is for 10 years.
 21 Legislative audits occur anywhere from five to six years,

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1 and they have a look-back of from the last time they did
 2 an audit. So if they did an audit a little bit early and
 3 then they do one a little bit late, they may be looking
 4 back as far as six, seven, or eight years.
 5 I would also say that Board members have the
 6 opportunity to serve for 12 years, and there are other
 7 employees and staff that have unlimited tenure. And
 8 ethics financial disclosure statements are required of
 9 Board members and staff because we have a significant
 10 role in the expenditures of up to \$2-billion budget per
 11 year. And it is important to have accountability and
 12 transparency, and so that is why the 10-year time frame
 13 was selected.
 14 And also in terms of how other districts are
 15 doing it, unfortunately, our district has had a specific
 16 very negative situation involving ethics financial
 17 disclosure statements where we have, as a Board, worked
 18 to increase accountability and transparency to rebuild
 19 trust with our communities around these issues of using
 20 every dollar fiscally responsibly.
 21 So I would support maintaining those records.

<p style="text-align: right;">Page 82</p> <p>1 I believe it does no harm, and it certainly can do some 2 good.</p> <p>3 CHAIRWOMAN HENN: Thank you. I would like to 4 speak to this motion from a very practical standpoint. 5 Our contract for the procurement audit, by the time that 6 was initiated, the scope of that contract was for a five- 7 year time span. Phase 1 of that contract, that work, did 8 not kick off until almost two years after, so we're 9 talking about forms that would have been retained seven 10 years after the fact. According to a four-year retention 11 policy, those forms would have been destroyed by the time 12 that audit would've started. So I'm going to outline 13 this.</p> <p>14 The scope of that audit was from 2012 through 15 2017, a five-year scope. By the time the work started, 16 those forms were seven years old, the oldest forms. That 17 was Phase 1. Phase 2, which was actually to look at the 18 majority of those forms, those forms would've been aged 19 at least 10 years by the time Phase 2 would've been 20 started. So by the time Phase 2 started, without a 10- 21 year retention policy in place, according to this change</p>	<p style="text-align: right;">Page 84</p> <p>1 been destroyed, had we had this policy in place. A 10- 2 year span is necessary, which is why the Policy Committee 3 supported it. So I will not be supporting this, because 4 it would not have provided the documents that were 5 necessary, which had been destroyed, which made this 6 audit moot to begin with.</p> <p>7 Are there any other comments before I call a 8 roll-call vote?</p> <p>9 Mr. Kuehn?</p> <p>10 MR. KUEHN: Thank you. So I have no fear of 11 these financial disclosures being misused. They're 12 publicly available for the entire time we're on the Board 13 and beyond. The reality is, and a main driver of why I 14 even joined this Board, was we had ethical lapses at the 15 very top. We had a Superintendent that went to jail for 16 lying --</p> <p>17 MS. SCOTT: Point of order.</p> <p>18 MR. KUEHN: -- on their financial disclosure 19 form --</p> <p>20 MS. SCOTT: Point of order.</p> <p>21 MR. KUEHN: -- I'm sorry, I'm speaking.</p>
<p style="text-align: right;">Page 83</p> <p>1 that's being proposed, those forms would've been 2 destroyed.</p> <p>3 So in other words, the recommended scope of 4 this audit, which was not initiated by this Board, but 5 rather by the former Superintendent, would have been 6 moot, because the necessary evidence to perform this 7 audit, and by evidence, I'm not using that in any type of 8 criminal or nefarious sense, the evidence for the audit - 9 - I'm sorry, Ms. Hassan, did you have something to add?</p> <p>10 MS. SCOTT: Point of order. That was me 11 speaking, that's Ms. Scott speaking. Yes, I do have 12 something to add. Would you like me to add it now?</p> <p>13 CHAIRWOMAN HENN: No, I have the floor.</p> <p>14 MS. SCOTT: Okay. Thank you.</p> <p>15 CHAIRWOMAN HENN: The time frame --</p> <p>16 MS. SCOTT: I'm happy to add if you would 17 like.</p> <p>18 CHAIRWOMAN HENN: -- the audit documents that 19 were needed --</p> <p>20 MS. SCOTT: Okay.</p> <p>21 CHAIRWOMAN HENN: -- for the audit would have</p>	<p style="text-align: right;">Page 85</p> <p>1 MS. SCOTT: Point of order. Point of order.</p> <p>2 CHAIRWOMAN HENN: Point of order -- what is 3 your point of order?</p> <p>4 MS. SCOTT: My point of order is that that's 5 slanderous language or things that are going on that has 6 no place in what we're discussing. We are discussing 7 what the policy is and the amount of time. The referral 8 to previous employees and everything, I think, is out of 9 line.</p> <p>10 MR. KUEHN: I'm sorry, but --</p> <p>11 MS. SCOTT: That's my point of order.</p> <p>12 MR. KUEHN: -- history shows -- 13 (Crosstalk)</p> <p>14 MS. SCOTT: Point of order. Point of order.</p> <p>15 MR. KUEHN: -- jail because of lying on a 16 financial disclosure form.</p> <p>17 MS. SCOTT: Point of order. Point of order.</p> <p>18 MR. KUEHN: You can point of order all night 19 long.</p> <p>20 MS. SCOTT: Point of order.</p> <p>21 MR. KUEHN: I can speak when it's my turn to</p>

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1 speak.

2 MS. SCOTT: Point of order. Point of order.

3 CHAIRWOMAN HENN: Ms. Scott, it's Mr. Kuehn's

4 --

5 MS. SCOTT: Is my point of order held? Is it

6 recognized?

7 CHAIRWOMAN HENN: No. It is not recognized.

8 Mr. Kuehn is speaking directly to the financial

9 disclosure forms, and the criminal indictment of the

10 former Superintendent for perjury on his financial

11 disclosure forms is relevant. (Indiscernible) --

12 MS. SCOTT: Point of order. Sounds like

13 you're speaking to that. Sounds like an attack.

14 MR. KUEHN: So I will continue to make my

15 point, thank you, that financial disclosure forms are

16 important. We've had people come up this very day and

17 talk about transparency and sunlight. And I don't

18 believe destroying forms after four years makes any

19 sense. Financial documents should be saved seven years,

20 at the very least. And 10 years is not a long time to

21 save financial disclosure forms. So in the environment

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1 we're in, and the ethical lapses that have occurred in

2 the past, I find it prudent to simply say, okay, 10 years

3 is fine. And I will be supporting this, and I see no

4 reason why any Board member on this Board would speak

5 against it. It boggles my mind. Thank you.

6 CHAIRWOMAN HENN: Thank you.

7 May I have a roll-call vote, please, Ms.

8 Gover?

9 MS. SCOTT: Point of order. Excuse me, I had

10 a question in the chat.

11 CHAIRWOMAN HENN: Your point of order is --

12 MS. SCOTT: I had a question in the chat --

13 CHAIRWOMAN HENN: Everyone has had --

14 MS. SCOTT: -- that was raised before you --

15 CHAIRWOMAN HENN: Ms. Scott, everyone has had

16 a chance to speak to this vote.

17 MS. SCOTT: Yes, but I still have time left.

18 My -- is -- my two minutes is not up. I still have time

19 left, and I had a question.

20 CHAIRWOMAN HENN: I'm calling the roll-call

21 vote. Everyone (indiscernible) --

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1 MS. SCOTT: Okay, so you're ignoring that I

2 had question --

3 (Crosstalk)

4 CHAIRWOMAN HENN: Ms. Scott.

5 MS. SCOTT: -- that I raised before the time

6 was up.

7 CHAIRWOMAN HENN: Ms. Scott, everyone has had

8 a chance to speak to this motion multiple times.

9 MS. SCOTT: But I still have more time, and I

10 had a question, and I had a point to raise, and I have

11 time to do that. And I asked before it -- before you

12 called for the roll-call vote.

13 CHAIRWOMAN HENN: Mr. McMillion, you have not

14 spoken in the motion.

15 VICE CHAIR MCMILLION: Thank you.

16 MS. SCOTT: You're ignoring me. Okay.

17 VICE CHAIR MCMILLION: I don't have a lot.

18 And what I have, it's just not a lot to it. And I feel

19 that 10 years is too much. Even though I have nothing.

20 I think that it goes along with the other school systems.

21 If I looked at that list and every one I pulled up that I

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1 saw said 4 years, so if that's good enough for 10 or 12

2 or 14 other school systems in the state of Maryland, it's

3 good enough for me. Thank you.

4 CHAIRWOMAN HENN: So there's a motion and a

5 second on the floor. Has anyone who's not had a chance

6 to speak to this motion had a chance to speak to it?

7 Ms. Stolusky.

8 MS. STOLUSKY: The only thing that I'm going

9 to add, I understand everybody's points, is maybe we put

10 a motion in for some kind of compromise at seven years.

11 It's split right in the middle.

12 CHAIRWOMAN HENN: Thank you.

13 So, Ms. Scott, this was your motion. Would

14 you please restate your motion?

15 MS. SCOTT: I'd like to finish speaking to my

16 motion, because I was not yet finished speaking to my

17 motion.

18 CHAIRWOMAN HENN: Would you please restate it,

19 and then you may speak to it?

20 MS. SCOTT: My motion was that I would -- I

21 move that we change on in Section 6, 10 years to 4 years.

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1 CHAIRWOMAN HENN: Thank you. Please finish
 2 speaking to your motion.
 3 MS. SCOTT: Only other thing I would like to
 4 speak to my motion is that there were a lot of things
 5 that were said that aren't relative and aren't pertinent
 6 to today. There are people bringing issues from the
 7 previous Board, personal issues that they've had that
 8 have nothing to do with this current Board, have nothing
 9 to do with the Board going forward. We, as a system, we
 10 -- the students, the parents, are trying to move forward,
 11 and those Board members who sit around here and hold us
 12 in the past on a stranglehold of something that happened
 13 that most of us weren't even around for but are trying to
 14 move past, is categorically unfair, and it's
 15 irresponsible. Thank you.
 16 CHAIRWOMAN HENN: Ms. Jose, you had a comment?
 17 MS. JOSE: Yes, I want to state that
 18 (indiscernible) for Ms. Howie that the other LEAs, they
 19 get their financial disclosures audited, correct, for the
 20 four years? And I looked at the UHY report extensively.
 21 I do believe Dr. Dance's forms were not destroyed, so

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1 there's a lot of misconception going around here. In
 2 fact, there were Board members here that had not
 3 submitted their disclosures on time, and that was a
 4 finding.
 5 And I am a salaried person. I have nothing
 6 against keeping my financials out there. I don't have
 7 multiple businesses. It's pretty straightforward, so I
 8 don't see why, for a local School Board, I have nothing
 9 to hide, why you would want to keep it excess of what's
 10 required by law. We certainly are not lawyers, like Ms.
 11 Henn has reminded me, we're not contract lawyers.
 12 Neither are we legislative lawyers. I think four years
 13 is what others have done, and we should be safe at
 14 sticking with -- I (indiscernible) our auditor does an
 15 audit every year.
 16 CHAIRWOMAN HENN: That's time, Ms. Jose.
 17 MS. JOSE: Thank you.
 18 CHAIRWOMAN HENN: Thank you.
 19 Ms. Gover, may I have a roll-call vote,
 20 please?
 21 MS. GOVER: This is on the amendment?

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1 CHAIRWOMAN HENN: This is on the -- there's no
 2 amendment. This is the motion to amend the policy.
 3 UNIDENTIFIED SPEAKER: There's no -- it wasn't
 4 -- it was a suggestion for an amendment but it wasn't
 5 actually made (indiscernible).
 6 UNIDENTIFIED SPEAKER: Yeah, it was a new
 7 motion.
 8 CHAIRWOMAN HENN: There was a motion and a
 9 second.
 10 UNIDENTIFIED SPEAKER: Oh, got it.
 11 CHAIRWOMAN HENN: Oh, Ms. Stolusky did not
 12 amend the motion. We are voting on Ms. Scott's motion.
 13 UNIDENTIFIED SPEAKER: Oh, yes. I am sorry.
 14 Yes, it's amendment to Lily's motion.
 15 MS. ROWE: To the policy. Right.
 16 CHAIRWOMAN HENN: To the policy. Yes. Thank
 17 you. The motion is to amend the policy.
 18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: No.
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: No.

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1 MS. GOVER: Ms. Stolusky?
 2 MS. STOLUSKY: No.
 3 MS. GOVER: Ms. Jose?
 4 MS. JOSE: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 VICE CHAIR MCMILLION: Yes.
 7 MS. GOVER: Ms. Hassan?
 8 MS. HASSAN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 MS. SCOTT: Yes.
 11 MS. GOVER: Dr. Hager?
 12 DR. HAGER: Yes.
 13 MS. GOVER: Mr. Kuehn?
 14 MR. KUEHN: No.
 15 MS. GOVER: Ms. Henn?
 16 CHAIRWOMAN HENN: No.
 17 MS. GOVER: Favor is five.
 18 CHAIRWOMAN HENN: So that motion fails. In
 19 that case, now we have a -- we have a motion on the floor
 20 to approve the policy as recommended by the Policy Review
 21 Committee. And that was moved by whom?

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1 MS. GOVER: By Ms. Stolusky.
 2 CHAIRWOMAN HENN: Ms. Stolusky? And seconded
 3 by? There was no second needed because it was made by
 4 the Committee.
 5 May I have a roll-call vote?
 6 MS. GOVER: Ms. Rowe?
 7 MS. ROWE: Yes.
 8 MS. GOVER: Ms. Causey?
 9 MS. CAUSEY: Yes.
 10 MS. GOVER: Ms. Stolusky?
 11 MS. STOLUSKY: Yes.
 12 MS. GOVER: Ms. Jose?
 13 MS. JOSE: No.
 14 MS. GOVER: Mr. McMillion?
 15 VICE CHAIR MCMILLION: No.
 16 MS. GOVER: Ms. Hassan?
 17 MS. HASSAN: Yes.
 18 MS. GOVER: Ms. Scott?
 19 MS. SCOTT: No.
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Henn?
 4 CHAIRWOMAN HENN: Yes.
 5 MS. GOVER: Favor is seven.
 6 CHAIRWOMAN HENN: That carries. Thank you.
 7 Okay. The next item on the agenda is action
 8 taken in closed session, and for that I call on Mr.
 9 Brousaides.
 10 MR. BROUSAIDES: Good evening. Earlier, the
 11 Board met in closed session in its quasi-judicial
 12 capacity to render decisions in two cases. H.E. 22-18 and
 13 H.E. 23-11. The Board rendered a decision in those cases
 14 in closed session. Now would be an appropriate time for
 15 the Board to confirm the vote taken in closed session.
 16 CHAIRWOMAN HENN: May I have a motion to
 17 approve the action taken in closed session on Hearing
 18 Examiner Cases H.E. 22-18 and 23-11, and authorize Ms.
 19 Gover to sign for those members not physically present?
 20 MS. ROWE: So moved, Rowe.
 21 CHAIRWOMAN HENN: Is there a second?

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1 MS. HASSAN: Second, Hassan.
 2 CHAIRWOMAN HENN: Any discussion?
 3 May I have a roll-call vote, please?
 4 MS. GOVER: Ms. Rowe?
 5 MS. ROWE: Yes.
 6 MS. GOVER: Ms. Causey?
 7 MS. CAUSEY: Yes.
 8 MS. GOVER: Ms. Stolusky?
 9 MS. STOLUSKY: Yes.
 10 MS. GOVER: Ms. Jose?
 11 MS. JOSE: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 VICE CHAIR MCMILLION: Yes.
 14 MS. GOVER: Ms. Hassan?
 15 MS. HASSAN: Yes.
 16 MS. GOVER: Ms. Scott?
 17 MS. SCOTT: Yes.
 18 MS. GOVER: Dr. Hager?
 19 DR. HAGER: Yes.
 20 MS. GOVER: Mr. Kuehn?
 21 MR. KUEHN: Yes.

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1 MS. GOVER: Ms. Henn?
 2 CHAIRWOMAN HENN: Yes.
 3 MS. GOVER: Thank you.
 4 CHAIRWOMAN HENN: Thank you. The motion
 5 carries.
 6 MR. BROUSAIDES: Thank you.
 7 CHAIRWOMAN HENN: Thank you, Mr. Brousaides.
 8 The next item on the agenda is the report on
 9 the Fiscal Year 2022 Annual Comprehensive Financial
 10 Report, and for that I call on Mr. Hartlove.
 11 Good evening.
 12 MR. HARTLOVE: Good evening, Board members.
 13 We -- we're bringing forward the annual financial audit,
 14 which is required by Maryland state law. We have a clean
 15 audit, and we have Ms. Cheri Amoss from
 16 CliftonLarsonAllen on Teams if you have any questions.
 17 We did go through this at the most recent Audit Committee
 18 meeting. We had some questions and some good follow-up,
 19 and so we have discussed it at some level of detail.
 20 CHAIRWOMAN HENN: Okay. Thank you.
 21 Board members, any questions?

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1 Mr. Kuehn?

2 MR. KUEHN: Thank you. Just a quick question.

3 There's been a significant money effect -- amount of

4 federal money moving through the ESSER grants to our

5 school system and across the country. Are there any

6 plans to specific audit some of that spending? It's so

7 large. It's just -- there's a tremendous amount of

8 money. Do we have any plans to do that or have a third

9 party do that?

10 MR. HARTLOVE: No, that's not really a

11 decision that we make. That is a -- Ms. Amoss can

12 probably chime in here. But there will be a ramp-up in

13 the exposure. So I don't know, Ms. Amoss, if you can

14 answer that question?

15 MS. AMOSS: Sure. I can definitely address

16 that. So that -- the allowability in the spending of

17 those funds is specifically covered under the single

18 audit, which is the audit of the federal grant

19 expenditures. It was audited last year for the 6/30/21

20 audit, and it will also be audited again this year for

21 the 6/30/22 audit. That audit is not due to the state

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1 until 12/31/22, and we're currently in progress with that

2 audit. So it is not finalized and issued at this point,

3 but it -- the ESSER grants are subject and are part of

4 that single audit that we're -- currently is in progress.

5 MR. KUEHN: Thank you.

6 MS. AMOSS: Sure.

7 CHAIRWOMAN HENN: Thank you.

8 Ms. Jose?

9 MS. JOSE: Thank you. This was presented to

10 the Audit Committee so, Ms. Amoss, thank you for that,

11 and it's a comprehensive financial audit that's required

12 by law. And BCPS does this annually. For those that

13 misunderstood, financial disclosures are personal. It

14 has nothing to do with auditing of our school

15 procurement, and other things that CliftonLarson does on

16 an annual basis, as required by law.

17 So thank you. I read through the report, and

18 thank you for your presentation

19 MS. AMOSS: You're welcome. Thank you.

20 CHAIRWOMAN HENN: Thank you.

21 Other comments or questions, Board members?

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1 Hearing none, thank you, Mr. Hartlove.

2 MR. HARTLOVE: Thank you.

3 CHAIRWOMAN HENN: Okay. The next item on the

4 agenda is the report on the Northeast and Southeast Area

5 High School Studies, and for that I call on Dr. Williams

6 and Mr. Dixit.

7 DR. WILLIAMS: So Madam Chair Henn and Vice

8 Chair McMillion and members of the Board, tonight the

9 Board will be receiving the reports on the Northeast and

10 Southeast Area High School Studies. We have Mr. Dave --

11 we have Mr. Lee. Excuse me. We have Mr. David Recchia,

12 Vice President, JMT Architects, will present the

13 Southeast Area High School Study, and we have Mr. Lee,

14 Principal of Samaha Associates, PC, Architects, who will

15 present the Northeast Area High School Study. And of

16 course, we have Mr. Pete Dixit, our Executive Director.

17 MR. DIXIT: So good evening, Board. I'll just

18 give you a little bit of context of what we are doing

19 today. In 2020, as you'll recognize, as you'll remember,

20 we, with the help of Baltimore County government,

21 conducted what we called a Multiyear Improvement Plan for

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1 all schools. That was to prioritize needs for capital

2 improvement. As part of my past, all of the elementary,

3 high schools, and middle schools were studied, and their

4 priorities established. There was some part of that

5 study, especially the Southeast Area High Schools and

6 Northeast Area High Schools, where the consultant

7 recommended that we take a deeper dive and look into

8 different options before we implement projects.

9 On the Northeast Side, the schools were

10 Kenwood High School, Loch Raven High School, Overlea High

11 School, Parkville High School, and Perry Hall High

12 School. On the Southeast Side, it was Dundalk, Patapsco,

13 and Sparrows Point High School.

14 So we have two different consultants. One is

15 studying the Southeast part, and the other, Northeast

16 part. Before I go into that, I just wanted to thank Dr.

