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BOARD OF EDUCATION  
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION  
BROADCAST VIA MICROSOFT TEAMS

December 6, 2022

Transcribed by:

<p style="text-align: right;">Page 2</p> <p><b>BOARD MEMBERS:</b>                  Jane Lichter, Board Chair                  Robin Harvey, Vice Chair                  Erin R. Hager                  Julie C. Henn                  Moalie S. Jose                  Russell T. Kuehn                  Rodney R. McMillion                  John H. Offerman, Jr.                  Maggie Domanowski                  Christina Pumphrey                  Brenda Savoy                  Roah Hassan, Student Member</p>	<p style="text-align: right;">Page 4</p> <p>Amy Adams . . . . . 48                  Superintendent's Report                  Dr. Darryl L. Williams . . . . . 50                  Cross-Divisional Project to Support Human Resources                  Dr. Myriam A. Yarbrough . . . . . 59                  Chair's Report                  Jane Lichter . . . . . 64                  Student Board Member's Report                  Roah Hassan . . . . . 65                  New Business - Action Taken in Closed Session                  Mr. Broussaires, Esquire . . . . . 71                  New Business - Contract Awards . . . . . 71                  Consideration of Special Project Request . . . . . 75                  Unfinished Business - Board Policies . . . . . 77                  Report on Blueprint for Maryland's Future . . . . . 93                  Report on Alternative Programs . . . . . 124                  Information Items . . . . . 155                  Board Member Comments and Agenda Setting . . . . . 155                  Announcements . . . . . 178                  Adjournment . . . . . 179</p>
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1 CHAIRWOMAN HENN: Thank you. Hearing none,  
 2 the agenda stands as presented.  
 3 Earlier this evening, the Board met in closed  
 4 session pursuant to the Open Meetings Act for the  
 5 following reasons: to 1) discuss the appointment,  
 6 employment, assignment, promotion, discipline, demotion,  
 7 compensation, removal, resignation, or performance  
 8 evaluation of appointees, employees, or officials over  
 9 whom it has jurisdiction, or any other personnel matter  
 10 that affects one or more specific individuals; and 7)  
 11 consult with counsel to obtain legal advice. The summary  
 12 of the closed session and open session information  
 13 summary can be found on BoardDocs under this Board  
 14 meeting agenda date.  
 15 The next item on the agenda is the election of  
 16 Board officers. At this time, I will turn the meeting  
 17 over to Dr. Williams.  
 18 DR. WILLIAMS: Thank you. As required by  
 19 Section 3-2B-09 of the Education Article and the  
 20 Annotated Code of Maryland, and Board Policy 8210, the  
 21 first meeting in December is designated for election of

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1 the Board Chair and Vice Chair.  
 2 As provided by Board policy, I am the  
 3 presiding officer for the election of the office of  
 4 Chair. Nominations are now open for the office of Board  
 5 Chair. Are there any nominations at this time?  
 6 Mr. Offerman?  
 7 MR. OFFERMAN: I nominate Ms. Lichter.  
 8 DR. WILLIAMS: Ms. Lichter is nominated.  
 9 Are there other nominations for the office of  
 10 Board Chair?  
 11 Hearing none, nominations are closed for Board  
 12 Chair. The Education Transparency Act requires that any  
 13 action of the Board -- of the Baltimore County Board be  
 14 recorded by voice vote or roll call vote. As many as are  
 15 in favor, please say aye. Those opposed, say no.  
 16 Ms. Gover, please call the roll for those  
 17 voting for Ms. Lichter as the Board Chair.  
 18 MS. GOVER: Ms. Domanowski?  
 19 MS. DOMANOWSKI: Aye.  
 20 MS. GOVER: Ms. Pumphrey?  
 21 MS. PUMPHREY: Yes.

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1 MS. GOVER: Ms. Harvey?  
 2 MS. HARVEY: Yes.  
 3 MS. GOVER: Ms. Lichter?  
 4 MS. LICHTER: Yes.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: Yes.  
 7 MS. GOVER: Mr. McMillion?  
 8 VICE CHAIR MCMILLION: Yes.  
 9 MS. GOVER: Mr. Offerman?  
 10 MR. OFFERMAN: Yes.  
 11 MS. GOVER: Dr. Savoy?  
 12 MS. SAVOY: Yes.  
 13 MS. GOVER: Dr. Hager?  
 14 Mr. Kuehn?  
 15 MR. KUEHN: Yes.  
 16 MS. GOVER: Ms. Henn.  
 17 CHAIRWOMAN HENN: Yes.  
 18 MS. GOVER: Thank you.  
 19 I'm sorry, did I miss -- Ms. Hassan, I'm  
 20 sorry.  
 21 MS. HASSAN: Yes.

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1 MS. GOVER: Thank you.  
 2 DR. WILLIAMS: Number, please.  
 3 MS. GOVER: Eleven in favor.  
 4 DR. WILLIAMS: Thank you.  
 5 Congratulations, Ms. Lichter. You're the  
 6 Board Chair.  
 7 (Applause.)  
 8 CHAIRWOMAN LICHTER: Thank you.  
 9 As Chair, nominations are now open for the  
 10 office of Board Vice Chair. Are there any nominations?  
 11 UNIDENTIFIED SPEAKER: I nominate Robin Harvey  
 12 for Vice Chair.  
 13 CHAIRWOMAN LICHTER: Are there any further  
 14 nominations for the office of Board Vice Chair? Hearing  
 15 no further nominations, the nominations are closed. All  
 16 those who vote for Ms. Harvey as Vice Chair, please say  
 17 yes or aye when the roll is closed. All those who  
 18 oppose, please say no.  
 19 Ms. Gover, please call the roll.  
 20 MS. GOVER: Ms. Domanowski?  
 21 MS. DOMANOWSKI: Aye.

<p style="text-align: right;">Page 10</p> <p>1 MS. GOVER: Ms. Pumphrey?                  2 MS. PUMPHREY: Yes.                  3 MS. GOVER: Ms. Harvey?                  4 MS. HARVEY: Yes.                  5 MS. GOVER: Ms. Lichter?                  6 CHAIRWOMAN LICHTER: Yes.                  7 MS. GOVER: Ms. Jose?                  8 MS. JOSE: Yes.                  9 MS. GOVER: Mr. McMillion?                  10 VICE CHAIR MCMILLION: Yes.                  11 MS. GOVER: Ms. Hassan?                  12 MS. HASSAN: Yes.                  13 MS. GOVER: Mr. Offerman?                  14 MR. OFFERMAN: Yes.                  15 MS. GOVER: Dr. Savoy?                  16 MS. SAVOY: Yes.                  17 MS. GOVER: Dr. Hager?                  18 Mr. Kuehn?                  19 MR. KUEHN: Yes.                  20 MS. GOVER: Ms. Henn.                  21 CHAIRWOMAN HENN: Yes.</p>	<p style="text-align: right;">Page 12</p> <p>1 leaves, and certificated appointments.                  2 CHAIRWOMAN LICHTER: Do I have a motion to                  3 approve the personnel matters as presented in Exhibit E-                  4 1?                  5 MR. OFFERMAN: So moved, Offerman.                  6 CHAIRWOMAN LICHTER: Do I have a second?                  7 UNIDENTIFIED SPEAKER: Second.                  8 CHAIRWOMAN LICHTER: Any discussion?                  9 May I have a roll call vote?                  10 MS. GOVER: Ms. Domanowski?                  11 MS. DOMANOWSKI: Aye.                  12 MS. GOVER: Ms. Pumphrey?                  13 MS. PUMPHREY: Yes.                  14 MS. GOVER: Ms. Harvey?                  15 VICE CHAIR HARVEY: Yes.                  16 MS. GOVER: Ms. Henn?                  17 MS. HENN: Yes.                  18 MS. GOVER: Ms. Jose?                  19 MS. JOSE: Yes.                  20 MS. GOVER: Mr. McMillion?                  21 MR. MCMILLION: Yes.</p>
<p style="text-align: right;">Page 11</p> <p>1 MS. GOVER: Favor is 11.                  2 CHAIRWOMAN LICHTER: Ms. Harvey has received                  3 11 votes. I am very pleased to announce that Ms. Harvey                  4 has been elected Vice Chair of the Board of Education of                  5 Baltimore County for 2022-2023.                  6 (Applause.)                  7 We will give Ms. Harvey a turn to change her                  8 seat.                  9 CHAIRWOMAN LICHTER: The next item on the                  10 agenda is personnel matters, and for that I call on Mr.                  11 McCall.                  12 DR. CHARLEY-GREENE: Good evening, Board Chair                  13 Lichter, Vice Chair Harvey, Dr. Williams, members of the                  14 Board of Education, I am here this evening with Mr. Homer                  15 McCall seeking approval for personnel matters. At this                  16 time, I turn it over to Mr. McCall.                  17 MR. MCCALL: Good evening, Vice -- Chair                  18 Lichter, Vice Chair Harvey, congratulations,                  19 Superintendent Williams, and other Board members. I                  20 would like the Board's consent to the following personnel                  21 matters: terminations, retirements, resignations,</p>	<p style="text-align: right;">Page 13</p> <p>1 MS. GOVER: Mr. Offerman?                  2 MR. OFFERMAN: Yes.                  3 MS. GOVER: Dr. Savoy?                  4 MS. SAVOY: Yes.                  5 MS. GOVER: Mr. Kuehn?                  6 MR. KUEHN: Yes.                  7 MS. GOVER: Ms. Lichter.                  8 CHAIRWOMAN LICHTER: Yes.                  9 MS. GOVER: Favor is 11.                  10 CHAIRWOMAN LICHTER: Do I have a motion to                  11 approve the personnel matters as presented in Exhibits E-                  12 2 through E-5?                  13 MS. HASSAN: So moved, Hassan.                  14 CHAIRWOMAN LICHTER: Do I have a second?                  15 MR. OFFERMAN: Second, Offerman.                  16 CHAIRWOMAN LICHTER: Any discussion?                  17 May I have a roll call vote?                  18 MS. GOVER: Ms. Domanowski?                  19 MS. DOMANOWSKI: Aye.                  20 MS. GOVER: Ms. Pumphrey?                  21 MS. PUMPHREY: Yes.</p>

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1 MS. GOVER: Ms. Harvey?  
 2 VICE CHAIR HARVEY: Yes.  
 3 MS. GOVER: Ms. Henn?  
 4 MS. HENN: Yes.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: Yes.  
 7 MS. GOVER: Mr. McMillion?  
 8 MR. MCMILLION: Yes.  
 9 MS. GOVER: Ms. Hassan?  
 10 MS. HASSAN: Yes.  
 11 MS. GOVER: Mr. Offerman?  
 12 MR. OFFERMAN: Yes.  
 13 MS. GOVER: Dr. Savoy?  
 14 MS. SAVOY: Yes.  
 15 MS. GOVER: Mr. Kuehn?  
 16 MR. KUEHN: Yes.  
 17 MS. GOVER: Ms. Lichter.  
 18 CHAIRWOMAN LICHTER: Yes.  
 19 MS. GOVER: Favor is 11.  
 20 CHAIRWOMAN LICHTER: Thank you. Thank you,  
 21 Mr. McCall.

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1 Our next item is public comment. This is one  
 2 of the opportunities the Board provides to hear the views  
 3 and receive the advice of community members. The members  
 4 of the Board appreciate hearing from interested citizens.  
 5 As appropriate, we will refer your concerns to the  
 6 Superintendent for follow-up by his staff.  
 7 The Board of Education will conduct the public  
 8 comment portion of the meeting by allowing those who  
 9 registered to speak to attend in person. Registration  
 10 was open to the public one week prior to tonight's Board  
 11 meeting and was closed at 3:00 p.m. yesterday for anyone  
 12 wishing to speak at this evening's meeting.  
 13 Board practice limits to 10 the number of  
 14 speakers at a regularly scheduled Board meeting.  
 15 Speakers are selected randomly, using an electronic  
 16 selection process from all registrations received within  
 17 the designated time frame. Each speaker is allowed three  
 18 minutes to address the Board. Of course, if fewer than  
 19 10 registrations are received, all who register will be  
 20 permitted to speak. However, no substitutions will be  
 21 allowed.

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1 While we encourage public input on policy,  
 2 programs, and practices within the purview of this Board  
 3 and this school system, this is not the proper forum to  
 4 address specific school or employee matters, or to  
 5 comment on matters that do not relate to public education  
 6 in Baltimore County. We encourage everyone to utilize  
 7 existing dispute resolution processes as appropriate.  
 8 I remind everyone that inappropriate personnel  
 9 remarks or other behavior that disrupts or interferes  
 10 with the conduct of this meeting are out of order.  
 11 Persons using language that is threatening or promotes  
 12 violence against a BCPS employee are subject to legal  
 13 penalties. Persons who otherwise disrupt or disturb this  
 14 meeting will not be allowed to continue their remarks and  
 15 will be escorted from the meeting.  
 16 I ask speakers to observe the three-minute  
 17 clock, which will let you know when your time is up.  
 18 Please conclude your remarks when you hear the tone or  
 19 see that time has expired. The microphone will be turned  
 20 off at the end of your time, and it could be turned off  
 21 if a speaker addresses specific student or employee

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1 matters, or is commenting on matters not related to  
 2 public education in Baltimore County.  
 3 If not selected, the public may submit their  
 4 comments to the Board members via email at boe@bcps.org.  
 5 More information is provided on the Board's website at  
 6 bcps.org under Board of Education Participation by the  
 7 Public.  
 8 First to speak is Bryan Epps. I'm sorry, I  
 9 will now call on our advisory and stakeholder group  
 10 leaders to speak. Our first speaker is Bryan Epps from  
 11 the AFSCME union.  
 12 MR. EPPS: Good evening, Madam Chair Lichter,  
 13 Vice Chair Harvey, Dr. Williams, and members of the  
 14 Board. I arrive today to give you a warm welcome to our  
 15 newly elected Board -- to the Board of -- to the Board of  
 16 Education. My name is Bryan Epps. I'm the President of  
 17 AFSCME, Local 434. I represent our non-classified  
 18 employees who are first to arrive to our campuses, and  
 19 usually the last to leave, which consists of  
 20 transportation, operations, facilities, logistics, food  
 21 service, just to name a few.

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1 Tonight, I'm here to just say congratulations  
 2 to the new Board and welcome, and for those Board members  
 3 who have been here, good to see you again. Thank you.  
 4 CHAIRWOMAN LICHTER: Thank you.  
 5 Our second speaker is Frank Soda from TABCO on  
 6 behalf of Cindy Sexton.  
 7 MR. SODA: Good evening, Chair Lichter, Vice  
 8 Chair Harvey, Dr. Williams, and members of the Board.  
 9 I'm Frank Soda, a resource teacher in the Peer Assistance  
 10 and Review program, and TABCO secretary. I'm here  
 11 tonight speaking on behalf of TABCO President Cindy  
 12 Sexton, who is recovering from surgery.  
 13 To our new Board of Education members,  
 14 welcome. There is much work to be done for our students  
 15 and our staff. As many of you know, the recruitment and  
 16 retention of educators is a primary goal for TABCO. We  
 17 know what the research and studies tell us about the  
 18 positive effects of having educators that are  
 19 representative of the student body. We must continue  
 20 taking actions that remove barriers that are keeping  
 21 educators of color from applying to and remaining in

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1 BCPS. If we are truly striving to have qualified  
 2 educators in every classroom -- sorry, in every  
 3 classroom, then -- I apologize, we need to -- I'm sorry.  
 4 If we are truly striving to have qualified  
 5 educators in every classroom, then we need our  
 6 conditionally certified staff to have the resources and  
 7 coaching supports they need to become highly qualified,  
 8 and we need to ensure educator voices are heard so that  
 9 they stay within our system and stay with our students.  
 10 One of the barriers the system faces is  
 11 recruitment and retention, and that is around customer  
 12 service to its employees. You'll be hearing this evening  
 13 from members who have had difficulty with different  
 14 aspects of Human Resources, be it benefits, payroll,  
 15 certification, salary lane changes, and more. Please  
 16 listen to them, take it to heart, and take action.  
 17 TABCO understands that the staff and Human  
 18 Resource officers are working tirelessly, and we  
 19 appreciate all they have done and continue to do. The  
 20 ask tonight is for the systemic fix to the concerns. The  
 21 level of frustration, angst, anger -- it's all past the

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1 tipping point, and these members, your employees, need to  
 2 feel heard and need immediate actions to address and  
 3 correct their concerns.  
 4 Educators talk to friends. They talk to  
 5 colleagues. They talk to peers, and future graduates.  
 6 When basic functions such as payroll, certification,  
 7 course reimbursement, benefits, and leaves don't run  
 8 smoothly, and when issues with those processes take  
 9 extraordinary effort and time to address, they lead to  
 10 recruitment and retention issues. Our educators should  
 11 be proud to work for BCPS, and should be our greatest  
 12 asset in recruitment. I ask each of you to be an open  
 13 and willing partner with TABCO as we look forward to all  
 14 we can do together for our students and for BCPS.  
 15 I also want to note that BCPS released a plan  
 16 a few hours ago regarding their immediate and substantive  
 17 action to resolve issues in Human Resources. The  
 18 District's recently released plan to hire 18 full- and  
 19 part-time employees to staff call center for less than  
 20 \$15 an hour is not an acceptable solution, and this alone  
 21 will not solve the problem. We need fully trained staff

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1 who can actually resolve the numerous complicated issues.  
 2 The educators of BCPS and employees of these offices  
 3 deserve better. Thank you.  
 4 CHAIRWOMAN LICHTER: Thank you.  
 5 Our next speaker is Jeannette Young from  
 6 ESPBC.  
 7 MS. YOUNG: Good evening, Chair Lichter, Vice  
 8 Chair Harvey, and Dr. Williams. Congratulations to the  
 9 Board members. My name is Jeannette Young. I'm the  
 10 President of the Education Support Professionals of  
 11 Baltimore County, also known as ESPBC. ESPBC represents  
 12 the health assistants, paraeducators, sign interpreters,  
 13 technicians, and office and professionals employed by  
 14 BCPS.  
 15 Many of the voices you hear today are going to  
 16 talk to you about office professionals in the Office of  
 17 Benefits, Human Resources, and Certification. I want you  
 18 to know that much of those concerns are not the results  
 19 of the ESP's incompetency or work ethics. However, I am  
 20 optimistic that we have a plan to move forward. I  
 21 appreciate the opportunity to work with Baltimore County