17 Mustipher, Dr. Eric Wilson, Larissa Santos (phonetic),

18 and Jennifer Mollinex (phonetic) for their support on the

19 educational side, leadership of Dr. Williams for the

20 entire project, and members of my team, Merrill Plait,

21 Paul Taylor, Melissa Appler (phonetic), Mike Oswald

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1 (phonetic), Katie Yangsted (phonetic), and Doug Mullins.
 2 These are the team members that were involved, so I
 3 wanted to share those names with you.
 4 Because of some situation with the Northeast
 5 Area, we are going to be presenting Southeast Area first,
 6 so I have Dave Recchia who will be making the
 7 presentation. Thank you.
 8 Dave?
 9 MR. RECCHIA: Do we want to pull up the
 10 Southeast Area study?
 11 MR. DIXIT: Yeah, it's being -- yeah. Thank
 12 you.
 13 MR. RECCHIA: Good evening. My name's Dave
 14 Recchia. I'm Vice President with JMT Architecture, and I
 15 head up our K through 12 education studio.
 16 Baltimore County Public Schools
 17 (indiscernible) study, as Mr. Dixit said, identified
 18 three high schools in the Southeast area to address
 19 overcrowding, excuse me, facility conditions, and
 20 educational adequacy. The study was undertaken to
 21 determine possible solutions to relieve these issues and

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1 enhance the environment for the students, teachers, and
 2 the staff. Next slide, please.
 3 Our scope of services, as listed here, we were
 4 to evaluate up to six options to relieve overcrowding at
 5 Sparrows Point Middle and -- Middle Point and High School
 6 and Patapsco High School. We were to determine if any of
 7 the existing structures were listed on MHT's list of
 8 historic structures, or if they were determined to meet
 9 the eligibility requirements. We were to determine the
 10 impact of site characteristics, including the topography,
 11 soils, environmental, safety, and other considerations.
 12 Then we were to prepare concept sketches for
 13 each option. We were to meet with the community to
 14 review these options and prepare conceptual cost
 15 estimates for each of these options. And then, finally,
 16 prepare a report with the design team's recommendations.
 17 So as you see here, the schedule was pretty
 18 voluminous. We started with the notice to proceed on
 19 November 3rd. We had work sessions through December,
 20 January, and February. We had our first community input
 21 meeting, which was a virtual meeting, on May -- on March

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1 2nd, and we followed that up two weeks later with a live
 2 community input meeting, presenting the same information
 3 to the community.
 4 After that, we had some more work sessions,
 5 and then we had our third community input meeting, again,
 6 another live meeting, on April 21st. Draft progress
 7 reports in May and July, and draft reported, submitted in
 8 September, review meeting in October, and a final report
 9 at the end of October.
 10 So our study options, we originally considered
 11 six options. We presented those at those first two
 12 meeting, the virtual and the live meeting. The community
 13 basically accepted two and said four were not acceptable.
 14 The community then offered an additional six sites for
 15 consideration. Of those six, only three were possible,
 16 due to commitments on those sites or unavailability.
 17 So I'll walk you through the options that were
 18 considered after that first live meeting. Option 1 is
 19 sort of dominoes. We were looking at constructing a
 20 replacement elementary school at Edgemere for Edgemere
 21 and Chesapeake Terrace. And after that, the building at

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1 Chesapeake Terrace would be demolished. Then construct a
 2 replacement middle school for Sparrows Point at
 3 Chesapeake Terrace, and then we would renovate and add
 4 onto Sparrows Point High School, creating a like-new high
 5 school for Sparrows Point. And then construct additions
 6 for Patapsco High School.
 7 Option 6 limited the site work to the existing
 8 Sparrows Point site. We would construct a new middle
 9 school on that site and then add on and renovate the
 10 existing building to a like-new high school for Sparrows
 11 Point, and then construct additions again at Patapsco
 12 High School. And you'll see that is a common that
 13 happens through all of these.
 14 6-A is the same as Option 6, with the
 15 exception that there's a piece of property owned by
 16 Baltimore County adjacent to Sparrows Point, and the idea
 17 there was that if the school system could obtain that
 18 property, the recreation space available for the new
 19 middle school and the existing high school could be
 20 expanded to meet the programmatic needs of those two
 21 facilities.

<p style="text-align: right;">Page 106</p> <p>1 Option 7 would be creating a new elementary 2 school on a site that would be determined from what we 3 saw left of the 6, 1 through 3 sites. So that would -- 4 you would construct a new elementary school there that 5 would again combine the Edgemere and the Chesapeake 6 Terrace Elementary Schools. They would then vacate the 7 Chesapeake Terrace site. A new middle school would be 8 built there for Sparrows Point, and then Sparrows Point 9 would be renovated into a like new -- and added onto -- 10 into a like-new high school, and then construct additions 11 at Patapsco.</p> <p>12 Option 8 would be to find a new site to 13 construct a middle school for Sparrows Point. That would 14 take the middle-school students out of the existing 15 building, allowing that building to be renovated and 16 added on to make it a like-new high school, and then 17 construct additions at Patapsco.</p> <p>18 And then Option 9 is, again, to find a site 19 big enough to construct an all-new high school for 20 Sparrows Point, and then renovate the existing building 21 into the middle school. I mean, the building is</p>	<p style="text-align: right;">Page 108</p> <p>1 community meeting. Basically, the community made it very 2 clear on the first live meeting we had that the students 3 of Sparrows Point should remain on the peninsula. They 4 should stay there, and a solution needed to be -- needs 5 to be found to keep all the students there.</p> <p>6 As a side issue for that, because of keeping 7 the students on the peninsula, Patapsco High School 8 should be treated as a separate project. There's no real 9 holistic approach that can be used to try to relieve 10 overcrowding in both of those schools, if the students 11 need to stay on the peninsula. So that would stay a 12 separate project and could start when funding becomes 13 available.</p> <p>14 So recommendation, we boiled down to three 15 recommendations. And each one of these, you need to 16 understand that there are caveats to each one of these, 17 some with the existing sites, some trying to find a new 18 site to make these things happen.</p> <p>19 So Option 6 and 6-A, again, to review that, 20 that would be construct a middle school at the Sparrows 21 Point site for Sparrows Point Middle School. You would</p>
<p style="text-align: right;">Page 107</p> <p>1 sizeable, much larger than is necessary for a middle 2 school, so there'd be a lot of supplemental space in 3 there that wouldn't have -- necessarily have a use by the 4 school system. And then construct additions at Patapsco 5 High School.</p> <p>6 So those were the options that came out of the 7 second meeting we had with the community. Next slide, 8 please.</p> <p>9 So this is sort of a summary of all of the 10 schemes that we did, the initial six plus the ones that 11 came out of the community meeting. We looked at all the 12 properties that were owned by the public school system in 13 the area to determine if there was a holistic approach 14 that could be used to resolve the overcrowding at 15 Patapsco and at Sparrows Point. And then we -- through 16 the second community meeting, the first live community 17 meeting, identified by the community the various sites 18 owned by D&R and the state and private ownership that 19 they would like us to look at to relieve the overcrowding 20 down there. Next slide, please.</p> <p>21 So recommendations. This all came out of the</p>	<p style="text-align: right;">Page 109</p> <p>1 renovate and add onto Sparrows Point High School to make 2 it a like-new high school, and then if that property 3 owned by Baltimore County adjacent to it becomes 4 available, bring that into the program so that the 5 recreational spaces and site amenity spaces could be 6 expanded.</p> <p>7 The caveat to that in red, as you see there, 8 MDE has classified the land as LDA, and LDA is extremely 9 limiting as to what you can do with it. In fact, under 10 LDA, you can't have what you have there currently. The 11 civil engineer and landscape architect consultant, Site 12 Resources, who is working with us on the project stated 13 that they felt that LDA was a misclassification and that 14 really IDA was the classification that should be used. 15 And as such, then the development that we proposed could 16 occur, but that would take work with MDE to have that -- 17 have them revise the designation of the property.</p> <p>18 Option 7 was our second recommendation to find 19 a site for a new elementary school that could combine 20 Edgemere and Chesapeake Terrace onto that parcel. That, 21 again, would open up the Chesapeake Terrace parcel for</p>

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1 development of a new middle school for Sparrows Point,
 2 and then we would renovate the existing Sparrows Point
 3 building and add onto it to make it a like-new high
 4 school. And add on to Patapsco again, and that becomes a
 5 separate project. But, again, the caveat to there is
 6 finding a parcel suitable to support the new elementary
 7 school and finding land that's available for purchase.
 8 And then Option 8, find a site for a new
 9 middle school for Sparrows Point in and of itself,
 10 renovate the existing building to become a new Sparrows
 11 Point -- a like-new Sparrows Point High School. And
 12 again, that requires finding a parcel that's suitable for
 13 the new middle school.
 14 Any questions?
 15 CHAIRWOMAN HENN: Yes, Mr. Kuehn?
 16 MR. KUEHN: Thank you for this presentation.
 17 It was very informative. I know there's severe
 18 limitations of open land, right, all through Baltimore
 19 County. From your presentation, you kind of annotate
 20 certain areas that -- are those areas available? Because
 21 you highlight, like, a golf club. You highlight D&R.

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1 Are those spaces available for purchase?
 2 MR. RECCHIA: These were the spaces that were
 3 suggested by the community in our first live community
 4 meeting. Some of those had been investigated. There
 5 were six that were shown. Three were investigated and
 6 determined they were not available. The other three, I
 7 think there's some limitations as to how anyone can
 8 approach them to determine their availability. But
 9 that's why we recommended three possible solutions at the
 10 end because that's all going to take a lot of additional
 11 work to figure out if any of those three properties, or
 12 if there's other properties in the peninsula that are
 13 available, for both purchase or compatibility with the
 14 use and the size required for these new facilities.
 15 MR. KUEHN: So has your team -- or let me ask.
 16 Have you been tasked with finding a large enough parcel
 17 for a school in the area?
 18 MR. RECCHIA: No, we haven't.
 19 MR. KUEHN: Okay. All right. So you just
 20 basically took what was thrown out at you in public
 21 meetings, took a look at it, determined whether it's

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1 possible or not, and that's kind of where we are, right?
 2 MR. RECCHIA: Looked at it -- the civil
 3 engineer looked at it from an environmental standpoint
 4 and a grading standpoint to say, yes, they might be able
 5 to support the school, but we've made no contact with the
 6 owners of those properties.
 7 MR. KUEHN: All right. Thank you.
 8 CHAIRWOMAN HENN: Thank you.
 9 I believe Dr. Hager was next.
 10 DR. HAGER: Yes. Very quick question. It was
 11 an excellent presentation. Is Chesapeake Terrace on the
 12 Sparrows Point Peninsula? So would that property be
 13 acceptable to the community for a middle or high school?
 14 MR. RECCHIA: Yes.
 15 DR. HAGER: And then does the community then
 16 request that the new elementary school also be in the
 17 same vicinity on the peninsula?
 18 MR. RECCHIA: It -- all -- the statement was
 19 made that the students of Sparrow -- of the Sparrows
 20 Point Peninsula should stay on the Sparrows Point
 21 Peninsula.

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1 DR. HAGER: Okay. Thank you.
 2 CHAIRWOMAN HENN: Thank you.
 3 Ms. Rowe?
 4 MS. ROWE: Yeah, so one of the concerns I have
 5 that I would just like to bring up, and I'm not sure that
 6 if it's something that you guys could even answer or not.
 7 But -- so the Sparrows Point Peninsula, if the students
 8 for the peninsula are staying on the peninsula, how are
 9 we going to deal with the extra students who will come to
 10 the -- come to those schools as a result of housing
 11 projects and residential construction being approved,
 12 based on the capacity at Chesapeake High School on the
 13 other side of a body of water?
 14 And so we have children who are going to
 15 occupy those brand-new houses and more development's
 16 being approved, but those children have to stay on the
 17 peninsula. So are these expansions going to meet the
 18 needs of all the future developments that are planned for
 19 the peninsula? Because the meetings that I've seen, the
 20 approvals are based on capacity at Chesapeake High
 21 School, which is across an entire body of water with no

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1 bridges, and don't believe the school system owns
 2 ferries, so how are we accommodating that?
 3 MR. RECCHIA: I can't answer that directly,
 4 other than to say that the school system provided us with
 5 SRCs in terms of the sizes of the schools that would need
 6 to meet and how that would relieve the overcrowding, and
 7 I believe create space in there for some new students.
 8 Beyond that, I don't know what planning has been done to
 9 address those new houses that are going in there.
 10 MS. ROWE: Mr. Dixit?
 11 MR. DIXIT: Yeah, so I'll try to add a little
 12 bit to that information. The projections -- the capacity
 13 utilization and projection indicate that there are three
 14 schools that have the issue, Dundalk, Patapsco, and the
 15 Sparrows Point. And we are building an addition at
 16 Dundalk to relieve that. There's -- this study
 17 recommends another addition at Patapsco, and that's going
 18 to take care of another situation there. So the only
 19 thing that remains is handling the Sparrows Point. So at
 20 this point, that's our focus.
 21 CHAIRWOMAN HENN: Thank you.

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1 Mrs. Stolusky?
 2 MS. STOLUSKY: Thank you for the presentation.
 3 So in understanding that the school would have to remain
 4 on the peninsula, I'm looking at the map, and it -- is it
 5 that the peninsula sort of splits into two and the west
 6 side or the left side is Sparrows Point -- is labeled
 7 Sparrows Point and the right side is labeled Edgemere?
 8 But those would both be considered the peninsula --
 9 MR. DIXIT: That's right.
 10 MS. STOLUSKY: Okay.
 11 MR. DIXIT: They're still part of the same
 12 peninsula.
 13 MS. STOLUSKY: Okay.
 14 MR. DIXIT: Yeah.
 15 MS. STOLUSKY: And then with that, it looks
 16 like the east side or the right side has -- is the only
 17 side that would have the available greenspace?
 18 MR. DIXIT: Well --
 19 MS. STOLUSKY: That -- is that our
 20 understanding, that it would have be green on the map to
 21 be cleared or available for a new school to be built? Or

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1 is that incorrect?
 2 MR. DIXIT: So available space is what we
 3 don't know at this point.
 4 MS. STOLUSKY: Okay.
 5 MR. DIXIT: Okay? That's the issue.
 6 MS. STOLUSKY: Okay. Thank you.
 7 CHAIRWOMAN HENN: Thank you.
 8 Ms. Jose?
 9 MS. JOSE: Thank you, and thank you for this
 10 presentation. In 2018, we had a high-school capacity
 11 study done, and we were told by staff at that point, this
 12 is 4 years ago, that we have to make a decision for the
 13 southeast area because if we didn't, in 10 years, we
 14 would be -- the schools would be so overcrowded with
 15 people in the peninsula. We're heard all this before,
 16 and this Board did fail to make a decision.
 17 It's four years later, and here we are, but at
 18 least we've made some progress. You mentioned Option 6
 19 and 6-A, and you said it requires further investigation
 20 regarding the intensely (phonetic) developed and limited
 21 development. Are those the Chesapeake Bay critical areas

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1 designations? Because if that's -- those are Chesapeake
 2 Bay critical areas, those are really hard to remove, as
 3 generally as a civil engineer, we avoid any development
 4 on any Chesapeake Bay critical areas.
 5 So could you clarify your Option 6-A LDA or
 6 this IDA option that you are considering further
 7 investigation?
 8 MR. RECCHIA: Yes. The civil engineer did the
 9 research on the property, and identified the IDA/LDA
 10 issue. In discussing it with them, they feel that it is
 11 -- if they can get the designation changed, there is the
 12 possibility to proceed with that development. But,
 13 again, it's a caveat that needs to be vetted to make sure
 14 that it is going to work.
 15 MS. JOSE: So you would be coming back to the
 16 Board further refining these three options that you've
 17 now considered to kind of zero in on one final
 18 recommendation?
 19 MR. RECCHIA: I believe that our work on this,
 20 unless directed otherwise, our work on this is pretty
 21 well complete.

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1 MS. JOSE: So then it's up to the school
 2 system and the Board to make the decision?
 3 MR. RECCHIA: If -- to pursue additional
 4 study, yes.
 5 MS. JOSE: Okay. Thank you.
 6 Mr. Dixit, did you have anything to add to
 7 that?
 8 MR. DIXIT: So we -- these are the options
 9 that consultant has recommended. We'll be working with
 10 our fiscal partners, the county and the state, and we'll
 11 be looking at all the potential sites. And then whatever
 12 decision is made, we'll come back to Board as a project
 13 within our capital improvement program for your approval.
 14 CHAIRWOMAN HENN: Thank you.
 15 Mrs. Causey? And then Mr. McMillion.
 16 MS. CAUSEY: Thank you. Thank you for this
 17 presentation. We have been hearing about Sparrows Point
 18 --
 19 CHAIRWOMAN HENN: Mrs. Causey, could you turn
 20 your mic on, please?
 21 MS. CAUSEY: Thank you. Thank you for your

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1 presentation. Thank you for your work. We have been
 2 hearing about Sparrows Point, Patapsco, Dundalk for some
 3 time. We also, with the Board and the county government,
 4 had a joint task force on addressing the adequate
 5 facilities and how the developments that are approved by
 6 the county impact and almost make it impossible for the
 7 School Board to keep up with the populations in certain
 8 areas. And that is because the county council has not
 9 taken that up as an issue.
 10 What is necessary to have staff immediately
 11 pursue the availability of these additional sites?
 12 Because I know Board Member McMillion has specifically
 13 asked about certain sites a long time ago in terms of
 14 their availability to be a part of the feasible solution.
 15 MR. DIXIT: So like I indicated before, this
 16 solution is for three different schools now. So part of
 17 the issue is resolved by constructing an addition at
 18 Dundalk High School, which is being designed right now.
 19 The second piece could be, as we see from the
 20 consultant's recommendation, is an addition at Patapsco
 21 High School. So that, in our mind, will take care of

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1 more than half of the capacity needs.
 2 So the final piece has to be at the Sparrows
 3 Point, and that's the one that we are working with our
 4 partners in trying to identify a site, or in trying to be
 5 able to get one of these land designation changed. So
 6 that is still a work in progress.
 7 MS. CAUSEY: So when you say working with
 8 funding partners, does that mean the school system and
 9 the Board of Ed needs someone else to give us permission
 10 to see if a site's available to purchase?
 11 MR. DIXIT: So whenever we are looking for a
 12 site, we work with Baltimore County to -- you know,
 13 because they are the ones who pay for site, and we work
 14 with them so our planning and their planning, we work
 15 together to identify a site. And that work is very much
 16 in progress.
 17 MS. CAUSEY: So what's the estimated time of
 18 when you'll have additional information to bring to the
 19 Board?
 20 MR. DIXIT: We don't know at this time as to
 21 when we are going to be finding a site.

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1 MS. CAUSEY: I'll reserve my time. Thank you,
 2 Madam Chair.
 3 CHAIRWOMAN HENN: Thank you, and I have a
 4 follow-up, and then Mr. McMillion's been waiting
 5 patiently. But Mr. Dixit, you said that these
 6 recommendations meet the current known capacity needs.
 7 Those are based on current enrollment projections,
 8 correct, but not -- which are forecast based on the
 9 previous pupil yields and not the new pupil yields that
 10 were just released and, in fact, have not been released
 11 publicly? Is that an accurate statement?
 12 MR. DIXIT: So as you know, we prepare
 13 enrollment projections every year. And when we prepare
 14 enrollment projections, it's for 1 year through 7, 8, 10
 15 years. So this is all of the projections that we have.
 16 Based on that, this is the major chunk of the issues that
 17 we have, these three schools. Now, there'll always be
 18 minor fluctuations in all schools, but this is the major
 19 part of the problem that we have to take care of.
 20 CHAIRWOMAN HENN: Correct, but we don't adjust
 21 the pupil yields annually, correct?

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1 MR. DIXIT: So pupil yield --

2 CHAIRWOMAN HENN: Based on the development?

3 MR. DIXIT: -- is a part of methodology that

4 is used for enrollment projections. And we have just

5 completed pupil yield study, so that'll be applied. So

6 every year, we update projections based on the latest

7 information that we have.

8 CHAIRWOMAN HENN: We do, but we don't do the

9 up -- we don't do an annual pupil yield study. That's

10 only updated every four years, is that correct?

11 MR. DIXIT: Periodically is the best I can

12 tell you now. You know, it's not done every year.

13 CHAIRWOMAN HENN: Or five years?

14 MR. DIXIT: Yeah.

15 CHAIRWOMAN HENN: So we have new pupil yield

16 information that has not been updated in four or so

17 years. I don't recall the frequency. And that could

18 inform these recommendations, but did not inform those,

19 that could inform the Board that there could be

20 additional capacity needs. And I'm speaking generally

21 towards both studies now.

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1 MR. DIXIT: So enrollment projection can

2 change both ways, plus and minus. So, yes, you are

3 correct. There'll be fluctuation, and that's why they

4 are done every year.

5 CHAIRWOMAN HENN: And what's -- the reason I

6 ask, and this touches on what Mrs. Causey said, and I

7 believe she spoke to the recommendations of the Adequate

8 Public Facilities Ordinance Task Force, is part of those

9 recommendations directly affects how we calculate -- or

10 the requirements for how pupil yields are calculated. So

11 there are multiple things at play here. One is we've

12 improved our methodology for pupil yield. The task force

13 made recommendations to improve the pupil yield

14 determination. All of that goes into play with how

15 accurate our enrollment projections are going to be and,

16 yes, it's understood that that can affect things both

17 ways.

18 However, when we look at these recommendations

19 to say that they're going to meet our capacity needs,

20 we're not looking at the latest data in terms of what our

21 pupil yields may look like. So I'm taking this with a

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1 grain of salt in terms of how many seats we're going to

2 need in both of these studies.

3 So, with that, I'm going to turn it over to

4 Mr. McMillion. It seems like I'm out of time.

5 VICE CHAIR MCMILLION: Good evening,

6 gentlemen.

7 MR. RECCHIA: Good evening.

8 VICE CHAIR MCMILLION: I've got a lot of

9 questions, and I don't want to run out of time.

10 Mr. Recchia, your document was 52 or 56 pages

11 long, the total document?

12 MR. RECCHIA: I believe that's correct.

13 VICE CHAIR MCMILLION: So you just went

14 through -- you -- and I understand. You saved time, and

15 you picked and chose what you shared with us, and you

16 thought it was the most important document?

17 MR. RECCHIA: A summary of what we did, yes.

18 VICE CHAIR MCMILLION: Fort Howard -- what did

19 you come up -- did you analyze Fort Howard?

20 MR. RECCHIA: We looked at it -- we looked at

21 it from an environmental standpoint, and I believe we

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1 looked at it from a availability, and it was not

2 available.

3 VICE CHAIR MCMILLION: Okay. Tradepoint

4 Atlantic, anything there?

5 MR. RECCHIA: Tradepoint Atlantic, we looked

6 at it again from an environmental standpoint. I don't

7 believe what the outcome of that was.

8 VICE CHAIR MCMILLION: Okay.

9 Mr. Dixit, if I'm not mistaken, these studies

10 together cost \$500,000, or each one cost \$500,000?

11 MR. DIXIT: I don't have the cost, but I can

12 share that with you later on, yeah.

13 VICE CHAIR MCMILLION: So you can't tell me

14 right now what they cost?

15 MR. DIXIT: I don't know, yeah, no. I --

16 VICE CHAIR MCMILLION: What the actual -- we

17 had budgeted, if I'm not mistaken, \$500,000. And I'm not

18 sure if it's a split. Mr. Plait might know. He's

19 shaking his head (indiscernible).