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1 to problem solve and brainstorm meaningful long-term  
 2 solutions.  
 3       Included in the multi-prong solution, I am in  
 4 support of a long-term systematic resolution that does  
 5 not include contracting of the ESP position, providing  
 6 the current ESPs an opportunity to work temporarily to  
 7 fix the situation, and with the hope -- increasing hope  
 8 that the number of FTEs to address the workload in many  
 9 of the offices and the departments in Central Office.  
 10       Tonight, I want to take the opportunity to  
 11 recognize this is the first administration who has  
 12 considered the voice of ESPs. While we may not always  
 13 agree, thank you for at least considering our input. New  
 14 Board of Education members, I look forward growing in  
 15 mutual collaborative relationship with each one of you.  
 16 Thank you.  
 17       CHAIRWOMAN LICHTER: Thank you.  
 18       (Applause.)  
 19       Our next speaker is Nick Argyros from BCPSOPE.  
 20       MR. ARGYROS: Good evening. Madam Chair  
 21 Lichter, Vice Chair Harvey, and Superintendent Dr.

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1 Williams. This evening, I welcome the new Board members  
 2 and extend my heartfelt wishes for success in their new  
 3 roles.  
 4       My name is Nick Argyros, President of the  
 5 Organization of Professional Employees of Baltimore  
 6 County Schools, which comprises of 450 professional non-  
 7 certificated employees. Our members are managers,  
 8 supervisors, and skilled employees in accounting,  
 9 facilities, transportation, human resources, law,  
 10 nutrition services, research, payroll, purchasing, and  
 11 technology. These dedicated individuals ensure that the  
 12 Board achieves its vision for student success.  
 13       I encourage you to continue the support that  
 14 has been extended to our professional employees and look  
 15 forward to a spirit of collaboration to accomplish the  
 16 goals we have set for our students. To our Board  
 17 members, the Superintendent and his staff, we thank you  
 18 for your recent support and efforts which led to a  
 19 compensation package that will make a positive difference  
 20 in the lives of our employees. We appreciate your  
 21 support always.

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1       CHAIRWOMAN LICHTER: Thank you.  
 2       And our last stakeholder group is Ramona  
 3 Basilio from PTA Council of Baltimore County.  
 4       MS. BASILIO: Yes, good evening. Good  
 5 evening, Chairperson Lichter, Vice Chair Harvey, Dr.  
 6 Williams, incoming members of the Board, and I hate to  
 7 say outgoing. You're not going out anywhere. I'm sure  
 8 you'll still be involved. I arise on behalf of the PTA  
 9 of Baltimore County, the PTA Council of Baltimore County,  
 10 and our President, Ms. Leslie Weber, who you met last  
 11 meeting.  
 12       We wanted to take this opportunity first to  
 13 welcome you all who are new, to thank you all who have  
 14 given so much of your time and effort to the children and  
 15 the communities, faculty, staff, et cetera, of Baltimore  
 16 County. We especially wanted to thank Dr. Williams, Dr.  
 17 Yarbrough. I know I'm going to miss somebody, Ms.  
 18 Charley-Greene, Mr. Zarchin, the entire BCPS Central  
 19 Office staff, for the Baltimore Middle School Safety  
 20 conversation last week. We left that meeting feeling a  
 21 sense of partnership. There is power in partnership. A

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1 consistent theme is let's work together to solve the  
 2 problems.  
 3       If you have read the Washington Post  
 4 yesterday, you will know that nationwide, the problems  
 5 persist, particularly in mental health areas and safety  
 6 areas for children. I want to give a major shoutout to  
 7 Claire Cabal (phonetic), I think, the student council  
 8 leader who attended the session, who spoke passionately,  
 9 eloquently, and very well informed about issues that  
 10 affect middle school students emotionally, physically,  
 11 and psychologically. That kind of partnership was  
 12 consistent throughout the session.  
 13       I called my son, who has a child of his own  
 14 now in college, and I went -- I called him and said I  
 15 apologize for not understanding. I didn't understand how  
 16 important the peer pressure was to him. And he said  
 17 thank you, so I appreciate you. We look forward to the  
 18 partnership.  
 19       The PTA is the oldest, largest advocacy group  
 20 in the country. We've been there in the past. We're  
 21 here now. For those of you who do not have local

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1 chapters, please contact the Baltimore County PTA  
 2 Council. We're here for you. We rise together. We fall  
 3 together. Thank you.

4 CHAIRWOMAN LICHTER: Thank you.  
 5 Next is general public comment, and our first  
 6 speaker is Mary Anne O'Brien.

7 MS. O'BRIEN: Hi. Good evening, Dr. Williams,  
 8 Chair Lichter, Vice Chair Harvey, and the rest of the  
 9 Board members, and congratulations on your new  
 10 appointments. I'm reading from a testimonial from Laura  
 11 Redfern (phonetic), who was not able to attend tonight.  
 12 And she's talking about the -- that -- how certification,  
 13 the amount of people working in certification.

14 So let's assume -- there are 7,821 teachers in  
 15 Baltimore County. Let's assume for easy math each of  
 16 them submits only one email per year to the Office of  
 17 Certification. In the 180 days of the school year, the  
 18 Office of Certification will process 44 inquiries per  
 19 day. Assuming that team is never out sick, assuming each  
 20 inquiry takes the same amount of time to process, and 7  
 21 working hours, assuming the staff can adeptly shift gears

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1 44 times in a row each day, that is about 6.3 inquiries  
 2 to process per hour. In other words, each teacher will  
 3 receive less than 10 minutes of attention from that team.

4 In reality, these inquiries number more than  
 5 once a year, and require documentation, communication,  
 6 updating systems and confirmation through asynchronous  
 7 interrupted communication. Teachers are legally required  
 8 to maintain their certification through ongoing  
 9 professional development, yet BCPS fails to provide the  
 10 resources to effectively record, process and compensate  
 11 teachers in a timely manner for these efforts.

12 For example, a teacher received their master's  
 13 in August of 2021, changing their salary lane. They were  
 14 not properly paid and reimbursed for retroactive pay  
 15 until February 2022. This was only achieved after hours  
 16 of email exchanges, copying Vanessa Bliss (phonetic),  
 17 MSEA, and incorporating the various versions of pay  
 18 scales that changed in that short period of time. This  
 19 is a teacher whose time should be spent planning quality  
 20 lessons, not creating spreadsheets to find errors in  
 21 their paycheck.

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1 This structure is unfair to teachers who need  
 2 to spend excessive time following up, not hearing back,  
 3 receiving incorrect information. It is also detrimental  
 4 to the morale of the HR team. I applaud them for  
 5 continuing to help teachers get what they need, despite  
 6 being put in a position to handle rightfully frustrated  
 7 teachers day in and day out, in a sea of too much work  
 8 for too few people.

9 BCPS is pitting these two populations against  
 10 one another when, in fact, BCPS holds the resources  
 11 needed so that HR can appropriately staffed and seen as  
 12 an advocate and not an adversary. Thank you.

13 CHAIRWOMAN LICHTER: Thank you.  
 14 (Applause.)  
 15 Our next speaker is Kathleen Cave.  
 16 MS. CAVE: Good evening. I'm a Baltimore  
 17 County teacher. The first thing to understand is that  
 18 the phone number for the Office of Leaves, Benefits and  
 19 Retirements is never answered, and is set up so that you  
 20 cannot leave a message. When emailing them, the same  
 21 out-of-office reply comes up with directions to go to

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1 their website or call the number, which nobody answers.  
 2 As a Baltimore County employee for 34 years  
 3 and 7 months, I was thinking about retiring when I  
 4 reached 35 years of service. As I was considering this,  
 5 my elderly mother fell ill, and I had to move to Southern  
 6 Maryland for the summer to help her. By early August, I  
 7 knew I was going to need to take Family Medical Leave to  
 8 assist her in her recovery. This meant that I was going  
 9 to be out for 12 weeks, start in my school at the end of  
 10 November, and probably retire on or around March 1st.

11 This did not seem fair to my students or my  
 12 principal and staff of the school. I was hoping to speak  
 13 to someone about an alternate placement for me so that my  
 14 position could be released and a different teacher hired  
 15 to take the position at my school.

16 On August 8th, I sent my first message about  
 17 my situation and asked for advice as to how to proceed.  
 18 I received no response. On August 18th, I wrote again  
 19 asking for help, as the school year was starting soon.  
 20 On the 19th, I was notified that my FMLA request was  
 21 under consideration, and I would be contacted soon.



<p style="text-align: right;">Page 30</p> <p>1 The school year began, and my leave had not                  2 yet been approved, nor had anyone contacted me about                  3 alternate placement. I tried to call the office several                  4 times, but no one answered, and I could not leave a                  5 message. My school could not get a long-term sub for me                  6 until the leave was approved, which finally occurred on                  7 October 15, retroactive to September 1st.                  8 However, by then, more problems had arisen.                  9 Although I had received an August pay, and am a long-time                  10 TABCO sick leave bank member, and had applied through the                  11 proper channels, I received no pay for the month of                  12 September, which has caused great hardship on me and my                  13 family.                  14 This has also led to difficulties for putting                  15 in for retirement, as the state now says that they cannot                  16 calculate my final retirement amount, as there's a                  17 problem with my employment this year.                  18 Finally, after several more attempts to                  19 contact someone in the Office of Benefits, Leaves and                  20 Retirements, and in the 11th week of my leave, I reached                  21 out in desperation to the Superintendent's office. I</p>	<p style="text-align: right;">Page 32</p> <p>1 single parent of three kids. I actually have my kids                  2 waiting for me outside. I've been a single parent since                  3 2017. So prior to this, I was secondary math teacher and                  4 worked not only in other counties in Maryland, but I also                  5 worked for DODEA in Germany.                  6 Before I started my first placement, I                  7 provided all the documentation that I was told I needed                  8 to support my coursework. My undergraduate is in                  9 mathematical science, so I got a teaching certificate,                  10 along with getting my master's in school counseling. So                  11 holding an advanced professional certification, I decided                  12 to, you know, come to work for Baltimore County and when                  13 I did that, I thought I had provided everything to Human                  14 Resources at that time.                  15 There was no follow-through from anyone in                  16 Central Office in 2015. And when I got recertified in                  17 2020, I never had anyone follow up and tell me whether or                  18 not my pay had been changed. It wasn't until last                  19 September when I had reached out to HR, because I was                  20 placed at a different place. I went from elementary to                  21 secondary, and HR had explained to me that step placement</p>
<p style="text-align: right;">Page 31</p> <p>1 sent a detailed list of my attempts to contact the office                  2 and the dates I had done so.                  3 The next day, I heard from someone in the                  4 retirement office who informed me that I should've taken                  5 my question about alternate placement up with the Office                  6 of Accommodations. I guess that makes sense, but I                  7 certainly didn't think of it. A short phone call to tell                  8 me this in August would've saved a lot of headache for me                  9 and many others.                  10 The Office of Payroll was contacted to help me                  11 receive back pay. However, it was too late to make any                  12 changes to my assignment, which meant that last week I                  13 began my work at my school and in three months, I hope to                  14 retire. My time is up, but please consider changes.                  15 Thank you very much.                  16 CHAIRWOMAN LICHTER: Thank you.                  17 (Applause.)                  18 Our next speaker is Angela Martin.                  19 MS. MARTIN: I'm really nervous, so sorry.                  20 Thank you for letting me talk tonight. So I was hired in                  21 2015 as a school counselor for Baltimore County. I'm a</p>	<p style="text-align: right;">Page 33</p> <p>1 had missed six to seven years of experience, and I was in                  2 the wrong grade.                  3 So I have asked for, now, 15 months with the                  4 union rep. I've gone through three different union reps                  5 to speak to someone in HR certification and payroll. To                  6 date, I've only talked to someone in HR, and I really                  7 can't get an answer about if I'll ever get paid for the                  8 years of experience that I have.                  9 I've never worked for a corporation that I'm                  10 held 100 percent responsible for following up for                  11 documentation that I've already submitted. I've never                  12 worked for any place that will only compensate me for 90                  13 days, when the discrepancy started 8 years ago. I have                  14 been underpaid and pouring from an empty financial cup as                  15 a single mother for years.                  16 As an employee of Baltimore County Public                  17 Schools, what can I do to have this changed? Living                  18 through a pandemic and recession without being                  19 compensated accordingly for my education and experience,                  20 I could not in good conscience recommend, nor encourage,                  21 any peer of mine to come work for Baltimore County, as I</p>

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1 have been left frustrated and disadvantaged by the  
 2 educational system I work so tirelessly for. All I  
 3 really have requested is my worth. Thank you.  
 4 CHAIRWOMAN LICHTER: Thank you.  
 5 (Applause.)  
 6 Our next speaker is Stephanie Foy. Stephanie  
 7 Foy?  
 8 MS. FOY: Good evening. She's back. You may  
 9 remember that I am Stephanie Foy, and I was a BCPS  
 10 teacher for 31 years, retiring in 2014. I have spoken to  
 11 you in March, May, and October about the incorrect  
 12 insurance premiums being taken from the Maryland State  
 13 Pensions of BCPS retirees due to the November 2020  
 14 ransomware attack.  
 15 I presently owe BCPS \$930.24, and I still have  
 16 not been told when, or if, I need to pay that amount.  
 17 Because I am a member of TABCO-R, I know that I do not  
 18 need to pay yet, but the 9,000 retirees besides me do not  
 19 know that, and some of them have already paid in full, or  
 20 are making monthly payments to Voya. I understand that  
 21 these debts may be forgiven. What about those who are

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1 already paying?  
 2 The last time I was here, I said that there  
 3 are only a few Human Resources employees doing all the  
 4 work because of short-staffing caused by your lack of  
 5 support. They cannot respond to retiree concerns in a  
 6 timely fashion, and it sounds like not the active  
 7 employees, either. And sometimes they don't answer at  
 8 all.  
 9 I told you that I thought you should get them  
 10 some help. Rumor has it that secretaries are going to be  
 11 pulled from high schools to provide extra HR personnel.  
 12 I would think that would cause a hardship for those  
 13 schools and seems like another Band-Aid instead of a  
 14 permanent solution.  
 15 In addition, it has come to my attention that  
 16 a new job posting on the BCPS website as of November 30th  
 17 is calling for retirees to apply to be customer service  
 18 representatives to take calls from, and respond to the  
 19 needs of, retirees and active employees within the HR  
 20 framework. These are to be hourly, contractual  
 21 positions. Why can't Kelly Services provide the support,

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1 since you are already contracting with them for  
 2 substitutes?  
 3 On October 11, 2022, after TABCO-R sent a  
 4 letter on behalf of our members to the Maryland Office of  
 5 the Inspector General for Education, we received the  
 6 following response. "If you are an active employee or  
 7 retiree and experiencing a payroll or benefits issue, and  
 8 have filed a complaint with BCPS and have not received a  
 9 response, please contact the Office of the Inspector  
 10 General," and I have the contact information.  
 11 Again, on November 23rd, TABCO-R contacted the  
 12 Office of the Attorney Inspector General for an update on  
 13 the investigation. A portion of Michael Eisenberg's  
 14 response reads, "Due to our investigative policies and  
 15 procedures, we cannot divulge any information relating to  
 16 the investigation," and --  
 17 (Applause.)  
 18 CHAIRWOMAN LICHTER: Thank you. Our next  
 19 speaker is Nicole Guthrie (phonetic). Okay. Thank you.  
 20 Our next speaker is Ramona Basilio.  
 21 MS. BASILIO: So I'm back, too. This time

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1 last year -- oh, by the way, my name is Ramona Basilio.  
 2 The hat I'm wearing now is community member, grandparent,  
 3 and advocate for students at the middle-school level.  
 4 I'm back again because I wanted to thank this Board for  
 5 the partnership that we have experienced at Deer Park  
 6 Middle School. I particularly want to thank Mr. Paul  
 7 Taylor (phonetic), Dr. Dixit, the staff of Strategic  
 8 Planning, and individuals who have rolled up their  
 9 sleeves to work with us on the boundary study.  
 10 This time last year, you read in the  
 11 Washington Post, although you didn't have to read it, you  
 12 knew for yourself, there was screaming and yelling and  
 13 mashing of the teeth, and people were crying, and they  
 14 were fighting, and that was just the Board. No, I'm just  
 15 -- I'm sorry. Stop, Ramona. But it's good to see the  
 16 partnerships that have evolved over the years. We were  
 17 in partnership with middle schools in the area for the  
 18 boundary study.  
 19 Again, I'll be saying it over and over and  
 20 over. The power of partnership will help to fix the  
 21 village. The village is broken. This administration

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1 didn't break it. This Board didn't break it. I've been  
 2 following it for the past 30 years. If we come together  
 3 to help solve problems, I think we can move further.  
 4 Please, if you get a chance, go back to the Washington  
 5 Post article of January 22, and you could see we have  
 6 come a long way.

7       There's much to be done. Our students are  
 8 happier. Hats off to the staff, particularly our  
 9 Executive Director, Mr. Miners (phonetic), Dr. Miners,  
 10 Ms. Kyria Joseph, and the staff, Dr. Williams, and staff  
 11 who have come together to develop the Community Safety  
 12 Assistants. We had 1,600 students, and the Safety  
 13 Assistants provided the extra eyes that we needed. I  
 14 can't tell you the difference that it's made. Our  
 15 students are smiling again. Our students feel safer  
 16 again. Our teachers, there's no T in PTA without  
 17 teachers, our teachers are working together. We hope we  
 18 would continue to work together to community problem-  
 19 solve.