20 MR. DIXIT: Do you have the number, Mr. Plait?

21 MR. PLAIT: No, I don't.

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1 MR. DIXIT: No, no.

2 VICE CHAIR MCMILLION: Okay, so it was --

3 MR. DIXIT: We can get that --

4 VICE CHAIR MCMILLION: -- either \$500,000 for

5 the two, or it was \$500,000 apiece.

6 MR. DIXIT: For both.

7 MR. PLAIT: It was allotted 500 for each.

8 That was --

9 CHAIRWOMAN HENN: Each.

10 MR. PLAIT: That's what we allotted for it.

11 But I don't know what the exact --

12 MR. DIXIT: The allotted was 500 for each, Mr.

13 Plait is saying. And we don't know how much we spent.

14 We can get that for you.

15 VICE CHAIR MCMILLION: So if there's any money

16 left over, can we direct it, you know, to try to analyze

17 these other --

18 MR. DIXIT: Yeah.

19 VICE CHAIR MCMILLION: -- these other

20 properties?

21 MR. DIXIT: Absolutely. Absolutely.

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1 VICE CHAIR MCMILLION: Okay. And -- okay. Is

2 it accurate that architects have walked Patapsco High

3 School recently to look at design issues?

4 MR. DIXIT: I don't know. I know Patapsco was

5 renovated not too long ago.

6 VICE CHAIR MCMILLION: Yeah. But I was told

7 by teachers there that's just here -- I was in the school

8 building last week.

9 MR. DIXIT: Yeah.

10 VICE CHAIR MCMILLION: They told me that

11 architects had walked the school building. So in

12 anticipation of the addition.

13 MR. DIXIT: I don't know. I can get that for

14 you, but today's presentation is for our southeast area

15 in general, not for any specific school.

16 VICE CHAIR MCMILLION: Okay. So you're not

17 going to go out on the limb and give us any sort of

18 timeline?

19 MR. DIXIT: Timeline for what?

20 VICE CHAIR MCMILLION: For the next step on

21 where we are in purchasing these properties?

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1 MR. DIXIT: Oh, we don't know whether the

2 properties are available or not. If we knew, we will

3 share that with you. So I do want to share with the

4 Board. Nothing will be done without Board's approval.

5 And Board will be informed as soon as we know about it.

6 If we know that there's a property that we are buying,

7 Board will know about it. If it's going to be included

8 in capital program, Board will know about it. So there

9 is nothing there that anybody can hide.

10 VICE CHAIR MCMILLION: Okay. And let's shift

11 to Dundalk real quick. Dundalk High School, we approved

12 was it a 40 or \$50 million renovation? Addition to

13 Dundalk?

14 MR. DIXIT: So the amount we have in the

15 capital program that you approved last year, so we can

16 get those numbers. Today's focus is on these

17 presentations. We'll come back to you in very short time

18 when we'll present to you county capital program --

19 VICE CHAIR MCMILLION: Okay.

20 MR. DIXIT: -- and you'll get to see numbers

21 again.

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1 VICE CHAIR MCMILLION: Now, if I'm not

2 mistaken, we were told that Dundalk would be 650 students

3 over by 25-26. And -- thank you.

4 CHAIRWOMAN HENN: Thank you.

5 Dr. Hager?

6 DR. HAGER: So is it -- what's the likelihood

7 that these -- that new southeast high school would be

8 included in the next capital proposal that you present to

9 the Board?

10 MR. DIXIT: That's a -- well, based on

11 whatever we have, it appears that Patapsco High School

12 addition is being recommended here in all options. So

13 we'll be working with our funding partners. Subject to

14 their approval, we'll come to you, and we'll share that

15 program with you for your approval.

16 DR. HAGER: Next fall, we're likely to see an

17 addition to Patapsco, but the Sparrows Point, because we

18 need property, could be two years, three years down the

19 road?

20 MR. DIXIT: Yeah. And, again, when you say

21 next fall, you'll see the addition for Patapsco?

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1 DR. HAGER: Sorry.

2 MR. DIXIT: So this is -- it's a design

3 process and it's a bidding process. So right now, when

4 Board approved Dundalk High School addition couple of

5 years ago, we are in the design process.

6 DR. HAGER: Yeah, that's what I --

7 MR. DIXIT: And then it takes another year or

8 so, 18 months, to complete the construction. So I don't

9 want to leave the impression that next fall, there will

10 be an addition in Patapsco.

11 DR. HAGER: Oh, yeah. No, no. I meant the

12 ball will begin to start rolling --

13 MR. DIXIT: Yes.

14 DR. HAGER: -- at least on that by next fall.

15 MR. DIXIT: Yes.

16 DR. HAGER: Thank you.

17 CHAIRWOMAN HENN: Thank you.

18 Mrs. Causey?

19 MS. CAUSEY: Thank you, Madam Chair. I would

20 like to make a motion that the Board approve searching

21 for a site for Sparrows Point Middle School, and that Mr.

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1 McMillion would be on a committee to do that work.

2 VICE CHAIR MCMILLION: I second that.

3 MS. ROWE: Second, Rowe.

4 CHAIRWOMAN HENN: So there's a second by Mr.

5 McMillion. Would you like to speak to your motion?

6 MS. CAUSEY: Yes. So this Board, and I'm very

7 proud of this Board in that we have moved away from what

8 people are willing to give us to asking for what we need,

9 for every community, for every student. We know there's

10 been a need. There's been studies. There's been

11 conversation, and when I hear a colleague Board member

12 ask a year ago about a certain site being available, and

13 then there's no additional information, that's very

14 concerning moving forward.

15 So I think -- and I do know there's precedence

16 for other colleagues and Board members that have been

17 engaged in looking at properties and sites for different

18 school programs, and that's part of the benefit of having

19 elected School Board members from your district. They're

20 embedded in the community. They're very aware of issues.

21 CHAIRWOMAN HENN: Ms. Rowe?

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1 MS. ROWE: So I don't recall if it's the first

2 time I met Mr. McMillion, but it's one of the first times

3 I met Mr. McMillion was at a magistrate hearing in which

4 the Fort Howard Community Association was attempting to

5 oppose a housing development because the development was

6 going to overcrowd Sparrows Point High School. And the

7 justification for building that development, even though

8 that school and Patapsco were overcrowded, was that

9 Chesapeake High School on the other side of a body of

10 water was an adjacent school zone.

11 That was four years ago. Out of that came out

12 a study that the county council did to review their laws

13 that they have not even presented to the county council

14 session. And so Mr. McMillion has been in a position to

15 be listening to his community talk about these schools

16 and talk about these issues and look at this overcrowding

17 situation for some time now.

18 And I feel like that continuing that work with

19 a special committee to actually get some answers for this

20 community would be appropriate, so I support this motion.

21 CHAIRWOMAN HENN: Thank you.

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1 Ms. Jose, is your question related to the

2 motion on the floor? I'm sorry. Ms. Jose, is your

3 question related to the motion on the floor?

4 MS. JOSE: Yes. I want to ask --

5 CHAIRWOMAN HENN: Go ahead.

6 MS. JOSE: -- Mr. Dixit, is the county

7 council, the county executive's office, working on this,

8 as well? Is there something, because we do not have

9 authority to purchase property, is there something that

10 we're working collaboratively with them to look into

11 buying property or something similar to that?

12 MR. DIXIT: So we always -- Superintendent's

13 team and the county executive teams work continuously

14 together to look at the site, to look at the funds for

15 projects, so it's a continuous process. And yes, we are

16 doing that.

17 MS. JOSE: So is this, then, a duplicative

18 effort, if the county council or the office is also

19 looking at land and looking and talking to owners? So

20 I'm trying to see where -- because Mr. McMillion has

21 advocated for this since Day 1. He sat next to me on the

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1 Board, and I got to know a lot about it. Unfortunately,
 2 we didn't, you know, approve the (indiscernible) pass.
 3 So, you know, I do believe he needs to be involved, but
 4 I'm trying to see if it's a duplicative effort, or if it
 5 makes sense for him to work directly with you guys and
 6 the county council to get what's best for the southeast
 7 area.
 8 DR. WILLIAMS: I don't think Mr. Dixit can
 9 respond to that.
 10 CHAIRWOMAN HENN: So, Dr. Williams, do you
 11 want to respond?
 12 DR. WILLIAMS: I don't know if Mr. Dixit can
 13 respond to that question, Ms. Jose, but I will just
 14 remind the Board. I want to thank JMT. You did what the
 15 work was required, and you came back with a
 16 recommendation. The recommendation was presented to the
 17 Board. We don't own any land. Of course, we will have
 18 to do more work with those who own land, and with our
 19 partners, our county executive, our county council.
 20 So I just want to thank you all. You -- we
 21 agree, and I support, that the two schools should not

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1 continue to be together. We just have to find the
 2 appropriate space. And since we don't own any land, we
 3 have to work with those who do. And we have always
 4 worked with the county council and county executive as we
 5 look at our plans.
 6 So hence why we brought forth this
 7 presentation with recommendations to consider.
 8 CHAIRWOMAN HENN: Thank you.
 9 Mr. Kuehn?
 10 MR. KUEHN: Thank you. I'm looking at the
 11 strategic planning plan. It's like the counts for 21.
 12 It has projections and colors and everything in it. And
 13 one of my questions is, you're talking about Patapsco
 14 High School and an addition being added to that. I don't
 15 disagree with that. But it looks like Sparrows Point
 16 High has a significantly higher need that needs to be
 17 addressed. And I feel like we're at a priority, like, I
 18 don't -- how do we address Sparrows Point immediately?
 19 And my question -- and, Mr. Dixit, is it being addressed
 20 with the activities that are going on with the county
 21 and, I guess, your team to try and find locations? Or is

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1 that work that we need to direct you to do, or is it
 2 already happening?
 3 MR. DIXIT: So we are looking for sites. If
 4 there is anybody who has suggestions, we will be glad to
 5 look at those sites. But peninsula, as you know, Mr.
 6 McMillion is aware of this. It's difficult to find land
 7 there. So it is not only one issue in the southeast.
 8 What we are saying, what the consultant is recommending,
 9 that there are several different issues that have to be
 10 handled. So if we can take care of Dundalk, for example,
 11 we should proceed with that. If we can take care of
 12 Patapsco, we should.
 13 Community has made it very clear that the
 14 student within the peninsula, they want to remain there.
 15 So their issue will resolve when either we find a site,
 16 or we use one of our site and combine two schools, like
 17 he's recommending in one of the options. And our work is
 18 continuing in all of that. But we -- tonight's purpose
 19 was to share with you what are the recommendations that
 20 have been made by the independent consultant.
 21 MR. KUEHN: But there's no go-forward here.

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1 All we hear is we need more study. We don't have space.
 2 So I guess my point is, how do we help to go forward?
 3 What do we need to do?
 4 CHAIRWOMAN HENN: We have a motion on the
 5 floor, and there's been a second. We've had debate.
 6 Mrs. Causey, is your comment necessary to --
 7 because I'd like to end debate in the interest of time
 8 and call the vote on this?
 9 MS. CAUSEY: I have a point of information
 10 about policy, and I think it's appropriate to clarify a
 11 statement that was made earlier.
 12 CHAIRWOMAN HENN: Please make it brief.
 13 MS. CAUSEY: Policy 8120, which is the
 14 Internal Board Policy and Organization Purpose, Rule and
 15 Responsibilities of the Board of Education, on page 3,
 16 item 19. "The Board is empowered by state law to buy or
 17 otherwise acquire land, school sites or buildings,
 18 repair, improve, and build school buildings or approve
 19 contracts for doing so, declare land school site or
 20 building a surplus."
 21 And when I made my motion, it is not

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1 precluding work with our county partners. And certainly,
 2 they are involved, and so it would just be having Mr.
 3 McMillion be a part of that work. So the Board is
 4 supposed to stay at our level and then the
 5 administration, with Dr. Williams and the staff, will
 6 develop the processes and so forth. So if you're working
 7 with the county, then Mr. McMillion will be a part of
 8 that. And we can move this forward.

9 CHAIRWOMAN HENN: That's time, and thank you
 10 for that reference, Mrs. Causey. I was looking for that
 11 myself. That is well within the purview of the Board,
 12 and this does -- I agree that it needs to be a
 13 partnership with the county, with staff, and Mr.
 14 McMillion's area or knowledge and expertise can certainly
 15 only help the case here.

16 So with that, may we have a roll-call vote,
 17 please?

18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: Yes.
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: Yes.

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1 MS. GOVER: Ms. Stolusky?
 2 MS. STOLUSKY: Yes.
 3 MS. GOVER: Ms. Jose?
 4 MS. JOSE: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 VICE CHAIR MCMILLION: Yes.
 7 MS. GOVER: Ms. Hassan?
 8 MS. HASSAN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 MS. SCOTT: No.
 11 MS. GOVER: Dr. Hager?
 12 DR. HAGER: Yes.
 13 MS. GOVER: Mr. Kuehn?
 14 MR. KUEHN: Yes.
 15 MS. GOVER: Ms. Henn?
 16 CHAIRWOMAN HENN: Yes.
 17 MS. GOVER: Thank you.
 18 CHAIRWOMAN HENN: The motion carries. Thank
 19 you.
 20 Okay. We have the Northeast Area.
 21 Mr. Dixit?

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1 MR. DIXIT: So the next is Northeast Area, and
 2 we have Mr. Tom Lee from Samaha Associates.
 3 So it's your presentation now.
 4 MR. LEE: Thank you. And I might switch seats
 5 with you (indiscernible) --
 6 MR. RECCHIA: Absolutely. I'll vacate
 7 happily.
 8 MR. LEE: Thank you for adjusting your
 9 schedule a little bit to accommodate. I had a tire
 10 blowout on the way here, so I appreciate the review.
 11 So I'm Tom Lee. I'm a principal with Samaha,
 12 and we've been working with Baltimore County to study the
 13 Northeast Area in response to the My I-PASS to look at
 14 increasing capacity by 638 seats. And we can advance the
 15 slides as we go.
 16 So we looked at a few options in the northeast
 17 district area, and we included looking at high schools at
 18 Kenwood, Loch Raven, Overlea, Parkville, and Perry High.
 19 And I'll just move onto the next slide. I think I can
 20 reach this information through the rest of the process.
 21 So in the goals of the study, we're really

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1 looking to evaluate all these sites and options and weigh
 2 the options, including what the educational specification
 3 to be accommodated on which sites, which ones have pluses
 4 and minuses for everything from construction to costs to
 5 development. We'll keep moving forward.
 6 There were five distinct options that were
 7 studied. The first two, Option 1 and 2, were building
 8 new, small, 1000-state-rated capacity high schools on new
 9 sites in the northeast planning area. Options 3 and 4
 10 were building additions to high schools. Option 3 was
 11 building additions at Perry Hall, Overlea, and Kenwood,
 12 where Option 4 was limiting the additions to just Loch
 13 Raven and Overlea. And then the fifth option was
 14 building a newer, medium-capacity high school on the Loch
 15 Raven site and replacing the existing school.
 16 So to run through those, the first site is the
 17 Hiss Avenue site. And you'll notice that it's an
 18 existing area currently just outside of this neighborhood
 19 near the 695 and Route 1 area. There's no access to
 20 Route 1, and one of the main hurdles here would be -- it
 21 would be directing all the traffic through the local

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1 neighborhood on Hiss Avenue.

2 You can notice in red, those are large stream

3 buffer setbacks, so while the site is almost 54 acres, it

4 is pinned in a little bit by its topography. And the

5 steepness of the site and the condition of the soils in

6 the site would require fairly extensive earth work and

7 grading, as well as retaining walls around the site.

8 However, we are able to fit the full educational

9 specifications on this piece of property. It is fairly

10 centrally located, so the boundary changes would be

11 minimized by using this site in this area, although

12 really, the access was one of the prime negatives on this

13 site, and knowing that there would be a potential outdoor

14 pathway and recreation resource that would be then taken

15 over with the new school.

16 So moving to the pros and cons, which is the

17 next slide, I think I've mentioned most of these. And as

18 a 1,000-student school, it would be one of the smaller

19 high schools, so there would be a slightly higher

20 operating cost to operating a small school, as opposed to

21 a medium or larger school. And then it's anticipated

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1 that state funding may only be applicable to the need for

2 the 638 seats and not the full 1,000-seat school.

3 And the next site is at the Belmont Park site.

4 We could just have that slide. It's a similar condition,

5 although it's even slightly steeper with more stream

6 buffer setbacks, and you can see to the east, there's a

7 large power easement, so there's no access to the east.

8 But Walther Boulevard is a better access for the site.

9 However, given the topography, we're really not able to

10 accommodate the full high school program, so you'll

11 notice it's short a softball field. It's short some

12 basketball courts, and another play field, and it's

13 really limited to where there would be no opportunity for

14 expansion if needed so as student capacity needs might

15 grow.

16 So the pros and cons are very similar to this

17 project as the other. It's just an even tighter space.

18 And in this case, the Belmont Park site is previously a

19 park, so it would be more of an amenity that would be

20 replaced by the new school.

21 So starting next with Option 3, I'll mention

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1 that we were adding capacity for 638 students, so that's

2 adding classrooms to each of these schools. But a major

3 part of these strategies is also increasing the core

4 areas to accommodate those increase in student capacity.

5 So when we look at adding classrooms, we may have to

6 expand a cafeteria or a gymnasium or even site amenities

7 like parking.

8 And with that, I'll go right to Perry Avenue.

9 It's already a state-rated capacity of 2,100 students.

10 We'd be looking at adding 10 classrooms to that space and

11 in doing so, we would need to add additional parking.

12 We'd need to increase the size of the learning commons,

13 the cafeteria, and the gym. In many cases, these core

14 expansions are greater in cost than some of the classroom

15 additions as part of this work. In all of these, we're

16 only looking at the classroom additions and the core

17 space, but we're not renovating or including the

18 potential cost of renovating the entire school, like the

19 other classrooms, or other administrative suites and so

20 on.

21 So the next school is Overlea. Similarly,

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1 we're adding 13 classrooms and needing to expand the

2 learning commons, the cafeteria, the gym, and the

3 auditorium in this case.

4 And then the third school in this strategy is

5 Kenwood High School. And here we're only adding three

6 classrooms, but the core space needs are greater, with

7 additions to the learning commons, the kitchen, and the

8 gym to accommodate just those three classrooms.

9 And then the fourth option -- we can skip over

10 this. I think I mentioned all the advantages and

11 disadvantages. The fourth option is limiting those

12 additions to both Loch Raven and Overlea. And at the

13 Loch Raven site, this is an existing four-story high

14 school. I can get the next slide. That's largely been

15 unrenovated. We could add a 13-classroom addition. It

16 would require us increasing the size of the cafeteria,

17 the kitchen, and the gym. We do know there's some bad

18 soils on the site, and the remainder of the school would

19 be unrenovated in this option, beyond the core space.

20 And then at Overlea, which was also in Option

21 3, here we'd be adding the 13 classrooms and renovating

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1 those same core spaces.

2 And the fifth option was really an

3 opportunistic one. We looked at this site of Loch Raven

4 and knowing that there's already a four-story high school

5 there, and it's a small, 1,049-state-rated capacity

6 school, we found that given the Cuomo Bridge Road and the

7 other site access point, it allowed a strategy where we

8 could potentially build an entirely new high school on

9 the same site and have only the site occupied, but not an

10 occupied-phased renovation or addition to a school

11 building, but just rather on the site.

12 We'd be easily able to separate the

13 construction from the student activities. By doing this,

14 we gain the 638 seats, but we are able to retain things

15 like the existing stadium, the existing ballfields.

16 We'll have plenty of space to do so, and then at the end

17 of the project, the existing school could be removed.

18 So we're able to accommodate the full ed spec

19 program this way, accommodate future expansion, and then

20 maybe one of the greatest benefits here, too, is that it

21 takes the future renovation needs of Loch Raven out of

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1 the queue. Essentially, it would not be needed to be

2 conducted. And with that, I can go to the advantages and

3 disadvantages here.

4 There still may be a concern that the state

5 funding would be limited to the 638, but this does

6 provide the greatest economy of scale for construction

7 because it eliminates that occupied-phased building

8 renovation that's apparent in Options 3 and 4. But it

9 eliminates the need to build the small schools in kind of

10 difficult civil sitework settings for Options 1 and 2.

11 So we see this as being the opportunity to have the least

12 cost per student and solve kind of a few problems with

13 one school project.

14 With that, I'll just go to the conclusions.

15 So we did present this through the BCPS website. We had

16 some community meetings held digitally that way. Some of

17 the concerns were, obviously, overcrowding that needed to

18 be addressed through the study. They were concerned that

19 Perry Hall was already a large school, and had a

20 preference not to increase it further. There was a

21 general preference that new school construction was

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1 beneficial over additions to existing schools where

2 possible.

3 They did have a preference to avoid the larger

4 schools and maybe focus on smaller school capacities

5 where possible for emotional and mental needs of

6 students. And we were asked to, you know, consider other

7 sites and opportunities through the way (phonetic) and

8 that Loch Raven opportunity was one that we added to the

9 study to accommodate kind of another option within this

10 group.

11 So the -- ultimately, we're looking at the

12 Loch Raven site as something that already accommodates an

13 existing high school. It's already a four-story high

14 school, so it would not, basically, take away any green

15 space within the community, as we swap the sites of the

16 building. The roadway and support for transit is strong

17 at the Loch Raven site for accommodating the new school.

18 And we can accommodate the full athletic programs, and it

19 meets all the site requirements.

20 So moving on to the building. So the

21 replacement isn't just adding capacity or adding

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1 classrooms or increasing the core space. It's providing

2 a completely new school. It'd be compliant with the

3 complete educational specifications for the entire

4 building, and we would intend on replacing the four-story

5 school with another four-story high school, with a

6 similar limited developmental footprint.

7 The community had noted that they were

8 interested in not increasing capacities at the larger

9 schools, like Perry Hall or Kenwood. And we believe that

10 this medium-size school kind of fits the bill of what the

11 community's interests were.

12 At the other small school sites, whether it's

13 either the residential road networks being overloaded or,

14 you know, the sites being difficult to develop, we felt

15 like this new school could provide capacity relief in the

16 future for the central planning area due to its adjacency

17 on the central and northeast area boundary.

18 From a cost standpoint, we really have the

19 greatest longevity by building new construction, and we

20 eliminate the need to renovate the existing Loch Raven.

21 I mentioned the medium school being potentially better to

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1 operate from an operating cost standpoint than the small
 2 schools. And we find that the lowest cost per student
 3 being a cost factor here.

4 So this unique confluence really makes us have
 5 a recommendation for Option 5, the Loch Raven
 6 replacement. It's nice when you're able to do a study
 7 like this and a lot of factors point to the same
 8 decision. It was one that we felt was a strong solution,
 9 so we believe that this is really best for both the site.
 10 It's readily constructible, economy, and what it gives
 11 the students and the community and Baltimore County
 12 moving forward for the long term.

13 So we recommend this option without hesitation
 14 and appreciate any comments or discussion you'd like to
 15 have.

16 CHAIRWOMAN HENN: Thank you for this
 17 presentation. A comment and a question and then I'll
 18 turn it over to the Board members for discussion. With
 19 the recommendation for replacement of Loch Raven, are
 20 there any concerns that the state would not fund a
 21 replacement, given the current facility condition of Loch

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1 Raven over a renovation? And secondly, with the location
 2 of this versus the location of the needed seats. One of
 3 the pros I noticed of the Belmont Park site is that it's
 4 optimally located for where the seating is needed. Under
 5 Boundary, it states, "minimum impact for boundary changes
 6 required to utilize capacity of the new school." And
 7 being familiar with that area, it is centrally located,
 8 between Parkville and Perry Hall. It's -- it really is
 9 ideal in terms of if I were to pick a site where --
 10 centrally located to where those seats are needed between
 11 our current high schools. So can you respond
 12 (indiscernible) --

13 MR. LEE: I think that's (indiscernible) --

14 CHAIRWOMAN HENN: -- questions in one.

15 MR. LEE: Sure. I think that's exactly right,
 16 and I think that's why the Belmont Park site was studied,
 17 because of its location. Keep in mind that either the
 18 Option 1 or 2 would still require a boundary change
 19 because you're adding a whole new school to the grouping.
 20 So there would be students from all the different areas
 21 that would be brought into that new space.

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1 I do think, unfortunately, that site was just
 2 found to be extensively difficult to develop, given the
 3 program, and the main reason that we weren't recommending
 4 that option was because it was not able to meet the
 5 current educational specifications. So there'd be
 6 compromises to the students and faculty that would be
 7 operating out of that (inaudible).

8 It is true that Loch Raven is closer to the
 9 central boundary. But it's still within the area of the
 10 five schools that we were studying. So we thought that
 11 maybe an opportunity to take advantage of some of those
 12 other, you know, ability to solve multiple problems with
 13 one project.

14 CHAIRWOMAN HENN: Was that a concern raised by
 15 the community? Because it is within the central
 16 boundary, and did you look at the impact on students in
 17 terms of travel?

18 MR. LEE: Yeah, in our experience, the
 19 community really didn't focus on planning areas. They're
 20 kind of almost -- they're not really present in their
 21 thinking about it. They're looking at the distances, and

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1 all of these schools are still fairly tightly grouped.
 2 It's not a very spread-out area to begin with. So we're
 3 talking a matter of a few miles between the schools to
 4 begin with so. We didn't hear any issues with the
 5 community about it being an issue being close to central
 6 planning district or planning area.

7 MR. DIXIT: The only two things I heard from
 8 community is new school, no additions. That's the
 9 reoccurring conversation we had with community.

10 CHAIRWOMAN HENN: And no concerns about the
 11 use of the -- or replacement of the current Loch Raven
 12 facility or replacement of that?

13 MR. LEE: I mean, architecturally, we looked
 14 at --

15 CHAIRWOMAN HENN: Does that warrant
 16 replacement?

17 MR. LEE: -- Loch Raven and we saw the school
 18 had -- hadn't been -- undergone any large renovation
 19 efforts. It's a primarily windowless school. It seemed
 20 like a real opportunity to deliver something for that
 21 community that was an improvement and still meet the

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1 capacity increase.

2 CHAIRWOMAN HENN: Did you look at the Lafarge

3 property by chance?

4 MR. LEE: No, I don't believe we did.

5 CHAIRWOMAN HENN: Mr. Dixit, do you know?

6 MR. DIXIT: I don't know where it is.

7 CHAIRWOMAN HENN: In the White Marsh area.

8 Okay. Thank you.

9 MR. LEE: Thank you.

10 CHAIRWOMAN HENN: Let's see, who's next?

11 Mr. Kuehn.

12 MR. KUEHN: Thank you. It was very

13 informative. One of the things that I'm always trying to

14 understand how you could, you know, shift boundaries and

15 move kids around, but we try and limit that whenever we

16 can. And I'm looking at the current and projected

17 utilization in the Northeast planning area, and I see

18 that Overlea High School and Parkville High School are

19 the ones that are projected to be at nearly 120 percent

20 and 130 percent overutilized, based on these projections,

21 which is all I have.

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1 Loch Raven's underutilized. Kenwood's

2 underutilized. Perry Hall's just over 100 percent. So I

3 think part of your approach of, like, dropping a school

4 in near Parkville and Overlea, especially, is really

5 meeting a need, and it may not be, you know, a medium-

6 size school like you said. But it might be exactly what

7 we need, I guess is my point. You're hitting the 683,

8 but you're hitting it with 1,000, right, so there's so

9 room to grow and move things around, and it takes

10 pressure off these schools, if it's close enough, I

11 guess, is my point.

12 So, I mean, I fully understand everything you

13 said with Loch Raven. I mean, it is windowless. It's

14 kind of sad. I wish it had more windows. I just drive

15 by it all the time, to be honest with you. But it is in

16 the central area. I know they're kind of close, and

17 there's lots of overlap in feeders, so I do see how you

18 ended up here.

19 I'm just wondering if we're going to have a

20 wholesale domino effect of massive shifts of children and

21 students based on increasing Loch Raven that we could

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1 avoid by putting a smaller high school in the right

2 location where the population is really growing. Is that

3 how you targeted the Belmont and Hiss locations?

4 MR. LEE: The Belmont and Hiss sites were

5 primarily selected for their location originally. But,

6 obviously, coming up with a property, you know, there's

7 one thing I didn't mention is there's also site

8 acquisition costs or, you know, trading sites with other

9 municipal interests in the county. Whereas, on Options

10 3, 4, and 5, they're already all school properties and

11 functioning as such.

12 Really, the Hiss Avenue site was the traffic

13 getting into that neighborhood, I think, you know, may

14 receive a significant amount of pushback because the road

15 capacity just doesn't seem to be adequate to hold a new

16 high school at that location. And then the Belmont Park

17 site, while it had better road access, was not able to

18 accommodate the program.

19 So we saw those as somewhat limiting factors

20 for recommending those sites. I think if there was a

21 larger complete site in that location, it would be great

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1 to look at that, as well. But we didn't come across any.

2 MR. KUEHN: Thank you.

3 CHAIRWOMAN HENN: Thank you.

4 Ms. Rowe?

5 MS. ROWE: So I have to say I really like this

6 idea of doing a new school at the Loch Raven High School,

7 and I live in the Hillendale community and I think they'd

8 like it. And I'm going to say something that no one's

9 going to like, but I'm going to say it anyway. The

10 Hillendale community and this whole -- there's a whole

11 section that is zoned to central area middle and

12 elementary schools. And then those entire communities

13 for high school only are shifted over to the northeast.

14 And that was mostly done in the '70s or so

15 around when Halstead Academy was built in a subsidized

16 housing community, mainly to make sure that the children

17 in that subsidized housing community would always be

18 walkers to that elementary school. And the school system

19 has always taken that entire elementary school and

20 shifted the entire thing by the whole population to any

21 school as far away from Towson as they could possibly get

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1 it to be.

2 And I don't think that it's right that so many

3 of these children have their friends attending elementary

4 schools and middle schools in the central area, and then

5 en masse they're shifted over to Parkville High School.

6 And so, in my mind, you could alleviate some of the

7 overcrowding in the northeast area if you kept the

8 children who are zoned for the central area for middle

9 and elementary school in the central area for high

10 school.

11 And the other thing that I've heard the

12 community say a lot about Loch Raven High School is small

13 high schools are great for some things, but small high

14 schools are not great for things like having enough kids

15 in the school to have a marching band. Or to have some

16 of these other sports that other schools have because to

17 have a sizeable enough group to do that, you have to have

18 enough kids in the school to be able to do that. And so

19 I think that this is a good plan for more reasons than

20 one.

21 CHAIRWOMAN HENN: Thank you.

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1 Dr. Hager? And then, I'm sorry, Ms. Stolusky,

2 did you have your -- I'm going off the chat.

3 MS. STOLUSKY: Thank you for the presentation.

4 I can certainly understand if truly these were the only

5 five options. It's reasonable with the reasons that you

6 gave that Loch Raven would be the most viable option. I

7 don't know -- I don't have the expertise on the northeast

8 side of the county north of Parkville and Overlea, but I

9 would think as you get further away from the city, it

10 might be possible to have more open space in terms of

11 looking at other possibilities.

12 So I think Ms. Henn asked about the White

13 Marsh area, so I would also ask about north of Parkville

14 and Overlea. Were areas in that area looked at? Because

15 the Loch Raven option is great, but as I look at the

16 schools that are in need, really, the only one that's

17 within a few miles, I think, is Parkville. Perry Hall,

18 Overlea, and Kenwood, you really have to jump on the

19 Beltway and go a solid ways to get there. Thank you.

20 MR. LEE: Thank you.

21 CHAIRWOMAN HENN: Now Dr. Hager.

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1 DR. HAGER: Thank you, also, for this

2 presentation. I was grateful that Mr. Kuehn never brings

3 his books home from the Board because we have this handy-

4 dandy book here we were looking at with all of the feeder

5 school information and the numbers and stuff. We were

6 going through it over here, and I did -- my -- I had -- I

7 paused when you said Loch Raven because it's in the

8 central area and it seemed like an odd suggestion. And

9 then we mapped it on the Google Maps and did all these

10 things to see kind of the distances.

11 And one thing that stood out to me was that

12 there are so many joint feeder schools between Loch Raven

13 and Perry Hall and Parkville for middle schools. And I

14 recall that being one of the My I-PASS recommendations

15 was to stop splitting up middle schools into two

16 different high schools. And so it's just another reason

17 why I think this could be a solution. I appreciate that

18 you thought outside of the box to come up with this.

19 One specific question and one general

20 question. So the proposal says to increase Loch Raven to

21 1,687 students. Looking at this great book here, there

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1 are many high schools that have 1,900 students in it --

2 in them in Baltimore County, so why stop at 1,687?

3 MR. LEE: So the existing Loch Raven state-

4 rated capacity is 1,049, and we were looking just simply

5 to add the 638 students that were identified in the

6 capacity study. There would be no -- you wouldn't have

7 to limit it to that number. You certainly could build a

8 larger high school there if desired. And that may be

9 advantageous to do at the time of taking on that capital

10 construction project.

11 DR. HAGER: I would -- yeah, I would think so,

12 as well. Do you agree, Mr. Dixit?

13 MR. DIXIT: Yes.

14 MR. LEE: Yeah, the reason we really kept it

15 to the 638 was to make it as much of an apples-to-apples

16 comparison as possible.

17 DR. HAGER: Okay.

18 MR. LEE: Compared to the addition projects,

19 yeah.

20 DR. HAGER: Great. Thank you. And I noticed

21 in the proposal and I think it may have been the case

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1 with the other proposal, as well, it talks a lot about
 2 number of fields and number of things that you could add.
 3 We've talked a lot about CTE programs and things like
 4 that in high schools. Would these additions and new
 5 buildings have the capacity to offer all the new
 6 programming that we're hoping to offer moving forward, as
 7 well? Is that a consideration, or is that just something
 8 that's going to happen regardless, Mr. Dixit?

9 MR. DIXIT: So that -- the answer is yes and
 10 yes, okay? We are not at that stage where we can make a
 11 definite statement, but all of the new high schools that
 12 we are designing, we are preparing ad spec based on needs
 13 of the program. So more than likely, this will be no
 14 different than any other high school.

15 DR. HAGER: Okay. I was thinking those
 16 programs often take a lot of space, you know, and for
 17 good reason so --

18 MR. DIXIT: Yes.

19 DR. HAGER: -- all right. Thank you.

20 MR. LEE: That may be even more of a reason to
 21 look at schools that do have a little bit of breathing

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1 room to give you a little flexibility for other programs
 2 you may want to include.

3 CHAIRWOMAN HENN: Let's see who's next.
 4 Mrs. Causey?

5 MS. CAUSEY: Thank you, Madam Chair. Thank
 6 you for this presentation. I really appreciate it, and I
 7 also appreciate your explanation of it in a very quick
 8 time frame. That's very helpful for us.

9 In the studies that were done, and I was
 10 trying to look through and see, was there a travel time
 11 study done, or transportation time done with any of these
 12 options?

13 MR. LEE: We did not go through the process of
 14 doing, like, a tributary study or a travel distance to
 15 the areas that are served by different schools. We
 16 looked generally at the maps to try to locate them and
 17 determine it that way. I think that may be the next step
 18 when we look at the boundary-related issues for each
 19 option or the selected option.

20 MS. CAUSEY: Okay. Thank you. And I do have
 21 to say that I do like a lot of the points that you've

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1 made about Loch Raven High School with putting a
 2 replacement school on the same site. And your points
 3 about it's the greatest longevity. It's the -- it's very
 4 cost efficient because if you build the brand-new school
 5 and then it lasts for 50 years or 40 years, rather than
 6 renovate something that's very old.

7 And was there any look at the student
 8 populations? We know that in our policy that we try and
 9 make sure that schools are reflective of their
 10 communities. And we have some very diverse communities,
 11 and so was there any look at maintaining diversity as you
 12 were looking at these solutions?

13 MR. LEE: I can't say that we tried to
 14 determine any of the recommendations based on diversity.
 15 We did not say that one school versus another based on
 16 the makeup of that tributary area of students influenced
 17 the decision. I will say that we did look at potentially
 18 adding value to options that had the least amount of
 19 boundary changes, and thinking that that would keep
 20 individuals able to stay closest to the schools they're
 21 most accustomed to. But it was not a study done

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1 demographically of any other groups.

2 MS. CAUSEY: Okay, thank you. And in terms of
 3 the smaller schools, your point about challenges of
 4 operating smaller schools, and it was mentioned about
 5 sports and other extracurricular activities, and Dr.
 6 Hager brought up CTE. But also, we know that if you have
 7 a larger student population, then there'll be a certain
 8 number of students interested in a certain language and
 9 then those students can -- that class can be offered or
 10 computer science or the higher-level advanced placements.

11 So in terms of staffing, and being able to
 12 fiscally use your staffing, but also provide those
 13 additional opportunities for students can be helpful with
 14 a medium-sized school.

15 MR. LEE: Yeah, so we would agree.

16 CHAIRWOMAN HENN: Thank you.

17 Mr. Brousaides, do I have time left?

18 MR. BROUSAIDES: (Indiscernible) seconds.

19 CHAIRWOMAN HENN: I'll make this quick. So
 20 Dulaney, which is adjacent to Loch Raven, which was not
 21 included, and Parkville combined need 700 seats by 2030.

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1 Adjacency matters because of the Adequate Public
 2 Facilities Ordinance and the rule about adjacent schools.
 3 So I'm concerned that the recommended solution meet --
 4 does that meet our capacity needs by the time it's built?
 5 And are we considering adjacent schools that were not
 6 included in this study? So while it may meet the central
 7 area needs, are we solving one problem but not solving
 8 another? And did you consider the central area corridor
 9 needs?
 10 MR. LEE: We did start by considering the
 11 northeast area for those 638 seats, but then we
 12 recognized as one of the advantages that the opportunity
 13 at Loch Raven may also ease potential capacity needs
 14 there. So as one of your members mentioned, you know,
 15 you could potentially increase the capacity of Loch Raven
 16 greater above the 638 seats and relieve some of the
 17 central district as an added benefit to that option.
 18 So we were really focused on the northeast
 19 area as the purpose of the study, but we recognize that
 20 there's a benefit to the central area potentially by this
 21 option.

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1 CHAIRWOMAN HENN: Okay. Thank you.
 2 Ms. Jose?
 3 MS. JOSE: Thank you. Thank you for this
 4 presentation, and as somebody who's lived in the Perry
 5 Hall area, White Marsh area, for the past 20 years, I
 6 know it's a very crowded and built-out area. You know,
 7 it's -- in the past 20 years, it's been completely almost
 8 built out. So it's really hard to find a property to
 9 build a large high school, so I do kind of agree with
 10 your recommendation.
 11 My concern is the thousands of families that
 12 are going to be impacted by these decisions. You had two
 13 community engagement meetings. Do you know, or have at
 14 the top of your head, the number of people that
 15 participated in the community engagement forums?
 16 MR. LEE: I don't know those numbers off the
 17 top, but since they were virtually held and recorded and
 18 posted to YouTube, I think we could probably try to find
 19 out the general level of participation in those. It did
 20 seem that the comments were fairly typical across the
 21 comments we received that they were similar. There

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1 wasn't a lot of opposing viewpoints in those community
 2 meetings that we had. Like Mr. Dixit had mentioned, the
 3 interest for spending capital dollars for new
 4 construction was a primary interest of the community.
 5 MS. JOSE: Okay. And I do think that this is
 6 a good opportunity for the Board and the system to look
 7 at boundaries. Boundaries are manmade. They're not set
 8 in stone, and our schools are -- our population is pretty
 9 diverse. Some of our schools are not. There is still
 10 segregation, so I think this is a good opportunity for
 11 the system, BCPS, to look at those boundaries and, you
 12 know, take that into consideration when you come up with
 13 these recommendations, as well. So thank you.
 14 CHAIRWOMAN HENN: Thank you.
 15 Dr. Hager?
 16 DR. HAGER: Yes, so when we spoke before about
 17 the southeast, we own Patapsco, so we talked about the
 18 possibility of seeing that renovation being in the next
 19 capital budget. We own Loch Raven's property. Does that
 20 mean that, since this is the main recommendation, that
 21 we'll see that potentially outlined in the next capital

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1 budget request?
 2 MR. DIXIT: So we were waiting for this
 3 discussion and once this discussion is over, and it
 4 appears there's a consensus, then Superintendent's team
 5 and the county executive teams will get together and
 6 chart the future course. But this surely helps.
 7 DR. HAGER: So no action is needed. We're
 8 just having the discussion today. Great. Thank you.
 9 CHAIRWOMAN HENN: Thank you. Any other
 10 questions, Board members? Comments or discussion?
 11 Hearing none, thank you for this presentation.
 12 MR. DIXIT: Thank you very much.
 13 MR. LEE: Thank you so much.
 14 MR. DIXIT: Thank you.
 15 CHAIRWOMAN HENN: Thank you.
 16 The next item on the agenda is the Report on
 17 Suspensions, Climate, and Culture. For that I call on
 18 Ms. Charley-Greene, Dr. Zarchin, and Ms. Lewis.
 19 DR. WILLIAMS: So good evening, Board. I
 20 must've said this three or four times. Good evening,
 21 Board Chair, Vice Chair McMillion, and Board members.

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1 Tonight we're presenting an update on suspension,
 2 climate, and culture. Tonight's presentation include our
 3 data and specific actions we're taking to respond to the
 4 needs of our school communities. As you can see who's
 5 moving forward, we have Ms. Mildred Charley-Greene, Chief
 6 of Staff, Dr. Michael Zarchin, Chief of Schools, Ms.
 7 April Lewis, Executive Director of School Safety and
 8 Security, and Dr. Kim Ferguson, Executive Director,
 9 Social Emotional Support, and co-lead of a suspension
 10 school improvement team. Dr. Ferguson defended her
 11 dissertation on Monday.

12 (Applause.)

13 So the Compass, Our Pathway to Excellence,
 14 identifies five focus areas of our work. If you can go
 15 to the next slide. Focus Area 2, Safe and Supportive
 16 Environment, is vital. We know that a coordinated
 17 response that addresses all aspects of school climate
 18 will create the conditions for the remaining focus areas
 19 to be adequately addressed.

20 Every day, BCPS educators work collaboratively
 21 to ensure that students can learn in a safe and

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1 supportive environment. Our goal is to raise the bar,
 2 close gaps, and prepare our students for the future, and
 3 the Compass, our strategic plan, serves as our guide.

4 So at this time, I turn it over to Ms.
 5 Charley-Greene.

6 MS. CHARLEY-GREENE: Thank you. Thank you,
 7 Dr. Williams. Our schools are committed to providing a
 8 physically and socially emotionally safe environment for
 9 all students and staff. Last spring, we presented our
 10 comprehensive safety enhancement plan for the 2022-23
 11 school year. This slide, if you can move to the next
 12 slide, please, depicts those actions, as well as our
 13 current status. To date, we have implemented several
 14 initiatives focused on the needs of students and staff in
 15 order to create an optimal learning environment for
 16 teaching and for learning.

17 I'd like to elevate just a couple of items on
 18 this slide. For example, I'd like to call your attention
 19 to the grant-funded student safety assistance, a program
 20 that we piloted last spring, and we are very pleased that
 21 we are able to provide student safety assistance in all

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1 of our secondary schools.

2 I'd also like to elevate our continued
 3 partnership with the school resource officer program.
 4 Thanks to our partnership with county government, we were
 5 able to add additional school resource officers, and we
 6 definitely value that partnership that we have with our
 7 SROs.

8 We also spent a great deal of time making sure
 9 that there was clear communication of student
 10 expectations. One of the things we heard loud and clear
 11 from last year's town halls was that it was very
 12 important that we were all on the same page when it came
 13 to what we expected from students, and what the
 14 consequences were or perhaps those behavioral
 15 expectations went unmet. We trained our staff to make
 16 sure that they understood how to respond to student
 17 behaviors, and we also made sure that in student class
 18 meetings at the start of the school year, students
 19 understood what the expectations were, as well.