20       These issues are not too big for Baltimore  
 21 County, please. Look forward to the New Year and the

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1 spirit of collaboration. I'm thanking you personally.  
 2       CHAIRWOMAN LICHTER: Thank you.  
 3       Our next speaker is Erica Mah.  
 4       MS. MAH: Thank you. Before I start my  
 5 remarks, I wanted to apologize on behalf of TABCO for  
 6 misquoting the rate of the new positions. It is actually  
 7 \$28, and we stand by the rest of our comments in that  
 8 statement earlier.

9       As for what I was going to say, when I took my  
 10 childrearing leave, I was exhausted with two children  
 11 under two at home. My certification lapsed, and I hadn't  
 12 noticed. When I called MSDE to find out how to reinstate  
 13 it, I was told it lapsed because a \$10 fee was not sent  
 14 in. When I called BCPS to find out what happened, I was  
 15 told that because I was on childrearing leave, they had  
 16 no salary to take my \$10 from, and no one thought to call  
 17 me for \$10.

18       That was 15 years ago. When I decided to come  
 19 back to the classroom seven years ago, I added a ESOL  
 20 certification. I applied for a position and thought it  
 21 was strange that I never got a call. Days into the

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1 school year, my children's ESOL teacher asked why I was  
 2 there volunteering instead of teaching when there are  
 3 five open positions. Turns out, my resume was never sent  
 4 to ESOL. But that's just my story.

5       In September 2021, an efficiency study was  
 6 due. It was paid for with our taxpayer money and  
 7 completed by Public Works LLC. And what did it say?  
 8 That only 6 percent of those surveyed thought that the HR  
 9 division was operationally efficient. And that the HR  
 10 division is difficult to communicate with and  
 11 unresponsive and lacking in orientation to customer  
 12 service. Surprise. Well, it shouldn't have been. It  
 13 wasn't for me, and it wasn't for the hundreds of  
 14 employees all over BCPS. The efficiency study even noted  
 15 that this was an outstanding complaint for years. And a  
 16 year and efficiency study later, we still have hundreds  
 17 who say that HR is a problem.

18       Tonight, you are hearing stories of dozens of  
 19 employees in BCPS. Why dozens? Because we don't have  
 20 time to read through the hundreds of stories that we have  
 21 collected. Stories of insurance disappearing, houses

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1 unable to be closed on, out-of-pocket medical payments  
 2 having to be made, years of back pay owed.

3       There's absolutely no good reason this is  
 4 continuing as long as it has, the excuse of the pandemic  
 5 and ransomware of the past. Teachers are in the  
 6 classroom teaching, despite these challenges. Yes,  
 7 there's a staffing shortage everywhere, and you did your  
 8 best to cover classrooms. But where were the resources  
 9 to help HR? Your lack of responsiveness to HR needs  
 10 actually is creating more staff shortages.

11       Teachers are quitting. A number of teachers  
 12 are quitting because they can't get onboarded and get  
 13 paid. One teacher worked for eight weeks until they were  
 14 finally paid. By 12 weeks, they still did not have  
 15 health insurance, and they left because they could no  
 16 longer live lives without health insurance and reliable  
 17 pay. And who could blame them?

18       A Central Area teacher did not receive her  
 19 maternity leave pay, even when it was confirmed by both  
 20 the Leaves offices and Payroll. She had to send upwards  
 21 of 20 emails over 2 months during her leave to receive

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1 her due pay. A Northwest Area teacher has been trying to  
 2 confirm their salary lane and 12 missing credits recorded  
 3 on their growth chart. An employee since 2007 was trying  
 4 to buy a house, but HR told their lender that they were  
 5 not an employee, and there was no one to talk to because  
 6 the appropriate staff was out on vacation.

7 A Southeast Area teacher submitted paperwork  
 8 in '21, and is still waiting for those credits to appear,  
 9 and still waiting for the change and the back pay. A  
 10 Northwest Area teacher had to pay out of pocket for a  
 11 prescription, put off doctor appointments due to health  
 12 insurance coverage. And I have about 16 more pages of  
 13 these. But I'm out of time. Thank you. Good night.

14 (Applause.)

15 CHAIRWOMAN LICHTER: Thank you.

16 Our next speaker is Tyler Wilkinson.

17 MR. WILKINSON: All right. I just wanted to  
 18 say thank you very much to the Board for letting me speak  
 19 today. There are numerous, numerous, numerous teachers  
 20 that have come to me to help resolve many, many difficult  
 21 and hard issues. I'll give you one testimony today. But

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1 we have dozens, scores, hundreds that are as powerful as  
 2 this. And this is a testimony from a teacher, Andrea.

3 "On September 9, 2022, I received a letter  
 4 from Kaiser Permanente stating that my one-year-old  
 5 daughter had been dropped from my insurance as of April  
 6 2022. I immediately called them, and was told that BCPS  
 7 had dropped her and that they, Kaiser Permanente, had  
 8 received notification late August. They were told that  
 9 she was dropped in April. I then received a bill of over  
 10 \$1,000 for shots that my daughter had received back in  
 11 June that were covered by my insurance. However, since  
 12 she was dropped post-dated April, I was now responsible  
 13 for paying the bill. I sent an email that day to BCPS  
 14 Benefits and called. The only email response I received  
 15 was the initial automated response, stating that Benefits  
 16 had received my email.

17 That was the only response I have had from  
 18 BCPS Benefit emails over the last three months. I tried  
 19 calling but could not get through to anyone. I  
 20 continually called and received the voicemail stating  
 21 that no one could answer my call. It did not have the

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1 option to leave a message. I finally got through to a  
 2 kind woman who did not work for Benefits but was on  
 3 answering duty. She took a detailed message and told me  
 4 Benefits would respond to me in the order they received  
 5 the messages. That was early October. I still have not  
 6 received a call back for an email message.

7 My daughter is still not covered. I re-  
 8 enrolled her through open enrollment, which I shouldn't  
 9 have to. However, I have to wait until January 1 for her  
 10 to have coverage. I am fortunate she has not become ill.  
 11 However, she did not go for her two-year-old wellness  
 12 screening. Also, I have not paid the bill and continue  
 13 to worry about how badly this is hurting my credit score.  
 14 I am afraid that if I pay it, I will never see the  
 15 reimbursements from Benefits. These are two worries that  
 16 are on my mind every day for the last three months." You  
 17 can have the rest of my time. Thank you very much.

18 CHAIRWOMAN LICHTER: Thank you.

19 (Applause.)

20 Our next speaker is Lloyd Allen.

21 MR. ALLEN: Good evening. Chair Lichter, Vice

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1 Chair Harvey, Superintendent Williams, and members of the  
 2 Board, especially new members, thank you for your time.

3 I am Lloyd Allen, he/him, special educator in  
 4 mathematics, speaking as an individual.

5 I am not a personal finance teacher. Maryland  
 6 files personal finance under social studies, and I  
 7 identify as math. That said, due to an HR glitch, I did  
 8 spend a semester teaching personal finance and U.S.  
 9 history during the state of emergency. But that's not  
 10 why I'm here tonight. Tonight's words stem from concerns  
 11 that a highly qualified personal finance teacher shared  
 12 with TABCO.

13 You know, or will know as we go into  
 14 negotiations, that TABCO-represented educators increased  
 15 their salaries in two ways. We moved down a row,  
 16 typically on our anniversary date, or over a column. We  
 17 get column raises by earning a master's degree, a certain  
 18 number of credits after the master's or an earned Ph.D.  
 19 Myself, I chased my plus 60 as quickly as possible  
 20 because I knew intuitively what this PFAD teacher laid  
 21 out explicitly. If you get your column raise early, it

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1 has a dramatic effect on your career earnings, as much as  
 2 \$2,500 a year. If you wait a few years to get your plus  
 3 30, then you go that many years without earning that  
 4 higher salary. Early career educators, it is well worth  
 5 getting your column advance as early as you can. When  
 6 you apply for a column raise, the auto-response indicates  
 7 that you should expect resolution within eight weeks.  
 8 That said, 10 percent of 450-plus respondents  
 9 indicate that an issue took over 12 months for  
 10 resolution. Let's say that that issue is a column raise.  
 11 What impacts could this have? Consider the sole  
 12 breadwinner educator. \$2,500 a year has a significant  
 13 impact on your ability to provide. If you know that the  
 14 column raise is on its way, then even though you may be  
 15 compensated back to the date that you earned that last  
 16 credit, you don't have that money to spend on groceries  
 17 until the column gets processed. You can't spend  
 18 hypothetical backpay, and withholding is a bear.  
 19 Consider the first career young teacher. You  
 20 love your school. You plan to stay there for a -- here  
 21 for a long time. You decide to buy a house. Your

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1 affordability is based on your debt-to-income ratio. So  
 2 if you have the bank do the math before your column raise  
 3 goes through, that affects the houses the realtor shows  
 4 you. Not to mention that it's easier to pay off the debt  
 5 side of that ratio with more income.  
 6 Finally, the concepts of compound interest  
 7 that we teach in all flavors of algebra and of dollar-  
 8 cost averaging that is covered in PFET are practical  
 9 concepts that have real application. When the money is  
 10 late, you don't get the interest, and you don't get the  
 11 interest on the interest. When the column is late, you  
 12 lose out on all the 403(b) shares that you didn't buy  
 13 when you were waiting for the money, as well as the  
 14 benefit of the volatility of the market. Your credit  
 15 card sure compounds its interest, though.  
 16 Please adequately support certification,  
 17 payroll, benefits, and related offices so that they can  
 18 meet their stated deadlines. We can't wait. Thank you.  
 19 (Applause.)  
 20 CHAIRWOMAN LICHTER: Thank you.  
 21 Our last speaker is Amy Adams.