20 We have, since the school year has begun,
 21 engaged in consistent review of our school-level data,

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1 and that information is used by our executive directors
 2 to respond to schools and provide support to school
 3 teams.

4 And lastly, the work began last year, and
 5 we're pleased to see that it is moving forward, to
 6 reimagine our alternative programs, to open up more
 7 seats, and to creatively use our VLP program to ensure
 8 that alternative environments are available for students
 9 when the school environment is not the place for them to
 10 be.

11 So if we could move to the next slide, please.
 12 So I spoke of the work this spring. I'd also like to
 13 call your attention to some of the work we did over the
 14 summer. We wanted to make sure everyone was on the same
 15 page, so we focused on communication and collaboration.
 16 Team BCPS worked with stakeholders, school leaders, and
 17 union partners to update our guidance for families and
 18 students.

19 The Office of Communications created the Back
 20 to BCPS campaign to keep Team BCPS informed about our
 21 progress and expectations for ensuring a safe and

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1 positive learning environment for all. The goal was for
 2 everyone, again, to be on the same page. These messages
 3 were reiterated by school teams in class meetings at the
 4 start of the school year.

5 We will continue to share information as we,
 6 in collaboration with the BCPS community, enhance our
 7 resources and responses to school climate throughout the
 8 year. Updates to our websites will include school
 9 positive behavior plans, resources, and soon-to-be
 10 revealed discipline data on a quarterly basis.

11 Next slide, please. In March, we shared that
 12 BCPS schools are open to volunteers and community
 13 partners. To date, schools have identified more than 650
 14 partnerships in our communities. We heard some of those
 15 partnerships mentioned tonight in some of the public
 16 comments. The Office of Family and Community Engagement,
 17 along with school leaders, continues to increase the
 18 visibility of tools and resources to enhance existing
 19 partnerships and to build new ones. Community
 20 partnerships help to strengthen and transform the
 21 learning experience for students. We know that students

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1 are more likely to success in school when schools,
 2 families, and communities work together in partnership to
 3 maximize the learning experience.

4 This summer, we were pleased to hold our
 5 inaugural partnership fair, where stakeholders came
 6 together to discuss how they could support students and
 7 families. Last week, we welcomed hundreds of families
 8 back to school during American Education Week. Families
 9 were able to experience firsthand the welcoming and
 10 engaging environment we provide for students every day.

11 To our families, we hope that's not your last
 12 visit. In fact, we encourage you to support your local
 13 school by volunteering, mentoring, or providing in-kind
 14 donations. Again, it makes a big difference when our
 15 students see parents and community working together and
 16 invested in student success.

17 We'll continue with regular and deliberate
 18 outreach to bring our community leaders, volunteers, and
 19 mentors into the buildings. We value our families and
 20 look forward to strong partnership. So at this time, I
 21 turn it over to Dr. Ferguson.

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1 DR. FERGUSON: Thank you, Ms. Charley-Greene.
 2 Our work to provide preventative supports, restorative
 3 learning, and logical consequences are critical to growth
 4 -- the growth and development of all our students. The
 5 resources, supports, and interventions available for BCPS
 6 are tiered to address the needs of all students, small
 7 groups of students, and individual students.

8 Tier 1 supports are designed for all students
 9 and are often preventative and proactive in nature. Some
 10 examples of Tier 1 supports include lesson planning,
 11 relationship and community building, positive behavioral
 12 instructional supports, social emotional learning, and
 13 trauma-informed practices.

14 Tier 2 supports address small groups of
 15 students and include evidence-based small groups for
 16 students, small group counseling, restorative -- and
 17 restorative justice activities.

18 And Tier 3 supports are based on individual
 19 students and include evidence-based interventions for
 20 students, progress monitoring, behavioral support
 21 planning, and restorative justice.

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1 Across supports and practices, professional
 2 learning communities are essential to the academic
 3 success and personal development of our students. We
 4 strive to engage students in positive learning
 5 environments while providing a wide range of supports to
 6 build resilience and skills to navigate successes and
 7 challenges.

8 Now I'll turn it over to Dr. Zarchin.

9 DR. ZARCHIN: Thank you. Although suspensions
 10 do not provide a total picture of a school environment,
 11 they do provide a glimpse into behaviors that may impact
 12 positive climate. Suspensions provide a temporary
 13 separation from the school environment to protect
 14 teaching and learning. The code of conduct outlines
 15 specific behaviors that may lead to suspensions.
 16 Principals have full authority to implement the code of
 17 conduct based on unique circumstances within their
 18 schools related to disciplinary infractions.

19 The first marking period suspension rate for
 20 BCPS was 2.01 percent. All grade-span suspension rates
 21 remain consistent with last year's trends. For this

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1 first marking period, the highest rate is in middle
 2 school, where it is 4.34 percent, followed by high
 3 schools at 2.58 percent, and elementary schools with the
 4 lowest rate at .46 percent.

5 Systemwide, the suspension rate for all
 6 students, as I mentioned, Period 1 is 2.01 percent. The
 7 chart shows that student suspension rates by grade level
 8 for Marked Period 1 of the current school year. As
 9 displayed, students in kindergarten through Grade 2 have
 10 a very low suspension rate. The suspension rate
 11 generally increases as students transition from Grade 3
 12 to Grade 5. The transition year between elementary and
 13 middle school represents the greatest increase in student
 14 suspension rate, increasing by almost 3.4 percent.
 15 That's by the end of Grade 6. This increased rate of
 16 suspension continued through middle school and Grade 9
 17 before gradually decreasing from Grade 10 to Grade 12.

18 While disciplinary incidents, as evidenced by
 19 referrals and incidents, have decreased this year, the
 20 suspension rates in some grade levels have increased when
 21 compared to Marking Period 1 last school year.

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1 Specifically, transition year, Grades 6 and 9, are the
 2 most significant increases that we're seeing. Overall,
 3 middle schools continue to have an increased suspension
 4 rate in comparison to the pre-pandemic rates. Trends in
 5 suspension rates show that the transition years from
 6 middle school through Grade 9 have the highest rate of
 7 suspension.

8 Ms. Lewis?

9 MS. LEWIS: Thank you, Dr. Zarchin. Best
 10 practices for creating safe and successful schools
 11 include ongoing analyses of student behaviors and efforts
 12 to promote a positive school culture. Discipline
 13 referrals are entered electronically in FOCUS, including
 14 bus referrals. Referrals include information about the
 15 reported behavior, location, time, and description.
 16 Administrator actions are captured in the system and are
 17 available for the referring staff member to see. They
 18 become a part of the student record.

19 As part of staff training, certain behaviors
 20 are first managed by staff in the classrooms, hallways,
 21 and on buses. Some of these behaviors include excessive

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1 talking or defiance. For the purpose of illustration, it
 2 may be helpful to categorize behavioral infractions as
 3 discretionary and nondiscretionary.

4 Discretionary infractions are usually staff-
 5 member managed behaviors, as I have described, and as
 6 pictured in this slide. In the instance when
 7 discretionary behaviors are either repeated or acute,
 8 staff may escalate the concern to administrators through
 9 the referral process.

10 Once an electronic referral has been
 11 submitted, administrators receive an alert and take
 12 appropriate action. The consequence is recorded in the
 13 system and reported to the referring staff member. Our
 14 staff have an interest in accurately reporting behaviors
 15 because they understand the importance of a safe learning
 16 environment.

17 Nondiscretionary behaviors pose imminent
 18 threats to physical and/or psychological safety and
 19 should be immediately referred to administration. In
 20 many cases, administrators respond to these behaviors
 21 directly and document the behavior and consequence

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1 through the referral process. Our staff have an interest
 2 in reporting behaviors because they understand how safe -
 3 - how important it is to have a safe learning
 4 environment. The electronic referral ensures mutual
 5 accountability for reporting and responding to behaviors.

6 In addition to administrators and school
 7 staff, students and families may also report safety
 8 violations to administrators directly, or to the Maryland
 9 Safe Schools hotline. Tips from the Safe Schools hotline
 10 are communicated to BCPS and action must be taken. All
 11 tips submitted through the Maryland Safe Schools hotline
 12 are reviewed by school safety managers. School safety
 13 managers contact the principals of the involved schools
 14 to make sure the situation is handled, and to assist as
 15 necessary.

16 Discipline data is analyzed weekly for
 17 consistency by executive directors of schools. Not only
 18 does this data provide insight, excuse me, into student
 19 behavior trends, it is also used to determine the need
 20 for additional resources, training, and support to
 21 students and school teams.

<p style="text-align: right;">Page 182</p> <p>1 Ms. Charley-Greene?</p> <p>2 MS. CHARLEY-GREENE: Thank you. While our</p> <p>3 efforts indicate progress, we know that it is not enough</p> <p>4 until every single student feels protected and heard.</p> <p>5 Upcoming efforts to continue our work include continued</p> <p>6 direct support to schools and the development of a safe</p> <p>7 and supportive environments advisory group, comprised of</p> <p>8 BCPS staff and external stakeholders. The goal is to</p> <p>9 provide transparency on school incidents and BCPS</p> <p>10 response, and to promote continuous improvement through</p> <p>11 data analysis and multi-stakeholder dialogue. This</p> <p>12 advisory group is tasked with reviewing data, providing</p> <p>13 feedback, and making recommendations.</p> <p>14 Also, our next community conversation on safe</p> <p>15 and supportive environments will focus on middle schools.</p> <p>16 Participants will hear from a Maryland Safe Schools</p> <p>17 expert psychologist on normative adolescent behaviors,</p> <p>18 and we will discuss opportunities to build positive</p> <p>19 partnerships and provide student support in middle</p> <p>20 school. Our data shows that this is an area of intense</p> <p>21 need.</p>	<p style="text-align: right;">Page 184</p> <p>1 positive presence, and to share safety concerns directly</p> <p>2 with school leaders and/or the Maryland Center for School</p> <p>3 Safety, who will ensure, as Ms. Lewis described, that</p> <p>4 issues are resolved and addressed swiftly. Next slide,</p> <p>5 please.</p> <p>6 So at this time, we thank you for taking the</p> <p>7 time to hear our presentation. We are available to</p> <p>8 answer any questions, and certainly any comments, from</p> <p>9 the Board. Thank you.</p> <p>10 CHAIRWOMAN HENN: Thank you for that</p> <p>11 presentation. It's incredible.</p> <p>12 Mrs. Causey, you had a question?</p> <p>13 MS. CAUSEY: Thank you, Madam Chair. And I</p> <p>14 just, excuse me, got out of that wonderful presentation.</p> <p>15 Thank you for that. And thank you for all of the work,</p> <p>16 because we know that when we -- students came back in</p> <p>17 person and adults came back in person that there were a</p> <p>18 lot of different challenges from being apart.</p> <p>19 I wanted to ask the question about the one --</p> <p>20 the discretionary versus nondiscretionary. And what</p> <p>21 we're hearing from our teachers, TABCO, ESPBC but also</p>
<p style="text-align: right;">Page 183</p> <p>1 Coming soon, BCPS will debut quarterly -- a</p> <p>2 quarterly school safety snapshot, which is a front-facing</p> <p>3 data report which will provide school-specific positive</p> <p>4 behavior plans, special programs, resources, and</p> <p>5 discipline data. Next slide, please.</p> <p>6 Our continued work. With a students' first</p> <p>7 approach, we recognize that there is much more work to</p> <p>8 do. As a school system, we will continue to collaborate</p> <p>9 across divisions to provide services and supports to</p> <p>10 schools. We have asked that our schools continue to</p> <p>11 utilize multiple data points to inform decisions about</p> <p>12 student consequences and promote social emotional</p> <p>13 wellness in collaboration with our county and state</p> <p>14 partners.</p> <p>15 We also know that our schools are not islands</p> <p>16 but are part of larger communities. We believe that</p> <p>17 ensuring student safety requires parents, guardians,</p> <p>18 students, and community stepping up and coming together</p> <p>19 to ensure that our schools are safe places for all. We</p> <p>20 call on our parents to limit or monitor student social</p> <p>21 media, join with the school community to provide a</p>	<p style="text-align: right;">Page 185</p> <p>1 our parents is the disruption to the learning, the</p> <p>2 teaching and the learning. So even things like tardiness</p> <p>3 which, you know, not necessarily disciplinarian but,</p> <p>4 again, an interruption to the teacher and their -- the</p> <p>5 flow of their class. Disrespect. I don't see that as</p> <p>6 discretionary, in terms of somehow being addressed. And</p> <p>7 I'm just curious because sometimes if behaviors aren't</p> <p>8 addressed at smaller points in time, they do escalate.</p> <p>9 So having fewer referrals to me is a question.</p> <p>10 Is that something that really should be more considered</p> <p>11 and even, in terms of getting more input from the</p> <p>12 teachers and the educational support professionals, about</p> <p>13 what they're seeing and how best to address it to prevent</p> <p>14 further problems?</p> <p>15 MS. CHARLEY-GREENE: I can start, Ms. Lewis.</p> <p>16 So thank you for that question, Ms. Causey. I want to</p> <p>17 just be clear that our referrals have actually increased,</p> <p>18 so we have not had fewer referrals. In fact, they've</p> <p>19 increased exponentially. For one reason, we've mandated</p> <p>20 this year that all referrals are put in FOCUS, whereas in</p> <p>21 previous years they may have been a combination of</p>

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1 practices. Some schools were still using the paper
 2 referral process.

3 And so what we found by making sure that all
 4 schools were trained and that everyone was putting
 5 referrals in FOCUS this year, that we're better able to
 6 document not only the behaviors, but the responses. It
 7 also allows us to track the consistency of implementation
 8 of the consequences that we (inaudible).

9 To your point, certainly, there are some
 10 levels of classroom behavior that require immediate
 11 attention. And so one of the things that Ms. Lewis
 12 outlined was if behaviors are repeated or acute then,
 13 certainly, we have empowered school staff to immediately
 14 refer that behavior. Part of the training with teachers,
 15 and part of the pedagogy of being a classroom teacher, is
 16 how do you manage behaviors that are disruptive while
 17 maintaining the order in the classroom and maintaining
 18 your position as the leader in the classroom?

19 And so we do count on our teachers as
 20 professionals to have -- to use that judgment. We are
 21 there to support them when that behavior is repeated, and

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1 it is acute, then they certainly may refer that behavior
 2 immediately.

3 Ms. Lewis, I don't know if you have anything
 4 you'd like to add to that.

5 MS. LEWIS: No, I think as you were saying,
 6 Ms. Causey, starting at the lowest level possible, that
 7 prevention piece is very much tied to instruction to
 8 classroom management. And so if we can do it at that
 9 level, then we're alleviating or addressing these
 10 behaviors early on. Again, if they're acute or they
 11 continue, then the referral process is there to move them
 12 to administrators.

13 MS. CAUSEY: Thank you, and I like that
 14 consistent process because one of the things we want to
 15 find out is why is a student struggling? To dive deep
 16 and not just, oh, he had, you know, some issue with this
 17 teacher on this day, and then he had a different issue
 18 with a different teacher on that day, but to understand
 19 the picture. What is that student dealing with? How can
 20 some program in the school help?

21 CHAIRWOMAN HENN: It's time.

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1 Dr. Hager?

2 DR. HAGER: Yes, thank you, and
 3 congratulations again on your Ph.D. I really enjoyed
 4 hearing during public comment about all the partnerships
 5 that have been built. I think that's a fantastic effort
 6 that I know Dr. Williams has championed and a lot of
 7 folks around the table have really promoted, and I think
 8 that that's such a wonderful thing, so I just wanted to
 9 say that first.

10 Second, and this is a very basic question, but
 11 we talk about suspensions, and then we're hearing about
 12 different, you know, nondiscretionary actions like
 13 bringing weapons to school. So is a suspension is the
 14 same thing as expulsion these days? Are we defining them
 15 all under one bubble, in-school suspensions, out-of-
 16 school suspensions? Going to an alternative school,
 17 like, all those things are -- is it all suspensions? Is
 18 that what we're talking about here?

19 MS. CHARLEY-GREENE: They are all suspensions,
 20 certainly, yes, they are. So when we are talking about
 21 suspensions, we are talking -- if I'm not mistaken, this

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1 is all out-of-school suspensions. I don't think we're
 2 including in-school suspensions in these numbers. But
 3 there are short-term suspensions. There are longer-term
 4 suspensions, and I'll allow Ms. Ferguson to share the
 5 distinction between the two.

6 DR. FERGUSON: So there are suspensions that
 7 are between 1 and 3 days, then 4 and 10 days, and then
 8 there are expulsions that are beyond 45 days. So it
 9 depends upon the offense and the violation to the student
 10 code of conduct.

11 DR. HAGER: So all the data we see here is all
 12 out-of-school suspensions?

13 DR. FERGUSON: Out-of-school suspensions,
 14 right.

15 DR. HAGER: Okay. And have you looked at the
 16 data just aggregated by discretionary and
 17 nondiscretionary reasons for suspensions? And has that
 18 changed over time?

19 DR. FERGUSON: So we do encourage our
 20 administrators to look at that. As a matter of fact, I
 21 was actually looking at that today, to look at those

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1 discretionary behaviors, disrespect, defiance, as opposed
 2 to the nondiscretionary behaviors. So we encourage that.
 3 That's part of what I think Ms. Charley-Greene talked
 4 about, the fact that the DOSDDs on a weekly basis, they
 5 look at those type of suspensions and what are students
 6 being suspended for?
 7 And at the same time, when you -- when the
 8 referral is made, where is that referral? Where is it
 9 taking place? Is it in the cafeteria? Is it in the
 10 classroom? Is it in the hallway? So we would encourage
 11 our administrators to not only look at the actual -- the
 12 behavior, but where is it occurring? Because sometimes
 13 you find that things are happening in the cafeteria, but
 14 they're not happening in the classroom. Or they're
 15 happening in the hallway or in the restrooms.
 16 So that requires us to look at what do we have
 17 in place as far as Tier 1 interventions? How are we
 18 using our safety assistants, for example? Are they in
 19 the hallway flowing with traffic? So we encourage our
 20 administrators to actually dive deep into the -- not only
 21 the cause of the behavior, not the cause but the actual

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1 behavior that they're being referred for, and then where
 2 that is occurring. Because that's the only way we're
 3 going to try to remediate some of the things that we're
 4 seeing. We've got to really analyze that data to see
 5 what's happening in the classrooms and in the hallways.
 6 MS. CAUSEY: So that's the administrator's
 7 responsibility, though, to do that?
 8 DR. FERGUSON: Administrate -- and the school
 9 climate team, so with the support of their executive
 10 directors, as well as the support of my office. So we
 11 support our administrators in looking at that data, as
 12 well.
 13 DR. HAGER: Okay, great. And you mentioned
 14 you can use the VLP for suspensions?
 15 MS. CHARLEY-GREENE: We have. The last number
 16 I heard, we have roughly 300 slots in the VLP for
 17 students for, you know, who needed another placement
 18 based on behavioral infractions.
 19 DR. HAGER: Is that because they -- the
 20 alternative schools don't have seats, or is -- they would
 21 -- it's just a three-day suspension and they don't want

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1 to fall behind or --
 2 MS. CHARLEY-GREENE: So in some cases, it's
 3 complicated, and they're unique circumstances. So I
 4 don't know that I could come up with a general overall
 5 reason. But they're for some that, you know,
 6 transferring to an alternative program is not
 7 appropriate. But removal from the school environment is,
 8 and so we're able to utilize that program in that way.
 9 And we do appreciate the flexibility of the VLP, and we
 10 are also able to guarantee that students are receiving,
 11 you know, high-quality instruction during the time period
 12 that they're separated away from the school. So we're
 13 pleased that we're able to (inaudible).
 14 DR. HAGER: And if they're in the VLP, do they
 15 get the wraparound services they would get in an
 16 alternative school?
 17 DR. FERGUSON: Yes. We do have counselors and
 18 pupil personnel workers assigned to the VLP, as well as
 19 school psychologists.
 20 DR. HAGER: Thank you.
 21 DR. FERGUSON: Mm-hmm.

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1 CHAIRWOMAN HENN: Thank you.
 2 Ms. Hassan?
 3 MS. HASSAN: Thank you. So first of all,
 4 thank you. Thank you all for your hard work in school
 5 safety and climate. I know personally as somehow who is
 6 in a school building day in and day out, I do see the
 7 positive impacts of that, especially mentioning the
 8 student safety assistants. I know Perry Hall High School
 9 was one of the first schools to receive that. And they
 10 are working, so thank you for that. We are seeing
 11 positive improvements, and I think that is so essential
 12 to note.
 13 Just sort of sharing some of the student
 14 perspective with all of you. So I have had the
 15 opportunity to visit, I believe, three middle schools
 16 thus far, and I always walk into middle schools asking --
 17 and high schools, as well, asking what is your favorite
 18 and least favorite part of your school? And every single
 19 time I walk into a middle school, the least favorite part
 20 is always the violence.
 21 And so I asked a middle schooler thinking, you

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1 know, they're going to respond in the best manner they
 2 can. I asked a middle schooler why you think students
 3 get into physical fights, physical encounters? Why do
 4 you think violence happens? And she responded with the
 5 most intelligent thing ever, and I told her you should
 6 take my job one day. And I told her that, and she told
 7 me that she thinks the reason people get into fights are
 8 because they don't know how to communicate their
 9 feelings, and that their feelings are too big for them.
 10 So I think that's important to talk about when
 11 we talk about middle school suspension rates, which are
 12 significantly higher than high school and elementary
 13 school suspension rates. We're also realizing that these
 14 people are growing into a space that they are not yet
 15 fully equipped for, and that is something that is outside
 16 of their control. But it is also something that we can
 17 mitigate, and it is something that I do see you guys
 18 actively mitigating, and I appreciate you for that.
 19 I appreciate the work with the Maryland Center
 20 for School Safety. Huge shoutout to them. But I think
 21 it is important that we are consistently discussing the

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1 impact of mental health and restorative justice, because
 2 it is addressing it from the root. We cannot learn in
 3 our schools if our schools are not safe.
 4 CHAIRWOMAN HENN: Thank you.
 5 MS. CHARLEY-GREENE: Thank you.
 6 CHAIRWOMEN HENN: Ms. Scott?
 7 MS. SCOTT: Yes, thank you for that, for the
 8 presentation. I had a question about the discretionary
 9 ones, where it says, like, disrespect, defiance. That's
 10 discretionary. It's up to the discretion of the teacher,
 11 and I think what you all were talking about for where it
 12 happens. Is it explained to the student, I'm assuming
 13 in, like, the student handbook or something at the
 14 beginning, what is considered to be disrespectful or
 15 defiant? Because it could be sometimes a disconnect
 16 there. How is that handled?
 17 DR. FERGUSON: So at the beginning of the
 18 school year, all of our schools are provided with a --
 19 all of our students are provided with lessons related to
 20 the student code of conduct. So this is an opportunity
 21 for the student and the teacher to go over the student

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1 code of conduct and talk through some of these
 2 discretionary and nondiscretionary behaviors.
 3 So what does that look like? And we talked
 4 about the fact that every school does have a schoolwide
 5 positive behavior plan. That plan is schoolwide, but
 6 then it's also in the classroom. So when you talk about
 7 what's happening in a classroom, we -- the teachers set
 8 up rules, for lack of a better word.
 9 So when we talk about we respect one another,
 10 what does that look like? What does that sound like in
 11 this classroom, in the hallway, in the cafeteria? So
 12 that's part of examining those schoolwide positive
 13 behavior expectations. And that's one of the things that
 14 we did this summer when we met with our administrators.
 15 We talked about level setting. We talked
 16 about what does student -- what should we be expecting
 17 from students in the classroom, in the hallway? What
 18 does that look like? And then that, in turn, ended up in
 19 our lessons related to the student code of conduct. So
 20 that happens at the beginning of the school year, and it
 21 should be reinforced throughout the school year.

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1 MS. SCOTT: Okay. And what happens then if a
 2 student is suspended or expelled for something that is
 3 discretionary? Like talking where it might've been
 4 asking a lot of questions, but it was perceived as
 5 talking, and the student was suspended. What do you do
 6 when you come across students who have been, I guess,
 7 sort of maybe overly suspended or expelled?
 8 DR. FERGUSON: So once again -- did you want
 9 to start?
 10 MS. CHARLEY-GREENE: I can start. So to be
 11 clear, our suspensions, really, we don't see that very
 12 frequently. We do look at the data weekly. A teacher
 13 can refer. Let's say that there's a teacher-managed
 14 behavior, and it doesn't have to be a teacher. It could
 15 be any other staff member. There is behavior that is
 16 disruptive to the classroom, and they have repeatedly
 17 spoken to the student, and they may need some
 18 administrative support. It would be highly unlikely that
 19 a student would receive a suspension for that behavior.
 20 There could be additional interventions that take place
 21 in order to support that student, but a suspension would

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1 be highly unlikely.

2 If we see, as we are looking at that data, and

3 to be clear, that's work that is done by the executive

4 directors in support of schools. That's work that's done

5 by the administrators, but it's also done at the cabinet

6 level where we look at that, and it will be also work

7 that's done as part of the advisory group that we are

8 very much looking forward to creating, where we're

9 looking at where are people suspending? And if we're

10 seeing suspensions for things that frankly perhaps

11 could've been managed earlier, what additional support

12 does that school need so that they're able to better

13 manage those behaviors before they become behaviors that

14 perhaps do require a suspension.

15 So we really are looking at that earliest

16 point of contact and what we can do differently so that

17 they don't rise to the level of suspension. We can

18 provide you better data after the advisory group meets

19 about what that breakdown is, but when we look at our

20 suspensions, they really are for the more, you know, the

21 -- I don't want to use the word intense, but certainly

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1 not the behavior you describe.

2 MS. SCOTT: Definitely, yeah. I appreciate

3 that, and the data would be good for that. And then just

4 my last question is when a student is suspended or

5 expelled outside of the school, what support are they

6 getting? Are they just suspended for several days or,

7 like you all had said, a longer period of time and

8 they're not getting any support? They're just sitting at

9 home, or are we still providing some sort of support to

10 that student?

11 DR. FERGUSON: We are still required to give

12 students education once they're out --

13 MS. SCOTT: Well, not just education, but,

14 like, support as far as what caused the infraction.

15 DR. FERGUSON: Right, so if a student is

16 suspended outside of school, especially for a long period

17 of time, they usually are referred to the student conduct

18 hearing officer. And that person is a point of conduct

19 with the -- a point of contact with the student and with

20 the family. So there are things that once, if that

21 student needs to be working on certain behaviors,

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1 especially dependent upon if the student is -- let's say

2 if the student is suspended for drugs, we do recommend

3 that the student get engaged in some type of rehab and

4 before the student comes back to school, it's not

5 mandatory that they do so, but we do make

6 recommendations.

7 And every time a student is suspended that the

8 parents receive a list of community resources so that

9 they know -- there are things that they can do on the

10 outside. We don't lose touch with kids once they get

11 suspended. That's not what happens. You don't go home

12 and then we just forget about you for a while. There's

13 contact with that student to make sure that they're doing

14 what they're supposed to be doing.

15 They're completing their assignments; that

16 they're on track, especially if they're in high school.

17 We want them to earn their credits, so we don't lose

18 touch with kids. Because they still belong to us. And

19 we still want to -- we want to make sure that we restore

20 them back into their environment once they've, you know,

21 they've completed their consequence, whatever that is,

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1 whether it's 5 days, 10 days, 45 days. But we don't lose

2 touch with kids. That's -- it's part of our job to stay

3 in touch with them and make sure that we bring them back

4 into the building and then make sure that they get their

5 education, they finish things out.

6 CHAIRWOMAN HENN: Thank you.

7 Ms. Jose?

8 MS. JOSE: Thank you. Thank you for this

9 presentation. Many of my questions were asked, but I'm

10 going to repeat that. You said about discretionary

11 infractions, tardiness, somebody skipping school, or

12 being disrespectful. Does that warrant a 10-day

13 suspension?

14 MS. CHARLEY-GREENE: I would say no and --

15 MS. JOSE: For repeated behavior.

16 MS. CHARLEY-GREENE: Pardon me. I would say

17 on its face no. But we do know that there are unique

18 circumstances, so I would certainly invite Dr. Zarchin

19 and his work with schools to talk about the decision

20 making that occurs around a suspension.

21 I will share that we -- while we definitely

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1 empower our school leaders to be able to make decisions
 2 that best support their school needs, we also invite them
 3 to take part in what we loosely call a huddle. You know,
 4 not making decisions alone. If they are grappling with a
 5 decision about what appropriate consequences are, to
 6 connect with their executive director to have that
 7 conversation to look at what other students who have
 8 engaged in similar behavior, what the consequences have
 9 been. So that we are holding ourselves accountable for
 10 making decisions that are sound and that are grounded in
 11 what are best practices and what our regular practices
 12 are.

13 I'll allow you to expand if you would like.

14 DR. ZARCHIN: Absolutely. So, no, we wouldn't
 15 have a 10-day suspension for somebody cutting school. In
 16 fact, we want them in school.

17 MS. CHARLEY-GREENE: Absolutely.

18 DR. ZARCHIN: As mentioned earlier, and I
 19 think this is really important, our executive directors
 20 review suspensions. They're reviewing bus referrals. We
 21 want to make sure, first, that these red flags, the

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1 behavior, can be addressed. Ideally, Tier 1 supports.
 2 It's done for everyone. If continued behavior is
 3 evident, then we've got to do some different things.

4 When it involves safety, we're going to move
 5 to a suspension. We know we cannot tolerate safety
 6 infractions. So there's no leverage there with physical
 7 altercations. We've got to address it. We know that.
 8 We review the data. We want to make sure that the
 9 support's there, not just for the students, but for the
 10 schools, staff members in schools, to make sure they're
 11 equipped with classroom management to keep order in the
 12 classroom.

13 Always supervision. If something's happening
 14 in a certain section of the building, that we can address
 15 that and kind of have staff members there to monitor. So
 16 it's an opportunity to learn and examine and give
 17 feedback to school principals that they can share with
 18 their staff. So we talk a lot about suspensions, but
 19 it's referrals, as well, so we can learn and be better
 20 equipped to help students, but also address climate in
 21 the buildings so it's a safe climate.

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1 MS. JOSE: So all that sounds really good on
 2 paper, but I've heard a lot of instances of where
 3 students have been suspended where I live for
 4 discretionary behavior, and this is something that has
 5 been shared with me. So talking on paper is one thing.
 6 What's really happening in the schoolhouse when you have
 7 a school demographic with an African American population
 8 of just 25 percent, but 90 percent of that population is
 9 suspended, and those are not raising red flags down in
 10 Central Office, I have concerns with that.

11 And, you know, yes, we have strategy. We have
 12 schoolhouse support, but where is the action and who is
 13 really diving into this every day? Is this something
 14 you're looking at every day, every suspension that comes
 15 on your desk? Are you going in there to talk to these
 16 children? And I'm glad that they're getting wraparound
 17 services, but is there follow-up? Who is keeping tabs on
 18 this on a daily basis? Because these are the children
 19 that we are failing that have fallen between the cracks,
 20 and I'm not talking about violence or those are -- I'm
 21 talking about, you know, the discretionary infraction

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1 that happens. That teachers get irritated because of
 2 biases or get annoyed or, you know, and it does come in.
 3 Biases do play into it. We know that it's a fact, so I'm
 4 not stating rocket science here.

5 What are you doing about that? I'm not
 6 talking, again, do not conflate that with
 7 nondiscretionary. That is serious, and I don't -- I'm
 8 not talking about those. I'm talking about the
 9 discretionary, and I would, after this thing, circle back
 10 with staff, not in open session, about some of the
 11 stories that I have heard. So I really want to see, what
 12 are you doing? Are you looking at this data every day,
 13 and who is doing it? Who -- is it coming up to Dr.
 14 Williams' level, or is it just staying at a cabinet
 15 level?

16 DR. ZARCHIN: Thank you. So I can't tell you
 17 that we don't have decisions that are made that are based
 18 on bias. That's why we review the data each week, and I
 19 think it would be helpful for Mr. Mustipher to come up
 20 and talk about those weekly reviews. Again, it's
 21 learning not just for the students but for the adults so

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1 we can make good decisions. The last thing we want to do
 2 is have a student out of school. But when we review the
 3 data, if things come up that are concerning, we do
 4 address them from the ED to the principal right down to
 5 other staff members.

6 DR. WILLIAMS: So let me respond, Dr. Zarchin,
 7 before Mr. Mustipher. So Ms. Jose, yes, absolutely.
 8 That's why we created the system improvement team.
 9 That's one of the goals, to look at what's really
 10 happening.

11 But I have to say, our principals are looking
 12 at this data. And if they're looking at the data, and
 13 they're making some decisions and supporting the teacher,
 14 and there seems to be a disconnect, our executive
 15 directors are going to have those conversations. And I
 16 must say to the Board, you hear things out in the
 17 community and it sometimes is not the entire picture, or
 18 there's multiple infractions that have happened.

19 So your particular case, we're happy to
 20 discuss offline if you have some specific information.
 21 But, again, this is the work of your school principals

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1 every day. Their job is to make sure they're -- the
 2 school has a working environment, a positive learning
 3 environment. Are we there 100 percent every day? No.
 4 Because we've seen examples right here in this Boardroom.

5 So the point is that this is -- we can't have
 6 learning if there's not a safe environment. We can't
 7 have safe environment and expect everyone to learn. And
 8 remember, our students are coming back from a very
 9 traumatic experience of being online, and so our teachers
 10 had to adjust. Our students have to adjust.

11 So to answer your question, that is why we
 12 created a system improvement team to look at this very
 13 particular area around suspension, what's happening
 14 across the system. There is discretionary, but the
 15 principals, as professionals, are working with our staff
 16 to determine whether this is suspendable or not. There
 17 may be something else, but if there is a specific case,
 18 we'll be happy to discuss that later.

19 But I will say, just today, I've watched our
 20 principals, our high school principals talked about
 21 teaching and learning and providing a work -- a positive

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1 work experience and sharing relevant practices. That's
 2 the whole concept of the system improvement team. And
 3 Mr. Mustipher, Ms. Jose -- Joseph, in terms of their
 4 executive director of the high schools, all the executive
 5 directors look at this data every week, disaggregate it,
 6 have the conversations and are questioning particularly
 7 are we meeting the needs of students?

8 I'm going to go back to what Dr. Zarchin said.
 9 We're looking for the root cause. Something is causing
 10 these behaviors to happen. What can we do with the
 11 collaboration of the parent, and the experts at the
 12 school, to make that support?

13 But, Mr. Mustipher, would you share just a
 14 little bit about what happens every week at the executive
 15 director level?

16 MR. MUSTIPHER: Yes, sir. Thank you, Dr.
 17 Williams, and Dr. Williams put it so eloquently. He said
 18 a lot of what I was going to say. But as Dr. Zarchin
 19 talked about, we look at not only bus referral data. We
 20 also look at referrals written by our teachers. And we
 21 look at that data and it's disaggregated so we know.

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1 It's disaggregated by race, by grade level. We look at
 2 areas of the county. We look at time of day incidents
 3 happen, and one thing that we want to ensure is that
 4 every referral written by a teacher that there is an
 5 action by the administrators so that, one, the teachers
 6 feel supported, and also we do the same thing for bus
 7 referrals so that our bus drivers and our bus attendants
 8 feel supported.

9 So that's something that we do each week, all
 10 10 of the executive directors, and when we are talking
 11 about discretionary versus nondiscretionary things, if a
 12 student is talking for the first time out of turn in --
 13 or in a disrespectful manner, of course, we wouldn't want
 14 one of our administrators to suspend a student for 10
 15 days. You have to look at repeated actions when you're
 16 looking at nondiscretionary things.

17 We're in a service industry. Kids are -- we
 18 know that all of our students, their brains aren't
 19 developed fully. So they're going to make mistakes, so
 20 when we say nondiscretionary, it is -- the teachers have
 21 the discretion. And if the teachers decide to write a

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1 referral, then they are turning over that responsibility
 2 of the action to the administrator, and then the
 3 administrators have the discretion on what those
 4 consequences or disciplinary actions will be.

5 So it's important for, as Dr. Williams said,
 6 the principals must work with their teams to look at the
 7 data. What is happening? Is it around a department? Is
 8 it your first-year teachers? Is it your experienced
 9 teachers? Is it your teachers who are at the end of
 10 their careers and are feeling burned out, and what could
 11 we do to support them?

12 So that's why you're looking at the data, to
 13 see how can you support the students, but also, how can
 14 you support the staff? And we know we have to work with
 15 our administrators, so we're reviewing this data each and
 16 every week. Dr. Ferguson now -- Dr. Ferguson and I are
 17 co-chairs of the suspension team that Dr. Williams talked
 18 about. And so within our group, we're also looking at
 19 the data district-wide. We're looking at trends and
 20 patterns. We're looking at best practices. We brought
 21 in some principals and their teams to have conversations

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1 with us. One principal that I can identify is April
 2 Franklin at Southwest Academy because her and her team
 3 were doing some wonderful things, not only with their
 4 overall suspension rate, but with also when we were
 5 looking at disaggregating the data and
 6 disproportionality, they were also doing very good work
 7 there, as well.

8 So we're looking at not only schools where
 9 maybe the suspension rate or the referrals are high, but
 10 we're also looking at schools where they are low and in
 11 the surrounding schools they're high to see what that
 12 principal and their teams are doing in order to better
 13 support and work with the school. So I just wanted to
 14 share that, in addition to what the rest of my colleagues
 15 and Dr. Williams previously stated.

16 CHAIRWOMAN HENN: Thank you.
 17 Ms. Stolusky?
 18 MS. STOLUSKY: Thank you for the presentation.
 19 Congratulations to you. First of all, I think that we
 20 have to honor that there have been significant
 21 improvements this year in terms of school climate and

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1 culture and discipline compared to last year. I applaud
 2 some of the new initiatives that you've created, the
 3 middle school safe and supportive environments, town
 4 hall, the advisory group, as well.

5 The partnerships seem to be increasing, and I
 6 loved the story of Ms. Fisher when she talked about the
 7 mentorship with the concept of purpose and how students
 8 have to have purpose, and there's so many little
 9 teachable moments that are going to continue to come
 10 about with the mentorships.

11 So I have a couple questions. I'll take them
 12 one at a time. So the first one, with, like, the
 13 students that do the chronic talking, and I firmly
 14 believe teachers have to have autonomy in their own
 15 classroom to manage and to gain the respect of their
 16 students. But I also appreciate that when there is
 17 chronic talking, and I have heard a lot about this from
 18 community members, that the majority of the students are
 19 there to learn. And, you know, of course, it's not fair
 20 to them when 30 minutes in a 50-minute class are spent
 21 with the teacher playing, you know, Whack-a-mole or

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1 whatever with classroom disruptions.

2 So how is that balanced so that the
 3 discretionary issue of talking, which can be disruptive,
 4 is managed in a way so that it's guaranteed that for the
 5 other students in the class, they have their right to
 6 learn?

7 MR. MUSTIPHER: So how that's handled multiple
 8 ways, one is professional development for the teachers.
 9 Because you have to think about that in a manner. And
 10 each of you would handle kids differently. Some
 11 classrooms, you go in, there's a lot of talking, a lot of
 12 actions. That's what the teachers want. Some classes,
 13 you go in, some teachers are more strict, more structured
 14 around what they want kids to be doing and discussing.
 15 So you have to look at that, as well.

16 But when you're talking about a student who
 17 may be having some disciplinary issues and once it
 18 becomes constant, and the teachers are having difficulty
 19 with that kid, then that's when you want to look at other
 20 resources in order to provide support. Is the teacher
 21 utilizing the school counselor? Has the teacher called

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1 home? Is this -- does this student need to be referred
 2 to the student support team to provide additional
 3 support? Does the student already have a IEP and then
 4 though the IEP services that are on the document have to
 5 be implemented in a different way?
 6 So each case is very different because the
 7 teachers are different, and the students are different.
 8 But no teacher, and Dr. Williams stated this to the high
 9 school principals today, that he doesn't want any student
 10 to be disruptive in any classroom or any school to where
 11 it's negatively impacting other students in classrooms or
 12 in the school in its entirety. So the principals
 13 understand that.
 14 But we all know why we got into this business,
 15 and we know that we're going to deal with kids that will
 16 cause some disruptions. And it's how we react to them
 17 that will help the students to change their behaviors.
 18 There may be 1 percent of students that we just do not
 19 get through after trying every strategy that we can,
 20 every support that we can, every adult in that building
 21 working with that student. And then we have to look at

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1 other resources and options, and I know Dr. Ferguson has
 2 already brought up the VLP program. So sometimes we have
 3 to remove a student from brick and mortar and put them in
 4 the virtual environment for the betterment of themselves
 5 and the rest of the students and adults in the school.
 6 And so that's what we have been doing. That's
 7 what we'll continue to do, and we're making the VLP
 8 program more robust to provide those wraparound services,
 9 as you all previously discussed. So I want to just give
 10 kudos to Dr. Elmendorf and his team, because we're trying
 11 to make sure that the VLP program is equivalent to a
 12 brick-and-mortar elementary, middle, and high school so
 13 that all those services are there. You just don't have
 14 the four walls.
 15 MS. STOLUSKY: Thank you. Second, I want to
 16 honor what Ms. Hassan said about her interview with the
 17 student who stated that the reason why there's so much
 18 aggression is that students don't know how to channel
 19 their emotions and their social skills. And I know that
 20 there's that SEL program, and I have heard, just talking
 21 with teachers and even some parents, that many students

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1 don't find it meaningful. So I was going to just suggest
 2 if you guys could create some kind of survey or some kind
 3 of tool to gain some feedback on it, because it has a lot
 4 of promise, as well, of, you know, what's going right
 5 with the SEL program, but what the students really want
 6 and need from it.
 7 One of the things that I've heard specifically
 8 is that the groups are so large, and the students feel so
 9 disconnected to the students that are in their groups,
 10 that it's very hard for them to be honest and to be open.
 11 My next question, again, giving teachers
 12 autonomy. Thank you.
 13 CHAIRWOMAN HENN: Thank you.
 14 DR. WILLIAMS: I just want to comment that the
 15 teachers, they are the leader of those classrooms.
 16 They're going to make sure they have teaching and
 17 learning, and if they -- the last thing they want to do
 18 is usurp their authority to someone else. They're going
 19 to use every -- remember, all of us who've been teachers,
 20 we had to go through classroom management. We had to do
 21 student teaching. We had to provide that feedback. So

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1 the teachers are going to own their students. I've
 2 watched it. They're going to own their students and
 3 really support.
 4 But there are times where they've done
 5 everything, Ms. Stolusky, that they could possibly do,
 6 and they have to then turn to that assistant principal,
 7 that counselor. Most of them will go to their
 8 counselors, like, you know, I'm struggling with little
 9 Darryl. He is talking nonstop in my classroom. He can't
 10 keep still. Ah, that's a signal. Something might be
 11 going on with little Darryl. It might not just be he's
 12 being defiant. There's something else, so that's where
 13 we start talking. We work with the parents. What's
 14 going on?
 15 The teachers here, the last thing they want to
 16 do is kind of turn something over that's nondiscretionary
 17 to an administrator. However, there are times where
 18 behaviors continue, and they're going to need that
 19 support. We have counselors. We have social workers.
 20 We have psychologists. We have our administrators, and
 21 that's where it gets into that referral when the teacher

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1 says, you know, I had enough. I need some support.
 2 But they're going to do just about anything to
 3 try to resolve the problem in the classroom. And then I
 4 have to tell you this. There are other students who may
 5 step up, as well, to say to little Darryl I'm tired of
 6 you talking. You know, I'm trying to learn. I've seen
 7 that in the elementary school where folks can self-
 8 advocate. So I just want to remind, our staff are
 9 trained professionals. They had to be certified. They
 10 go through training. The last thing they want to do is
 11 kind of turn something over, but we do know that there
 12 are times where they're going to need that additional
 13 support.
 14 And the additional support happens in that
 15 building, exists in that building. And the more
 16 important part is when we have to collaborate as a group,
 17 our student support team at the building, with our
 18 parents to say what's really happening with little
 19 Darryl? And little Darryl, if you're watching, I'm not
 20 referring to you, my son. Because he always gets mad
 21 when I do that.