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1 MS. ADAMS: Good evening. Welcome to Ms.  
 2 Domanowski, Ms. Pumphrey, Ms. Lichter, Ms. Harvey, and  
 3 Dr. Savoy. Thank you, Ms. Henn and Mr. McMillion, for  
 4 continuing to serve on the Board of Education and to our  
 5 four appointed members, thank you for staying on during  
 6 the transition.  
 7 My name is Amy Adams, and I'm one of the  
 8 leaders of the Baltimore County Parent-Student Coalition.  
 9 We are a grassroots group of 5,000 members that includes  
 10 parents, students, teachers, staff, and community members  
 11 from all over Baltimore County. We're two years old and  
 12 have a mission to learn about our school system, to  
 13 educate parents to be their child's best advocate, and to  
 14 continue to ask for better outcomes from our school  
 15 administrators. We are deeply invested in our schools  
 16 and our communities. We are substitutes, volunteers,  
 17 Girl and Boy Scout leaders, engaged adults. We know  
 18 there are many good things about our schools, but we are  
 19 extremely concerned with some areas where there is great  
 20 room for improvement, specifically safety and academic  
 21 outcomes.

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1 We know you will be jumping right in with the  
 2 budget season and the legislative session right around  
 3 the corner. The ongoing issues that you heard about  
 4 tonight related to benefits, certifications, payroll of  
 5 employees is also a very urgent matter. We hope that you  
 6 get all of the information and support needed to be  
 7 comfortable making very important decisions.  
 8 If we could be so bold as to make a request  
 9 tonight, can you consider motioning to open the Board of  
 10 Ed meetings as they were before the pandemic. Please  
 11 don't continue to require online registration to attend  
 12 meetings. Anyone from the public should be encouraged to  
 13 be present and actively engaged. Mr. McMillion has even  
 14 had the idea multiple times about taking the meetings  
 15 around the county to different local high schools. What  
 16 a better way to have the communities get to know you and  
 17 you get to know the communities?  
 18 Our desire for you is to be very successful  
 19 implementing policies, approving contracts, curriculums,  
 20 and budgets that will have positive, measurable outcomes  
 21 for our students. Ask for evaluations of practices and

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1 procedures to monitor their success. Follow up and ask  
 2 for the data. Make sure money is well spent and reaching  
 3 the educators and the children in the classrooms. We  
 4 all, every living and working adult in Baltimore County,  
 5 have the responsibility to enrich the lives of the  
 6 children in our communities.

7 The majority of students should be reading  
 8 proficiently by third grade. The majority of children  
 9 should be scoring at the met or exceeded-performance  
 10 level on state English, math, science, and social study  
 11 assessments. Every child should feel safe coming to  
 12 school. That's not currently the case, but we have hope  
 13 and we're counting on all of you to lead the way. Thank  
 14 you.

15 CHAIRWOMAN LICHTER: Thank you.  
 16 (Applause.)

17 The next item on the agenda is the  
 18 Superintendent's Report, and for that I call on Dr.  
 19 Williams.

20 DR. WILLIAMS: Good evening, Chair Lichter,  
 21 Vice Chair Harvey, and members of the Board. I am

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1 pleased to present my Superintendent's Report to the  
 2 Board and Team BCPS. The report includes celebrations,  
 3 updates, and evidence of our strategic plan, the Compass  
 4 - Our Pathway to Excellence in Action.

5 But before I actually present my report, I  
 6 would like to take a moment to address the Human  
 7 Resources concern raised this evening in direct messages  
 8 to me. We will, and we must, take care of our employees.  
 9 87 percent of our budget relies on people. The people  
 10 make the train go -- the trains go. We're going to take  
 11 care of our people. I appreciate the comments about the  
 12 longstanding issues that existed, even before I arrived.

13 However, there are no excuses. We will  
 14 reimagine Human Resources. We will restore confidence in  
 15 our people and ensure our employees have what they need  
 16 to become whole. So as your Superintendent, I have  
 17 relied on information provided to me about the best way  
 18 to address the concerns, but I, too, have questions. So  
 19 based on what I'm hearing and seeing in ongoing  
 20 conversation with our union partners, we will do --

21 UNIDENTIFIED SPEAKER: Hey, (indiscernible) --

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1 DR. WILLIAMS: -- something different, and I  
 2 don't mean people in the jobs, current jobs, need to work  
 3 harder. They are already doing that. The team and I --  
 4 (Applause.)  
 5 -- will think differently about this work,  
 6 about taking care of our people. So I've asked our  
 7 Deputy Superintendent to share a cross-divisional group  
 8 of individuals, and their project is to address these  
 9 issues. So later tonight, you will hear a little bit  
 10 about the specifics of this work. But I'm committed to  
 11 providing regular updates to the Board. So for those who  
 12 presented, I'm an educator. I started as a teacher. I  
 13 am still a teacher. I know how hard it is. It's gotten  
 14 even harder in the classroom. But working together,  
 15 we're going to address this issue. I cannot continue to  
 16 hear these stories and to read these messages that are  
 17 happening to our young teachers, to our veteran teachers.  
 18 So we're committed to do the work. We're not afraid of  
 19 the work.

20 And for those who know me, I'm not afraid of  
 21 the work or a challenge. So our Deputy Superintendent

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1 will be providing some updates. I do want to correct a  
 2 statement that was made, the message that we went out and  
 3 it was corrected, but I want to say it. That we're  
 4 looking at positions starting at \$20 an hour for  
 5 retirees, \$30 an hour, to really build up this customer  
 6 service approach and to address these ongoing issues that  
 7 we've had. I want to state again. Our people are  
 8 working hard. What I'm putting forth --  
 9 (Applause.)  
 10 -- are structures and processes since Day 1,  
 11 and we're going to address this issue, and we're going to  
 12 resolve this issue. Is that right, Team Cabinet? We  
 13 agree to address this issue?

14 (Applause.)

15 That's not my report, but anyway.

16 CHAIRWOMAN LICHTER: Okay.

17 DR. WILLIAMS: I had the mic.

18 CHAIRWOMAN LICHTER: Go for it.

19 DR. WILLIAMS: If we can go to the PowerPoint.

20 Yes. BCPS Student Member of the Board applications are  
 21 open until January 6. Interested students can learn more

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1 by visiting the SMOB selection website. Applicants must  
 2 be current sophomores or juniors, and will need to have a  
 3 recommendation from their high school principal. In  
 4 addition to the other application requirements, each high  
 5 school in Baltimore County is able to nominate up to two  
 6 candidates to apply for the Student Member of the Board.  
 7 We value student voice and appreciate the work of our  
 8 student leaders, Roah and others. I encourage our  
 9 students to apply.

10 This sixth annual BCPS HBCU college fair will  
 11 be held on this Saturday, December 10th, at New Town High  
 12 School. This is a wonderful opportunity for our students  
 13 to explore post-secondary options. So at the fair,  
 14 students can meet college admission representatives from  
 15 HBCUs and participate in workshops related to the college  
 16 selection process, college admissions, financial aid, and  
 17 college life. Drop-in support for college application  
 18 essay writing and the FASCA, the Free Application for  
 19 Federal Student Aid, completion will be offered  
 20 throughout the day. And the Education Foundation of  
 21 Baltimore County Public Schools will raffle \$500 HBCU

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1 book scholarships on site at the college fair.

2 Community members are invited to contribute  
 3 new and unused winter accessories and wellness items to  
 4 support Baltimore County Public School students during  
 5 the winter months. The Education Foundation of BCPS  
 6 Share the Warmth campaign accepts such items year 'round,  
 7 but focuses its collection efforts from the fall through  
 8 January. The items most in need are listed on this  
 9 slide, so thank you so much for supporting our students.

10 So I'm so proud of all our student athletes  
 11 who returned to play this year. Special thanks to all of  
 12 our players, coaches, staff, administrators, family, and  
 13 community members for your support and participation.  
 14 Some of our teams competed at the state level this  
 15 season, so please join me in congratulating the following  
 16 teams. For football, Milford Mill Academy 2-A Division.  
 17 (Applause.)  
 18 Cross country, Towson High School boys and  
 19 girls 3-A division.  
 20 (Applause.)  
 21 Hereford High School girls 2-A division.

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1 (Applause.)  
 2 Tyler Daley (phonetic), 4-A boys individual,  
 3 from Dulaney High School.  
 4 (Applause.)  
 5 And Estelle Snyder (phonetic), 2-A girls  
 6 individual, from Hereford High School.  
 7 (Applause.)  
 8 Please join me in congratulating the following  
 9 regional championship teams. For cross country, we had  
 10 Hereford boys and girls 2-A north, Towson boys and girls  
 11 3-A North, and Dulaney boys and girls 4-A north.  
 12 (Applause.)  
 13 And for field hockey, Carver 1-A division,  
 14 Hereford 2-A division, and Dulaney 4-A division.  
 15 (Applause.)  
 16 For girls' soccer, Hereford and Sparrows Point  
 17 2-A division, Franklin and Towson 3-A division, and  
 18 Catonsville 4-A division.  
 19 (Applause.)  
 20 Boys' soccer, Lansdowne and Sparrows Point 2-A  
 21 division, Franklin and Towson 3-A division, and Dulaney

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1 4-A division.  
 2 (Applause.)  
 3 Volleyball, Hereford and Eastern Tech 2-A  
 4 division and Dulaney 4-A division.  
 5 (Applause.)  
 6 And for football, Dundalk and Perry Hall 4-A/3  
 7 division, Franklin 3-A division, and Milford Mill and  
 8 Hereford 2-A division.  
 9 (Applause.)  
 10 Congratulations. We know that our efforts to  
 11 heal, rebuild, and recover must be ongoing. We will  
 12 continue to move forward to meet the needs of Team BCPS.  
 13 That's why we have a renewed focus on academic  
 14 achievement and partnerships in BCPS. We know that we  
 15 can't do this work alone. We are grateful for a  
 16 community that remain engaged and committed to the  
 17 success of all students.  
 18 We are committed to providing regular updates  
 19 on teaching and learning. We know that's -- that there  
 20 is much work to do. Upcoming reports include quarterly  
 21 performance, external assessments, college and career

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1 readiness, graduation and advanced placement. These  
 2 reports do not represent the totality of our work around  
 3 academic achievement. Every day, teachers are collecting  
 4 data for students to drive decisions about instruction  
 5 for the next day. Principals and executive directors  
 6 examine and reflect on student performance, looking for  
 7 trends to replicate or course correct. Central Office  
 8 leaders come together to look at school data, system  
 9 data, and zone data to identify needed supports and  
 10 professional development as applicable. All of this  
 11 information is shared with you through letters, reports  
 12 from your local school, collective performance from the  
 13 schools in your community, at this Board table, and in  
 14 advisories and as a part of published reports.  
 15 Regardless of the source, the goal is the same. We want  
 16 to ensure our students are learning at high levels across  
 17 multiple measures of performance.

18 On December 2nd, we held an in-person  
 19 community conversation on middle school safety. Parents,  
 20 staff, students, and members of the community learned  
 21 about BCPS' efforts to ensure student and staff safety

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1 and heard from Dr. Christa Kulp, a school psychologist  
 2 and consultant with the Maryland Center for School  
 3 Safety, who shared information on statewide data trends,  
 4 adolescent behaviors, and tips for building positive  
 5 partnerships for student support in middle schools.  
 6 Staff also answered questions from the community. The  
 7 video is available on BCPS' webpage. The community  
 8 conversation was a part of our ongoing efforts to engage  
 9 Team BCPS in conversations on school safety. Attendees  
 10 were encouraged to continue to work directly with school  
 11 leadership teams to collaborate on positive solutions for  
 12 their school communities.

13 At this time, I will invite our Deputy  
 14 Superintendent, Dr. Yarbrough, to share just a brief  
 15 update on the cross-divisional project to support Human  
 16 Resources.

17 DR. YARBROUGH: Thank you, Dr. Williams. Good  
 18 evening, Board Chair Lichter, Vice Chair Harvey, members  
 19 of the Board. As Dr. Williams indicated, I have been  
 20 tasked with convening a cross-divisional group to respond  
 21 to Human Resources' needs in Team BCPS.

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1 To be clear, we want to ensure that every  
 2 staff member and retiree receives prompt and efficient  
 3 services as they engage in business transactions. There  
 4 will be a change in our service delivery model for Human  
 5 Resources. All of the dedicated, hardworking staff  
 6 members in impacted departments have met directly with  
 7 myself and our Chief of Staff to share barriers, needs,  
 8 and solutions. Even in those short conversations, we  
 9 have been able to remove barriers and see a path forward  
 10 to better provide services to all BCPS staff members.

11 To a person, everyone that we have met with is  
 12 committed to the work and so are we. You may expect  
 13 results, and I want to begin by sharing details regarding  
 14 two specific projects that we are working on. On  
 15 December 1st, meetings were held with division leadership  
 16 to discuss needs related to Human Resources' clerical  
 17 support. As a result, 16 clerical staff across Team BCPS  
 18 have been temporarily reassigned to several offices  
 19 within Human Resources. Training for these staff members  
 20 begins tomorrow, Wednesday, December 7th. This  
 21 reallocation will permit current Human Resources staff to

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1 maintain primary focus on daily processes related to  
 2 hiring and employee development.

3 Specifically, clerical support will be  
 4 provided from December 2022 to February 2023 to the  
 5 following offices in HR to address the backlog of Human  
 6 Resources employee concerns. HRIS, which is Human  
 7 Resources Information Systems; Certification; Leaves;  
 8 Benefits; and Retirees. These temporarily deployed staff  
 9 members will focus on addressing benefit needs, leave  
 10 requests, certification growth chart, and other record  
 11 updates. Starting next week, Team BCPS staff and  
 12 retirees can expect to receive phone call and/or email  
 13 responses to their inquires within 48 hours maximum.

14 Unfortunately, we have to say the Office of  
 15 Payroll has been included in employee concerns. It is  
 16 important to note that we worked with our union partners  
 17 last year to identify and correct any lingering payroll  
 18 concerns. While it is understandable for staff members  
 19 to express, rightfully, frustration with pay concerns,  
 20 those pay concerns are actually related to backlogged  
 21 Human Resource requests. Efforts to support and



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1 strengthen HR will result in appropriate requests for  
 2 payments. The Office of Payroll does not hold any  
 3 payment requests beyond those requiring research and does  
 4 not have a backlog of outstanding payment requests. They  
 5 have internal processes and checklists for every school  
 6 and every department in BCPS in order to help schools and  
 7 offices meet published deadlines. When the Office of  
 8 Payroll receives a late request, they work very hard to  
 9 process it on a supplemental payroll schedule to reduce  
 10 the impact on staff.

11 We know that the clerical support that we are  
 12 immediately providing to HR will result in several  
 13 additional requests for payment to Payroll. As a result,  
 14 we are developing a plan to provide direct support to  
 15 Payroll to ensure seamless processing when they receive  
 16 these requests for payments.

17 We will also launch a customer service center  
 18 on the Greenwood campus to respond daily to employee and  
 19 retiree needs. Dedicated staff will provide walk-in,  
 20 email, and phone support Monday through Fridays with two  
 21 evening-extended hours per week. New job postings were

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1 posted on December 1st and closed December 10th. We've  
 2 advertised for 12 full-time customer service  
 3 representatives, 4 to 6 part-time customer service  
 4 representatives, and 1 supervisor to respond directly to  
 5 employee and retiree needs. The rate of pay advertised  
 6 is \$28 and \$30 for retirees. This is a practice in other  
 7 similarly sized systems, and we look forward to bringing  
 8 a customer service center to Baltimore County Public  
 9 Schools.

10 Additionally, this afternoon we received great  
 11 news from the County Executive Office about retirees with  
 12 remaining outstanding benefit balances. We have been  
 13 collaborating with Baltimore County government staff for  
 14 several months to resolve the remaining issues impacting  
 15 retirees from the cyberattack. As a result of these  
 16 efforts, we are pleased to report that the remaining  
 17 retirees who owe a balance of an unpaid premium to  
 18 Baltimore County Public Schools will be forgiven up to  
 19 \$2,000 of those remaining premiums. This resolution is  
 20 possible because of County Executive full support of  
 21 Baltimore County Public Schools' efforts to address

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1 remaining retiree benefit concerns, and we are grateful  
 2 for his support. Special thanks to Chief Administrative  
 3 Officer Stacy Rodgers and the Budget Team for their  
 4 ongoing collaboration. We do appreciate our retiree  
 5 service to Baltimore County Public Schools, and we are  
 6 hopeful that this debt forgiveness will be helpful.  
 7 Detailed notices will be mailed to retirees this week.

8 Turning it back to Dr. Williams.

9 DR. WILLIAMS: So thank you, Board, and Team  
 10 BCPS. This concludes my report.

11 CHAIRWOMAN LICHTER: Thank you, Dr. Williams.

12 The next item on the agenda is the Chair's  
 13 Report. The Chair didn't have a lot of time to put a  
 14 report together, but I would like to first thank Ms. Henn  
 15 and Mr. McMillion for their service and their leadership  
 16 on the Board for the past year. So thank you for your  
 17 leadership.

18 (Applause.)

19 I'd also like to thank our four Board members  
 20 who are -- have decided to remain with us until our new  
 21 Governor-Elect has nominated the new four people. Your

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1 commitment to the county will -- to the Board will allow  
 2 us to continue the work in a seamless fashion while we're  
 3 waiting for those appointments. So thank you to -- there  
 4 are four, but I only see two right now, so thank you for  
 5 that.