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1 CHAIRWOMAN HENN: Thank you.
 2 Ms. Rowe?
 3 MS. ROWE: So the first question is, so it's
 4 not about, like, what parents can see about other
 5 students. But, like, so if my kid gets a referral, can I
 6 see that in FOCUS? So when I log in and look at my kid's
 7 stuff, can I see if my kid did something that got a
 8 referral and maybe I didn't get a phone call, or I didn't
 9 know about it? But, like, as a parent, can I see the
 10 discipline referrals for my own children in FOCUS?
 11 MR. MUSTIPHER: No. The easy answer is no.
 12 Parents can't see referrals. The way parents are
 13 communicated with is either by the teacher. Usually
 14 administrators always tell teachers if students do
 15 something, especially the nondiscretionary, I'm sorry,
 16 the discretionary conflicts or whatever the situation is,
 17 we always want them to communicate with the parents
 18 first.
 19 That's the first thing that they need to do
 20 prior to writing a referral. Because you want the
 21 information coming directly from the teacher to the

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1 parent so that there is no middleman. That allows the
 2 parents to ask questions. That allows the teachers to
 3 give a very robust explanation of exactly what took place
 4 but, more importantly, it allows the teacher and the
 5 parent to build a quality relationship. So that's the
 6 biggest reason. But the answer to your question is no.
 7 Parents cannot see referrals.
 8 MS. ROWE: Okay. My other question is I've
 9 been hearing a lot about problems caused by cellphones in
 10 schools, and the Board has a cellphone policy. And so
 11 I'm wondering why there seems to be variability in how
 12 the cellphone policy is being applied, one school to the
 13 next.
 14 MR. MUSTIPHER: Well, with regards to that,
 15 the Board does have a cellphone policy. Dr. Williams
 16 talked about this a lot. We -- that's where we need
 17 strong support from the parents. And some schools get it
 18 better than other schools. There is a middle school
 19 under Dr. Minus' (phonetic) watch right now. They've
 20 been doing some work with the cellphones. The parents
 21 have been so cooperative, and we're seeing an improvement

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1 in not only grades, but also overall grade point averages
 2 in that school.
 3 But there are some situations, some
 4 communities where the parental involvement is very, very
 5 good. And there are some where the principals are
 6 working hard to increase parental involvement. But in
 7 some instances, and I just have to say this, kids'
 8 behavior mirror the behavior of their parents. So we've
 9 been seeing an increase in overall negative parental
 10 behavior in some instances. So -- and we discussed that,
 11 not only with Dr. Zarchin, but we've also discussed that
 12 with Dr. Yarbrough in our weekly meetings with her.
 13 So we're working through that to see what we
 14 could do better as a school system in order to increase
 15 that parental support around that. Because, again, you
 16 don't want to start just throwing out suspensions,
 17 putting kids out of school, over cellphones. But it is a
 18 -- there is a negative impact with the increase in
 19 cellphone over the last decade or so.
 20 But some schools are doing it a lot better
 21 than others because of the parental support. So that's

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1 something that we'll continue to work at to ensure that
 2 all of the schools implemented -- implement the policy as
 3 robustly as expected.

4 DR. ZARCHIN: And that's an area this summer
 5 we really focused on, because we wanted to make sure that
 6 students understood what the policy was. So we've
 7 encouraged and really pushed principals to discuss that
 8 at the student level, and the teacher level, so they know
 9 that what's happening in one class is being supported in
 10 another. I think that's an area we have seen strides
 11 with this year. There's work to be done.

12 MS. ROWE: So it sounds like what we need is
 13 to be communicating more with parents.

14 DR. ZARCHIN: I think it's communication with
 15 parents, but it's also communicating from -- in -- within
 16 the schools, as well. So students know what's expected.
 17 Teachers know what's expected, and that has been an area
 18 of focus in our work with TABCO to make sure that that
 19 information is being shared, students, teachers, and
 20 family members.

21 MS. ROWE: Mm-hmm. The reason I bring that up

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1 is because there's been enough indications and research
 2 and different things. Is it -- sometimes when these
 3 fights break out in schools, the things that teachers
 4 would've seen, like back in our day when we passed notes
 5 or got into an argument, are happening in text message.
 6 And they're happening on the phone. So the school staff
 7 doesn't see the triggers before they happen. All of a
 8 sudden, two kids just get up and start pounding on each
 9 other. Well, what -- how do you get from sitting in
 10 chairs to -- and it's happening on the cellphones.

11 So it seems to me that implementing that
 12 cellphone policy could reduce the violence a lot.

13 DR. WILLIAMS: Well, there's also social
 14 media, Ms. Rowe, so it's cellphone, social media, blogs,
 15 things that are happening that are happening one place
 16 and it trickles to another location. So it's all of
 17 that. It's all about implementation and communication,
 18 to answer your question, implementation and
 19 communication.

20 MS. ROWE: Thank you.

21 CHAIRWOMAN HENN: Thank you. And to follow up

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1 on Ms. Rowe's question and, Mr. Mustipher, you may have
 2 answered this partially, is what I'm hearing is that
 3 entire schools or teachers at entire schools are being
 4 told don't put those referrals in at that first contact.
 5 Don't write those referrals. Don't enter them in FOCUS
 6 versus contact the parent first. Your first step is to
 7 contact the parent. I had not heard that until you just
 8 said that right now as a first step instead. It sounds
 9 like that is what we are advising teachers to do instead
 10 of --

11 MR. MUSTIPHER: No, it's --

12 CHAIRWOMAN HENN: -- putting the referrals --

13 MR. MUSTIPHER: -- in conjunction. So when a
 14 teacher writes a referral, or when the teacher's dealing
 15 with the disciplinary issue themselves, you want them to
 16 contact the parents to prevent repeated things from
 17 happening. So there should be communication. If there's
 18 a fight in a classroom, for instance, that's your
 19 referral. That's going right to the administrator. The
 20 administrator is dealing with it.

21 But if you're having issues with students in

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1 classes that we would call minor infractions, the teacher
 2 should be the person that communicates with the parent,
 3 even if they then follow that up with a referral.
 4 Because the students that do the best have the teachers
 5 and the parents who have a quality relationship, and so
 6 we need the teachers to develop those relationships with
 7 the parents.

8 But we also need the teachers to develop those
 9 relationships with the kids, but there will be some
 10 actions that students will get involved in that the
 11 referrals have to go right to the administrators, and we
 12 do not expect the teachers to be in contact with the
 13 parents, like fightings, like a weapon, like contraband.
 14 So there are certain things that have to go right to the
 15 administrators.

16 CHAIRWOMAN HENN: So how do we know, if the
 17 referrals aren't being entered, when those minor
 18 infractions have added up, and let's say they become
 19 chronic? And little Darryl is running wild, and in every
 20 class now --

21 MR. MUSTIPHER: Yes, ma'am.

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1 CHAIRWOMAN HENN: -- in Ms. Stolusky and Ms.
 2 Causey's class and Ms. Rowe's class. Those are repeated,
 3 and he's a disruption now to the entire third grade, and
 4 he's, you know, it's become a bigger issue.
 5 MR. MUSTIPHER: Mm-hmm, and --
 6 CHAIRWOMAN HENN: If it's not being entered,
 7 how is that --
 8 MR. MUSTIPHER: Yes, ma'am.
 9 MS. CHARLEY-GREENE: And Mr. Mustipher, you
 10 can certainly add, but I wanted to just bring everyone's
 11 attention back to Ms. Lewis' remarks when she talked
 12 about the referral process and that we certainly
 13 encourage teachers to engage in teacher-managed behaviors
 14 and strategies to address, you know, whatever happens in
 15 a classroom that may be minor. Again, that is a student
 16 who is talking, perhaps the first time. You try to
 17 correct that student. You reach out to the parent. You
 18 know, you say this child is speaking in class out of
 19 turn. It's disrupting the other students. That is low
 20 level. That is something you can address.
 21 But what Ms. -- I heard Ms. Lewis say, and I

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1 want to repeat just for the good of the group, is that if
 2 that behavior is repeated or it is acute. And so I want
 3 to just share that distinction. If it's chronic, and it
 4 continues to disrupt, and it's having a negative effect
 5 on the classroom environment, we certainly encourage
 6 teachers to write that referral.
 7 If it is acute, meaning that this is something
 8 that is demonstrably disruptive that happened all at
 9 once, there's no need to go through that. You
 10 immediately refer to -- you refer that to the
 11 administration. So I want to make that distinction
 12 because we hear stories and what I hear you saying is
 13 whole schools are being told not to write a referral.
 14 When I believe what I hear Mr. Mustipher saying, what I
 15 know that I heard Ms. Lewis say, is that teachers,
 16 because it is discretionary, teachers are asked to
 17 intervene if it is minor, and to address it first, if it
 18 is repeated to refer, and if it is acute, and that is
 19 their professional judgment, which we respect greatly,
 20 then they may refer.
 21 And so I think we just need to continue to

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1 communicate that. Because there is no bar on a teacher
 2 referring, but I do think there is an expectation that
 3 teachers will manage their classrooms for some of these
 4 low-level behaviors. And I will tell you the teachers
 5 are, indeed, referring, because we have seen ballooning
 6 referrals. I mean, I can -- as one who reviews them
 7 weekly, we certainly have a great number of referrals,
 8 but we do expect teachers to manage low-level behaviors
 9 first and to use their professional judgment if it is
 10 repeated or if it is acute, and we can certainly have
 11 conversations, if need be, if teachers are being
 12 directed, regardless of that, to not refer, then I do
 13 think that's a place where we need to intervene. And
 14 specific information about those schools and instances, I
 15 know that the executive directors would not hesitate to
 16 go in and correct that.
 17 Mr. Mustipher, I don't know if you have
 18 anything that you'd like to add.
 19 MR. MUSTIPHER: Everything you said was
 20 wonderful.
 21 CHAIRWOMAN HENN: Thank you. And I would ask

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1 that we look at both ends of the spectrum, those that
 2 aren't referring, as well as those that are referring
 3 everything --
 4 MS. CHARLEY-GREENE: Absolutely.
 5 CHAIRWOMAN HENN: -- because that would be a
 6 red flag in either direction, right? That something is
 7 amiss.
 8 MS. CHARLEY-GREENE: So I will just share --
 9 thank you for that, Ms. Henn, and I will just share that
 10 the referral data is for, you know, and I'm very excited
 11 for the system improvement team, as well as the advisory
 12 group, to look at this. Because it really does tell the
 13 story, and I think that complete dataset, where we're
 14 saying that any behavioral infractions need to be entered
 15 into FOCUS, we can look to see what's happening in the
 16 classroom. How many instances of this type of behavior
 17 are we seeing? How is that different by grade level?
 18 How is that different by time of day? How is that
 19 different by subject matter? I mean, all of this paints
 20 a picture of what's happening in a school building and
 21 allows a school leader and school teams to be able to

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1 address that.

2 Does that mean in terms of our, you know,

3 schedule we need to do something different? Does that

4 mean in terms of our deployment of our safety assistants

5 we need to do something different? These are all good

6 questions that the data prompts us to ask, and so we're

7 excited about being able to explore that. Certainly, to

8 your point, on that opposite end, if we're seeing a great

9 deal of referrals around what may be low-level behaviors,

10 perhaps that signals a need for additional professional

11 development.

12 If we're seeing a lack of referrals, but we

13 know that the behavior is problematic, then perhaps we

14 need to, you know, look at whether or not teachers are

15 reticent to put those referrals in. But that is exactly

16 the conversation I hear when I sit in on those

17 conversations with executive directors, and what I'm

18 hoping to hear when we invite some of our multi-

19 stakeholder groups to come together as part of the

20 advisory so that we can address those together.

21 CHAIRWOMAN HENN: Thank you. And it's great

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1 to hear that we have supports. You know, it's wonderful

2 to encourage that classroom management and to provide our

3 teachers with those supports to handle it on their own.

4 But when they can't --

5 MS. CHARLEY-GREENE: Absolutely.

6 CHAIRWOMAN HENN: -- they absolutely need

7 those supports. And we can't position it to be punitive.

8 To say, you know what? It's okay to ask for help. It's,

9 you know, if you need the help, you're going to get it.

10 We're not going to punish you for asking for it, and

11 we're going to make it available. And we're not going to

12 make you jump through 500 hoops to get it.

13 I've talked to counselors that have said

14 little Darryl needs an alternative placement, and I'm

15 sorry. (Crosstalk) or your son. I promise. That's too

16 tempting. But, you know, and we have to do it when they

17 need it, so thank you.

18 DR. WILLIAMS: I just want to remind the

19 Board, this is the work that happens in every school.

20 When we get a datapoint, you all are simulating the

21 conversations at every school to try to figure out how we

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1 can support the staff, how we can support the teacher,

2 how we involve the family. These are the conversations.

3 Are there outliers? Are we seeing a low level, not

4 enough referrals? Are we seeing too many? Are we seeing

5 a particular behavior?

6 That is what -- I love it when you all do

7 this. I said this before. You are simulating the work

8 that we do at the cabinet level. You're simulating the

9 work that happens in every school. This is what our

10 principals and their support teams do to try to figure

11 out how to provide that positive learning environment.

12 They, too, look at the data. They have those

13 conversations.

14 So once again, you know, we can be here for

15 hours looking at this, but I just want to reference. I

16 can't not say this is the work of the schools. It's

17 about teaching and learning, but they also spend the time

18 about looking at that climate and culture to make sure

19 everyone is safe and secure. And when they're not,

20 believe you me, they are asking the tough questions.

21 They're asking the questions of Dr. Zarchin and his team.

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1 We're looking at the data, and we're problem solving, and

2 we have some good next steps to really have our

3 stakeholders involved to look at just what you're

4 referring to.

5 The support is there. If it's not, it's not

6 being -- again, I think all staff members, again, they

7 have to be certified. There's certain things they have

8 to take, but if there's not there, they're not having

9 those strategies, they've got a lot of support.

10 Sometimes the reluctance may be not wanting to share that

11 I think I might not be doing something successful in my

12 classroom. And, again, we're putting those supports in

13 place to really address that, so thank you, Ms. Henn.

14 CHAIRWOMAN HENN: Thank you.

15 Mr. Kuehn?

16 MR. KUEHN: It's getting late. So I'm going

17 to be very short and to the point. This has been

18 fantastic information. I really appreciate it. The

19 aggressive behaviors, there's been a lot of -- there's

20 been a lot of media, social media, fights, Baltimore

21 County, all over the place. You know, that's the

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1 impression.

2 But my question is, you're looking at the data

3 every day. Are you seeing trends of this? Is it

4 growing? Is it going in the wrong direction? Is this --

5 is it true? Are there more and more fights across

6 various schools, in specific schools? Are we seeing

7 this? Or what is the real experience?

8 MR. MUSTIPHER: So to answer your question, it

9 varies, honestly. That is the honest answer. We can

10 have a school where they -- a month can go by and there

11 are no issues. Then all of a sudden, one week happens,

12 and you can have multiple incidents during that week. So

13 we're monitoring the data closely, as Ms. Charley-Greene

14 discussed. We know the referrals, there is a uptick in

15 referrals. Two things that we know for sure. There's a

16 uptick in referrals. There's been a uptick in the

17 behaviors of parents that we've had to deal with this

18 school year. Some of the students and the cellphones, as

19 Ms. Rowe talked about, there have been fighting in

20 schools since I was in school.

21 Now, the students are videotaping those

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1 incidents. And sometimes they post them instantly. But

2 what we've also realized is that sometimes you see fights

3 that happen in school, and they happened years ago. So

4 we also are managing that at the same time, so as our

5 parents are seeing these fights, and we're -- when we're

6 going back and looking at them, those things happened in

7 2018.

8 MR. KUEHN: No, I don't want to -- I

9 appreciate your answer, but I'm trying to keep it short

10 and my question short. So are you seeing an uptick in

11 aggressive behaviors across BCPS?

12 MR. MUSTIPHER: Yes. The answer is yes.

13 We're seeing an uptick in aggressive behaviors. We're

14 also seeing an uptick in mental health support that is

15 needed by students, as well. So we have to ensure that

16 we look at both of those items. Some of our students are

17 real -- the pandemic did some damage to some students.

18 And we have to provide the supports that they need, and

19 that's what we are working towards, to ensure.

20 So the wonderful thing that you all did as a

21 Board, you gave us access to more school counselors. We

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1 now have more PPWs. We're utilizing our school

2 psychologists. The mental health needs that some of our

3 students came back to school with has significantly

4 increased than things that we've ever dealt with in the

5 past. And that's what's happening right now.

6 So we're all, all of the adults, we have to

7 adjust the way that we have been supporting school over

8 the years to meet their current needs. So that's how I

9 would answer your question. That's what's happening in

10 our schools.

11 Do we have an increase in fighting? We can't

12 -- we're saying we -- do we have fighting in our schools?

13 The answer to that is yes. But now the fighting goes on

14 videotape, where it didn't, you know, 10 years ago when I

15 was in a school. We had fights at that time, as well,

16 but the mental health -- the increases in the students

17 who need mental health, we know for sure that has

18 significantly increased, and the demands on the adults in

19 the schools has significantly increased to support those

20 students.

21 MS. CHARLEY-GREENE: Thank you. And I'd like

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1 to just add something, if you don't mind, Mr. Mustipher,

2 and I will just share that we have been seeing, compared

3 to last year, the number of regressive behaviors we've

4 seen are down. They are not down significantly. They're

5 down 10 to 11 percent. It's moving in the right

6 direction. It's still concerning. It's still concerning

7 because by aggressive behaviors, we mean the fights. We

8 mean what we term physical assaults. And so it is

9 concerning because it's still too much.

10 And so, on October 25th, Dr. Williams sent a

11 letter to the community where he referenced that data.

12 And I know for some, that data was not satisfying because

13 just because you've had a 10 or 11 percent decrease does

14 not mean that you don't have a significant number of

15 fights. And so that is something that we're working on.

16 And so to point to what Mr. Mustipher was talking about,

17 the mental health needs, we've correspondingly seen that

18 rise, as well. So we know that.

19 But we do believe that what we've put in place

20 is moving in the right direction, and we do believe with

21 the concerted attention of all of these people who are

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1 working on this, making sure that we are looking at the
 2 implementation. We are ensuring consistency. We're
 3 educating our parents. We're including our partners, and
 4 then as a collective, we're looking at that data and
 5 saying, mm, that's not working. We need to course
 6 correct. We make that change.

7 So short answer to you, the behaviors are down
 8 from last year. They are too high, and the aggressive
 9 behaviors are concerning. I hope that is somewhat an
 10 answer you were seeking.

11 DR. WILLIAMS: Let me add one more thing. I
 12 know it's getting late, Mr. Kuehn, but keep in mind, our
 13 schools are a part of our community. And so the one
 14 thing I will say, we have been working with our county
 15 executive as we have our Baltimore County STAT, and we
 16 look at data. We look at what's happening in a
 17 particular area, not only in the school but also that
 18 community. And so that's one of the advantages that we
 19 have because we know the school is just not an island to
 20 itself.

21 And so that collaboration is a little bit

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1 bigger, and it gets to those resources for students, for
 2 families. It gets to what's lacking in this particular
 3 community in terms of food and access. It's all of those
 4 conversations, so we just don't do this by ourselves.
 5 When I talk about the partnership, it's great to have
 6 folks that come in, but we also go out to the folks in
 7 our community and say what's really happening? Is there
 8 something happening in our communities?

9 So they answered the question, but I just
 10 could not let that go. That has been a great asset for
 11 us to collaborate with the folks in Baltimore County
 12 government when they're looking at their data as a county
 13 to really have those conversations and to strategize what
 14 we may do differently, what resources may we need. Those
 15 are our monthly or quarterly sessions, quarterly sessions
 16 we have with what's called a BC STAT.

17 CHAIRWOMAN HENN: Thank you.

18 DR. ZARCHIN: I do have to add, if you've been
 19 in the schools, there is a positivity this school year
 20 that has been incredible. Every time we deal with a
 21 fight or a serious incident, it's a blow to that. But

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1 the students returning this year, it was truly special.
 2 And we are in a trajectory where things are improving.
 3 It's going to take time. The mental health issues are
 4 real. Folks are saying it's going to be years before we
 5 get back to where we need to be.

6 But I don't want that lost because I think
 7 it's incredibly important. The students, the return to
 8 school this year, the energy was incredibly positive.
 9 We're talking a lot about the extremes, the situations we
 10 don't want. We're not talking enough about the good
 11 things that are happening every single day. And I fall
 12 into that trap, too. We've got to get back to what's
 13 good about our schools.

14 CHAIRWOMAN HENN: Ms. Scott?

15 MS. SCOTT: Thank you. Just one last
 16 question. I didn't know if you all saw the Equity
 17 Committee's report that came out, and it had the
 18 suspension rates in there, and it showed that black
 19 elementary students had, like, a suspension rate 1.9
 20 percent higher than their peers. That gap increased to
 21 10.8 percent and 6.9 percentage points in middle school

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1 and high school, respectively. And it was saying that
 2 the children who were most impacted were, like, African
 3 American, black, Hispanic, Latino, American Indian, who
 4 make up, like, 54 percent of the county students.

5 So my question is when these suspensions
 6 happen, and considering that they're being felt or the
 7 number of students who are being impacted are from
 8 various indigenous, minority and marginalized
 9 communities, before -- if we know this is a trend,
 10 because we know this is what the data has shown us,
 11 before a suspension, especially, like, a long-term
 12 suspension happens, do those go, like, to Dr. Williams or
 13 to somebody in the administration to review before
 14 they're actually suspended? Thank you.

15 DR. FERGUSON: So if it's a long-term
 16 suspension, if a student is suspended due to student
 17 conduct hearing officer, then yes, that goes -- that's
 18 like a Board suspension, so that's reviewed ahead of
 19 time. But I want to go back to one of the things that
 20 Dr. Williams said. Part of the SIT committee -- SIT
 21 suspension committee's work is actually to look at

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1 disproportionality and student discipline.

2 So that's part of our charge is to disrupt

3 that, what you just said about our marginalized students

4 being suspended more than their white peers, basically.

5 So that's part of our work is to look at that, as well.

6 And to disrupt it, so some of the things that we do is we

7 have those conversations with administrators to say,

8 okay, so let's look at your data. We're seeing that

9 you're suspending more black and brown students as

10 opposed to your white students. Let's look at why you're

11 suspending your students. And what's happening and where

12 it's happening, and who's writing the referrals. Because

13 we have to get underneath that to see if there is

14 something behind that.

15 Because, you know, all of us have bias. All

16 of us have different values. But what we want to do is

17 get behind that, get underneath that. What's causing

18 that? Is there something happening in that classroom for

19 those black and brown boys and it's not being addressed?

20 So that's part of the work of the SIT committee, as well.

21 We have Mr. Handy (phonetic) on our committee.

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1 We have Ms. Myers on our committee to kind of -- in

2 special education to talk about -- because that's also --

3 special services is another group where we're seeing

4 those suspensions. So we're having those conversations

5 to figure out how to disrupt that. How can we work with

6 our adults to disrupt that type of -- those suspensions?

7 MS. SCOTT: Thank you.

8 CHAIRWOMAN HENN: Mr. McMillion.

9 VICE CHAIR MCMILLION: Yeah, real quick. I

10 want to make a comment before I have a couple questions,

11 brief questions. In my 25 years in the high school, I

12 wrote very few referrals. So it wasn't because I was

13 overlooking the behavior. I was ever trying to expand my

14 what I called bag of tricks, my student management

15 skills. And it was all about the relationship. I had

16 more issues with kids in the hallway than I did my

17 classroom because I was building those relationships.

18 And it was a whole lot better the last five years of my

19 career at the high school than it was the first five

20 years.

21 And -- but when I wrote something and I sent

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1 it to the office, I expected something done. Because I

2 had taken care of all these others, and you know, when I

3 need some help with something major, I expect somebody to

4 step up and help me.

5 I'm curious about the student safety

6 assistants. Generally speaking, how many are in a middle

7 school and how many are in a high school?

8 MS. LEWIS: So it's based on enrollment, and

9 so the smaller schools would have two, and it goes up to

10 five with our larger schools. And then in addition to

11 the base allocation, where there were situations where

12 additional support was needed, additional safety

13 assistants had been provided there.

14 VICE CHAIR MCMILLION: Okay. This morning at

15 approximately 9:30, I got a report from a person in a

16 building that said that the number of student safety

17 assistants at General John Stricker drastically decreased

18 in the last few days. Is there a possibility that

19 several left, just walked out for whatever reasons? And

20 those number are no -- down -- are now down lower after

21 they were, you know, increased to try to stabilize the

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1 behavior in the school?

2 MS. LEWIS: So Stricker was originally

3 assigned, I believe, allocated two and then that was

4 increased to three. I believe they just brought on their

5 third person, if a third person has come on. I think

6 what you're referring to is some additional support that

7 was provided to the school in the short term to help them

8 address some of the issues in the school. That was not

9 our student safety assistants. That was a different type

10 of support that was brought in, so that support is no

11 longer at Stricker. So that's probably what was

12 referenced and what you heard.

13 VICE CHAIR MCMILLION: Okay, thank you very --

14 MS. LEWIS: But they have not lost their

15 student safety assistants.

16 VICE CHAIR MCMILLION: Thank you very much.

17 CHAIRWOMAN HENN: Thank you. Any other

18 comments or questions, Board members? No? Thank you all

19 very much. Outstanding presentation, really appreciate

20 it.

21 DR. WILLIAMS: Thank you, all.

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1 CHAIRWOMAN HENN: Thank you, all.
 2 The next item on the agenda is information
 3 items, which include the financial report for the period
 4 ending September 2022 and the system improvement team's
 5 update.
 6 The next item on the agenda is Board committee
 7 updates. We'll start with the Audit Committee. Mr.
 8 McMillion?
 9 VICE CHAIR MCMILLION: Members of the Board,
 10 the Board's Audit Committee met on Tuesday, November 15,
 11 2022. At that time, the committee accepted the audit
 12 office's FY 2022 records management audit report. The
 13 report recommended the immediate lifting of the 2018
 14 records destruction ban. This recommendation is being
 15 forwarded to the full Board for approval.
 16 I move that the Board accept the
 17 recommendation of the Audit Committee and immediately
 18 lift the records destruction ban. No second is needed.
 19 CHAIRWOMAN HENN: Is there any discussion?
 20 Mrs. Causey, then Mr. Kuehn.
 21 MR. KUEHN: Thank you. I kind of question and

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1 maybe you can speak to it, Mr. McMillion, but what are
 2 the main concerns and what does -- what does the ban
 3 encompass? Is it -- that we're lifting? Are we keeping
 4 some of it in place, or is it all just lifted and we're
 5 moving to some other program? Or -- I want to know what
 6 it's replaced with, if anything.
 7 VICE CHAIR MCMILLION: I'm curious if Ms. Barr
 8 (phonetic) is in attendance on this meeting. Is she?
 9 Ms. Barr?
 10 Okay, I'll take a stab at that. At the last
 11 Building and Contracts Committee, there was a contract
 12 for expanding the warehouse space. And if I'm not
 13 mistaken, it revolved around space for records. And it
 14 was -- I don't remember the exact number, the exact price
 15 of it, but it seems like it just ever accumulating boxes
 16 of whatever. And sometimes -- in fact, the discussion
 17 came up in Building and Contracts that we were running
 18 out of space so much that a lot of the records were in
 19 the hallways at schools, and just tying up space there.
 20 So if it's a space issue, you know, that's one of the
 21 issues that's at stake.

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1 MR. KUEHN: Okay. I was in that committee
 2 meeting, and I recall very specifically the discussion
 3 that 80 percent of the records that are in the warehouse
 4 would not be affected by lifting any ban. So we're
 5 talking about 20 percent of the records in the warehouse.
 6 So I guess my -- I won't be supporting this, but I
 7 support the idea of us understanding it better and maybe
 8 share -- you know, reviewing the report or having a full
 9 discussion about this problem or perceived problem,
 10 because I don't agree that it is a problem.
 11 And that specific contract we talked about was
 12 for many, many different things to be stored there, not
 13 just records, so I think we need to be clear about what
 14 we're talking about. And I don't know, because that was
 15 just thrown out, but I don't know if there are other
 16 things that I'm not aware of that perhaps was in the
 17 audit report that led to this motion. So that's why I
 18 was asking the question. Thank you.
 19 DR. WILLIAMS: If I may add some additional
 20 information, Mr. Kuehn, that the ban requires us to keep
 21 everything. The team started with the law office, and

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1 then we hired Mr. Agosto. We looked at a schedule of
 2 rotating things digitally and things that could be
 3 discarded. The ban that was placed, I want to say,
 4 January of 2019 prior to my arrival required many offices
 5 to just keep everything. And in keeping everything, that
 6 has caused this accumulation of documents.
 7 So it's not that tomorrow we're going to just
 8 start getting rid of things. Every office has a
 9 schedule. Schools have a schedule in which things are
 10 categorized, things are held for a certain period of
 11 time. Things are placed. Some can be boxed, and some
 12 can be digitized. And so it was interesting looking at
 13 that report from the internal audit. Right now, if I
 14 remember, two years ago we presented to the Board just
 15 what we were looking like in keeping everything. And
 16 that at some point, the question is do we continue to do
 17 something that was done for a particular issue that
 18 happened in 2018? Now that we have a schedule, it was
 19 approved by the Maryland archivist. It's been vetted
 20 through law. We have a schedule to then start back if we
 21 need to discard items. There's a proper way and a timely

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1 way of doing that.

2 That's what the team -- that's what you

3 charged us to look at. We did that. We had internal

4 audit to look at our process and looking at their report,

5 they made the recommendation at some point, and I think

6 it came up at the last meeting when we were looking at a

7 contract. You know, my recommendation was to the Board.

8 We have put things in place as a safeguard, but right now

9 to have the ban, it literally means we're keeping

10 everything, and there's some cases we just don't need to

11 keep every little piece of paper.

12 MR. KUEHN: Right. I don't disagree with the

13 concept.

14 DR. WILLIAMS: So I wanted to give you -- I'm

15 sorry. I wanted to give you the context that was

16 explained and that what I've read and what I've heard

17 from the internal audit that it was a legitimate -- I

18 think it's a legitimate recommendation.

19 MR. KUEHN: Yeah, I don't have a problem with

20 the recommendation. I think it's just lack of

21 understanding of what the changes are going to

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1 necessitate and fully understanding the schedule. So at

2 this moment, I'm not going to support the motion. I

3 definitely could support it in the future. I'm not

4 against getting rid of stuff we don't need. Trust me,

5 I'm not. But at this point, I think reviewing and

6 understanding the schedule would be useful for the whole

7 Board. I don't know if everyone has done that. Thank

8 you.

9 CHAIRWOMAN HENN: Thank you. And I'd like to

10 speak to this, as well. I would support clarifying the

11 current motion or the current directive that's in place

12 to, you know, support digitizing what we can. That's a

13 tough thing to say, and it's late. But to support

14 digital copies of whatever can be digitized. And as a

15 stakeholder shared tonight, we should be preserving that

16 history where it makes sense so that we don't necessarily

17 need a hard copy that takes up space where we can

18 preserve a digital copy of it.

19 So if the current directive does not allow

20 that, and I was part of the Board that originally put

21 this in place and said, hey, digital copy is fine. We

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1 don't need to incur the costs of the physical space to

2 store these documents if we're storing them digitally.

3 And there was some arguing back and forth. It's like,

4 no, you said physical, it has to be physical. No, that

5 wasn't the intent. The intent was to preserve the

6 content.

7 I'm all for digital. That makes perfect

8 sense. I would support that amendment to the directive

9 that's in place. That's not what this motion does. I

10 would offer an amendment to that, but at this late of an

11 hour, I won't be supporting this for that reason.

12 However, I would support, again, modifying it to allow

13 the physical copies to be discarded if there is a digital

14 equivalent stored so.

15 MS. HOWIE: If I may, members of the Board?

16 This is Margaret-Ann Howie.

17 CHAIRWOMAN HENN: Yes, Ms. Howie.

18 MS. HOWIE: Just to clarify, the ban that is

19 in place applies not only to records but to non-records.

20 So if, for example, there is a document and a copy, both

21 of those documents have to be maintained. It's not just

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1 the record itself. Your ban encompasses non-records.

2 That's one point, one touchpoint.

3 The other touchpoint is that there are

4 approximately -- if you go to our records management

5 website, there are approximately 20 schedules, records

6 retention schedules that have been approved by the

7 Maryland State Archivist. You now have your records

8 management program and IT, so in terms of looking towards

9 the future, as the I-Merge (phonetic) report did, it is

10 possible at some point in the future to digitize. But

11 the I-Merge report did note that there are still costs

12 associated with the digitization of records and the

13 storage of digital records.

14 But at this point, in terms of responding to

15 some of the questions about the current schedules, all of

16 them are posted. All of them are on the website. All of

17 them have been approved, so every single record in the

18 school system is on a schedule. But not -- records

19 cannot be disposed of under your ban. And non-records

20 cannot be disposed of under your ban. So everything is

21 being maintained.

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1 CHAIRWOMAN HENN: Mrs. Causey?
 2 MS. CAUSEY: Thank you. I just
 3 (indiscernible).
 4 CHAIRWOMAN HENN: Your microphone, please.
 5 MS. CAUSEY: Thank you. Thank you, Mr.
 6 McMillion, for bringing up this issue. I am not going to
 7 support this. Being on the Board for seven-and-a-half
 8 years, I have quite a bit of institutional knowledge. I
 9 find it rushed to do it in this manner. In the audit
 10 report, it says that there is no mention of Policy 2380
 11 and how that's being implemented. There's mention about
 12 the I-Merge report recommendations are not fully
 13 implemented, so that is a concern. And if that is a
 14 holdback to retention and it's causing a logjam then
 15 that's a budget issue that should be in the budget coming
 16 up.
 17 Also, there is Office of Internal Audit report
 18 that, in fact, there were boxes that were missing of data
 19 that should've been in the warehouse, including some
 20 related to human resource records. So if we're still
 21 saying that we have data loss from the ransomware attack,

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1 then why would we lift a destruction ban when what we
 2 need it what was said at the meeting. Use the warehouse
 3 space to orderly manage the documents, scan if that's
 4 appropriate and fiscally available, or find out if
 5 there's some reports there that are lost that can be
 6 recovered and useful to the school system.
 7 The other issue is July of 2022, the records
 8 management was just transitioned to the Department of
 9 Information Technology out of the Office of Law. So
 10 that's a new thing, so why are we going to burden them
 11 with a whole new thing with a ban? And I have up the
 12 exact wording of the Board's directive, and it did not
 13 say --
 14 CHAIRWOMAN HENN: Thank you. That's --
 15 MS. CAUSEY: -- non-records. It just said
 16 records.
 17 CHAIRWOMAN HENN: Thank you.
 18 Ms. Jose?
 19 MS. JOSE: Thank you, and I was on the Board
 20 when this record ban was put into motion. And thank you,
 21 Ms. Howie, for explaining it so succinctly and clearly.

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1 There seems to be a lack of understanding on records
 2 management, so you just do a blanket -- information is
 3 not always wisdom or knowledge. And the Audit Committee
 4 has thoroughly vetted this. I-Merge does record
 5 retention and archive -- how to archive records for
 6 government agencies around the country.
 7 So to just fear and just put in a blanket ban
 8 and burden the system, bottleneck it is not recommended.
 9 And, you know, I mean, you've explained it multiple
 10 times, as has the chief auditor and external report that
 11 came through. But if you lack understanding or you don't
 12 want to -- there's cognitive dissonance and you don't
 13 want to understand or you fail to understand, you don't
 14 want to understand, there's nothing we can do but just,
 15 you know, move forward with what we've got.
 16 So thank you again and, you know, I support
 17 this. The committee unanimously approved it, all four
 18 members, so that's all I have to say. Thank you.
 19 CHAIRWOMAN HENN: Thank you.
 20 MS. SCOTT: I had a question.
 21 CHAIRWOMAN HENN: Thank you, Ms. Scott. I

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1 acknowledge your question in the chat. Has anyone else
 2 who has not had a chance to speak on this motion?
 3 MS. SCOTT: I have not had a chance to speak.
 4 CHAIRWOMAN HENN: Go ahead, Ms. Scott.
 5 MS. SCOTT: Thank you. Sorry I said that,
 6 because I couldn't tell if you saw my question or not.
 7 My question or my statement is, again, for clarification,
 8 I remember when this contract came up. We did talk about
 9 it, and it was the million -- it was an addition -- \$1
 10 million in storage because of this record ban. It was
 11 causing us to have to purchase more storage. We needed
 12 to purchase more storage anyways, but because of this, we
 13 were having to purchase \$1 million worth of storage.
 14 That's what I remembered from the last conversation. And
 15 I had asked about it being put, like, in the Cloud or
 16 some other format.
 17 I guess the way I look at it is the Chair
 18 of the Audit Committee has made this recommendation. The
 19 Audit Committee has reviewed this and looked at it, and I
 20 think that we should accept the motion and take their
 21 recommendation and move forward and not be stuck in the

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1 past. Thank you.

2 CHAIRWOMAN HENN: Thank you. So there's a

3 motion. There was no second needed, as the

4 recommendation came from the committee.

5 Ms. Gover, may I have a roll-call vote,

6 please?

7 MS. GOVER: Ms. Rowe?

8 MS. ROWE: Pass.

9 MS. GOVER: Ms. Causey?

10 MS. CAUSEY: No.

11 MS. GOVER: Ms. Stolusky?

12 MS. STOLUSKY: Yes.

13 MS. GOVER: Ms. Jose?

14 MS. JOSE: Can you come back to me, Ms. Gover?

15 MS. GOVER: Mr. McMillion?

16 VICE CHAIR MCMILLION: Yes.

17 MS. GOVER: Ms. Hassan?

18 MS. HASSAN: Yes.

19 MS. GOVER: Ms. Scott?

20 MS. SCOTT: Yes.

21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.

2 MS. GOVER: Mr. Kuehn?

3 MR. KUEHN: No.

4 MS. GOVER: Ms. Henn?

5 CHAIRWOMAN HENN: No.

6 MS. GOVER: Ms. Rowe?

7 MS. ROWE: No.

8 MS. GOVER: Ms. Jose?

9 MS. JOSE: No.

10 MS. GOVER: Favor is five.

11 CHAIRWOMAN HENN: So the motion fails.

12 The next committee update is the Budget

13 Committee. Mr. Kuehn?

14 MR. KUEHN: Thank you, Ms. Henn. On November

15 the 16th, we held the last Budget Committee meeting. The

16 information that I'd like to share is available on

17 BoardDocs. It has the FY 2020 and FY 2021 Every Student

18 Succeeds Act data, broken down by school, per pupil, that

19 shows the funding of every school across this entire

20 organization for '20 and '21.

21 There's been a lot of discussion about

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1 resourcing and lack of resourcing in schools. So I --

2 the purpose of putting it here was to make this data

3 available to people, to the public, to everyone on this

4 Board. It also has per pupil as an informational item

5 the FY '22 per pupil and Title 1 budget allocations by

6 school. So all of this information is publicly

7 available, and I would suggest anyone with any interest

8 to understand how are schools are resourced to review

9 this data.

10 I've been trying to get to it for a long time,

11 and Mr. Tantilff (phonetic) and Mr. Hartlove have done a

12 good job. And this is actually now compiled by law and

13 needs to be presented and provided to the public in this

14 format. So it's great information. Please take a look.

15 Thank you.

16 CHAIRWOMAN HENN: Thank you. Building and

17 Contracts. Ms. Jose?

18 MS. JOSE: Thank you. The next Building and

19 Contracts Committee meeting will be held December 6th,

20 Monday, at 5:00 p.m.

21 CHAIRWOMAN HENN: Thank you. Curriculum

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1 Committee? Ms. Stolusky for Mr. Offerman?

2 MS. STOLUSKY: I don't have a written -- he

3 didn't --

4 CHAIRWOMAN HENN: No update?

5 MS. STOLUSKY: He didn't give me an update.

6 CHAIRWOMAN HENN: Okay. No worries.

7 MS. STOLUSKY: So I don't have -- I can look

8 up the next meeting if you want me to look it up.

9 CHAIRWOMAN HENN: Sure. I can come back to

10 you.

11 Equity Committee, Ms. Scott?

12 MS. SCOTT: There we go. Thank you. So we

13 had the Equity Committee meeting. It was November 17th,

14 and we discussed system improvement teams, review of

15 recruiting and retention of a highly qualified diverse

16 workforce. And we went over the staffing and some of

17 recruitment, and we talked about how they were -- the

18 system was able to meet the teacher workforce diversity

19 goal as originally planned in the compass.

20 We revisited and revised the HBCU recruitment

21 plan. We heard about that. And we learned about

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1 feedback from different schools how different job fairs
 2 went, and also partnerships with local colleges,
 3 universities to host student interns. And we also
 4 discussed with local -- we talked about how out -- human
 5 resources connected with local HBCUs to initiate
 6 discussions on building or expanding partnership schools.
 7 And formally identified Rossville Elementary as a partner
 8 school with Morgan State University.
 9 So these are some of the ways that BCPS is
 10 growing and working together. And our next meeting for
 11 the Equity Committee will be Thursday, January 19th at
 12 4:00 p.m. And the next Equity Committee with the council
 13 will be January 5th at 5:30 p.m. Thank you.
 14 CHAIRWOMAN HENN: Thank you.
 15 Policy Review Committee, Ms. Rowe?
 16 MS. ROWE: Yes, the Policy Review Committee
 17 met on November 14th, and the next Policy Review
 18 Committee is not until March. So there's some time
 19 between that. I think, Tracy, is that wrong? Is it
 20 February? It's some significant period of time from now,
 21 and I think that's just to allow the new Board to sit and

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1 assign committee chairs and whatnot.
 2 So we've reviewed a lot of policies, and we've
 3 moved them through the Board and have caught up on a lot
 4 of work. There's still a lot more to go, so that work
 5 continues. Thank you.
 6 CHAIRWOMAN HENN: Thank you.
 7 Ms. Stolusky, were you able to find --
 8 MS. STOLUSKY: So I do have one update from
 9 the curriculum. We did have a wonderful presentation on
 10 the proposed reading curriculum, which I would encourage
 11 everybody to look at on BoardDocs, especially if you're
 12 going to be involved in the vote that will come. It was
 13 an exceptional and very clarifying presentation. I do
 14 not have the date on my calendar. Thank you.
 15 CHAIRWOMAN HENN: Thank you. And thank you to
 16 all of our committee chairs for all of your hard work
 17 this year. I truly do appreciate it. If you're
 18 watching, a lot of our work does get done in committee,
 19 so would encourage you to check out those meetings, and
 20 the hard work of these groups. They really do contribute
 21 a lot, and through both preparation and work in the

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1 meetings themselves and some amazing discussions and work
 2 with staff, and thank you to your staff, to our staff
 3 liaisons that support the work of these committees. So I
 4 really appreciate everyone's support with your
 5 committees. Thank you very much.
 6 DR. HAGER: Thank you to Julie and Rod, too.
 7 CHAIRWOMAN HENN: Thank you.
 8 With that, the last item on the agenda is
 9 announcements. The Board's next meeting will be held on
 10 Tuesday, December 6, 2022, at 6:30 p.m.
 11 Thank you all very much for joining us
 12 tonight. Have a warm and wonderful Thanksgiving. The
 13 meeting, some of you your last, is now adjourned.
 14 Congratulations.
 15 (Meeting adjourned.)
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 3 I, Vivian Saxe, hereby certify that I transcribed
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 10
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