6 And then to the new Board members who just  
 7 finished running for election, thank you for your  
 8 willingness to put yourself out there and run your  
 9 campaigns. I -- when one of you, and I know how hard  
 10 that was, but here we are, and I also want to thank you  
 11 for your confidence in me to be the Board Chair, and I  
 12 want to thank in advance my new partner, Ms. Harvey, for  
 13 working with me through the next year.

14 So that is the Chair's first report, so thank  
 15 you.

16 (Applause.)

17 The next item on the agenda is the Student  
 18 Board Member's Report, and for that I call on Ms. Hassan.

19 STUDENT BOARD MEMBER HASSAN: Thank you. So  
 20 good evening, everyone. It is a pleasure to be here with  
 21 all of you, some of you for the very first time, speaking

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1 on behalf of the students of BCPS. To formally introduce  
 2 myself, my name is Roah Hassan. I use she/her pronouns.  
 3 I'm a Muslim Egyptian-American student, born and raised  
 4 right here in Baltimore County. I'm a senior at Perry  
 5 Hall High School and in the previous school year, I was  
 6 elected by middle school and high school students across  
 7 the county to represent all 111,000 students. I serve  
 8 today and every day to represent the students of BCPS  
 9 unconditionally, unwaveringly, and diligently.

10 Over the next few months, until the very 1st  
 11 of July, I will do my part in serving to fight for our  
 12 students, those we see and those who we may not. I hope  
 13 that during the entire duration of your term, you do the  
 14 same, and you do it with an immense amount of love for  
 15 the students.

16 You all have been given the privilege to serve  
 17 because of one common trait we all share. You have the  
 18 students' best interests in mind, and you have been  
 19 entrusted to work unconditionally to fight for our  
 20 system, to fight for our students, and the staff that  
 21 support BCPS. So new Board members, congratulations. It

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1 is an honor to be here with you all, working alongside  
 2 you to make waves and create long-lasting change.

3 I know when I first sat on this dais, I  
 4 remember the power that I felt. The power of the  
 5 students who have come before me and those I work to  
 6 represent now. The fire that I hope to bring to this  
 7 Board is their fire, and I hope you feel just as  
 8 empowered by it as I do.

9 I want to share with you what my team and I  
 10 have been working towards over the past few weeks in  
 11 hopes that the same energy continues, and we can all work  
 12 together to create even more long-lasting change.

13 So as of right now, I've visited about four or  
 14 five schools, and I'm planning on visiting so much more  
 15 in the next month of December and January, three of  
 16 which, so far, are middle schools and two of which, or  
 17 one of which, are elementary schools. After every school  
 18 visit, I've made it a habit to write -- to run into my  
 19 car and write down absolutely everything I can remember,  
 20 all of which have encompassed one thing.

21 Every single student in our system is

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1 incredibly unique, and all of them are outstanding. I've  
 2 heard middle school students talk about the violence and  
 3 talk about school safety. And one particular middle  
 4 schooler has resonated with me the most at the very first  
 5 school I visited. She told me that the reason students  
 6 are violent is because they do not know yet how to handle  
 7 their very big feelings. She's a sixth-grade student,  
 8 and she's absolutely right.

9 Outside of that, my team and I held a meeting  
 10 prior to Thanksgiving consisting of the very first BCPS  
 11 Student Member of the Board cabinet and operations team.  
 12 We had over 40 students attend, and we look forward to  
 13 getting these students involved and truly sharing my seat  
 14 at the table. My team and I look forward to bringing  
 15 forth resolutions, actions, and events around the  
 16 community and to you all.

17 In a similar spirit, applications for the next  
 18 BCPS Student Member of the Board of Education are open.  
 19 For the next month, high school sophomores and juniors  
 20 may apply to become the next BCPS Student Member of the  
 21 Board. Two students per high school are permitted to

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1 apply, and I look forward to working the process to  
 2 select our two finalists for my successor, and support  
 3 the campaigns of our next Student Member in the months to  
 4 come.

5 So to any and every student interested, please  
 6 feel free to reach out to me and absolutely do consider  
 7 pursuing it. It is one of the best decisions I have  
 8 made, and I cannot wait to read all of your applications.

9 This past week, I also presented to  
 10 principals, assistant principals, and professional  
 11 development staff over the three-day period regarding  
 12 standards of excellence. I'd like to take a minute to  
 13 thank Mr. Handy and Ms. Onijala for inviting me to speak,  
 14 as both a student and as a Board member, to share my  
 15 views on standards of excellence in BCPS. The sentiments  
 16 I shared with staff members are sentiments I believe are  
 17 essential for us to acknowledge as Board members.

18 Those standards of excellence include  
 19 everything from accountability to communication and  
 20 relationships, innovative problem solving, equity and  
 21 community engagement partnerships, and ensuring that our

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1 leaders have a clear understanding of core values guiding  
 2 our work. And I think those are things that we need to  
 3 hold on this Board of Education. We do need to practice  
 4 that communication, those relationships, and that  
 5 accountability as we serve as the leaders of Baltimore  
 6 County Public Schools. The work that we put in must  
 7 abide by those standards of excellence, not because they  
 8 were written for me to read, but also because they are  
 9 what it means to serve. Those partnerships, that  
 10 communication, those relationships we hold, with that  
 11 respect we hold for one another and for those in our  
 12 system is essential to the success we hold on this very  
 13 Board of Education.

14 In my presentation to standards of excellence,  
 15 I shared that the most important lesson that I've learned  
 16 from being in this position is that you learn to adapt  
 17 much faster when everything moves in constant fluid,  
 18 sometimes monsoon-like motion. But my favorite lesson,  
 19 and what I hope to share with all of you, is how to be  
 20 human. I want you all to see the humanity behind your  
 21 actions, behind the students we represent, behind the

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1 schools that we make decisions to support, and to lead  
 2 with an immense amount of empathy and love. Because that  
 3 is what it means to lead, and that is what I hope you  
 4 bring to this dais every single day you are here. You  
 5 are here for much longer than I am, so I hope that you  
 6 continue my legacy and the legacy of my predecessors and  
 7 my successor and bring good trouble to our Board of  
 8 Education. So thank you, all.

9 (Applause.)

10 CHAIRWOMAN LICHTER: Thank you.

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

13 MR. BROUSAIDES: Good evening, Chair Lichter.

14 There is nothing to report out from closed session.

15 CHAIRWOMAN LICHTER: Okay. Thank you.

16 The next item on the agenda is contract  
 17 awards, and for that I call on Ms. Jose, Chair of the  
 18 Building and Contracts Committee.

19 MS. JOSE: Thank you, Ms. Lichter. Good  
 20 evening, members of the Board. The Board's Building and  
 21 Contracts Committee met on Monday, December 5, 2022.

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1 Items K-1 through K-15 are being forwarded to the full  
 2 Board for approval.

3 CHAIRWOMAN LICHTER: Okay. Do I have a motion  
 4 to approve Items -- I have a question. If somebody wants  
 5 to make a motion about any changes to any of those or --  
 6 do we -- nope. That's contracts. Sorry. I'm good.

7 Do I have a motion to approve Items K-1  
 8 through K-15?

9 MR. OFFERMAN: So moved, Offerman.

10 CHAIRWOMAN LICHTER: No second is needed since  
 11 the recommendation comes from the committee. Any  
 12 discussion?

13 Mr. Kuehn?

14 MR. KUEHN: Thank you. Good evening, Mr.  
 15 Hartlove.

16 MR. HARTLOVE: Good evening.

17 MR. KUEHN: We had quite a fun discussion last  
 18 night going through just about every one of these. So I  
 19 voted to approve them. My only comment that I want to  
 20 share, I mentioned last night, and you did provide an  
 21 update with some information, so thank you, had to do

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1 with the different cohorts and teaching programs that we  
 2 offer. And my request that at some hopefully point in  
 3 the near future, an overall plan for this is brought to  
 4 the entire Board so that we understand the goal and  
 5 what's happening with all these funds and how we're  
 6 supporting our employees with these various programs.

7 Because there's hundreds and hundreds of  
 8 thousands of dollars that we're spending on education  
 9 here for our employees, and it's important money to  
 10 spend, and I fully support it. I just want everyone to  
 11 understand it. And these continue to show up, so thank  
 12 you. But Dr. Williams, I hope, Chair Lichter, that we  
 13 add this to a very -- to an agenda item soon. Thank you.

14 CHAIRWOMAN LICHTER: Thank you. Any other  
 15 discussion?

16 May I have a roll call vote?

17 MS. GOVER: Ms. Domanowski?

18 MS. DOMANOWSKI: Aye.

19 MS. GOVER: Ms. Pumphrey?

20 MS. PUMPHREY: Yes.

21 MS. GOVER: Ms. Harvey?

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1 VICE CHAIR HARVEY: Yes.  
 2 MS. GOVER: Ms. Henn?  
 3 MS. HENN: Yes.  
 4 MS. GOVER: Ms. Jose?  
 5 MS. JOSE: Yes.  
 6 MS. GOVER: Mr. McMillion?  
 7 MR. MCMILLION: Yes.  
 8 MS. GOVER: Ms. Hassan?  
 9 MS. HASSAN: Yes.  
 10 MS. GOVER: Mr. Offerman?  
 11 MR. OFFERMAN: Yes.  
 12 MS. GOVER: Dr. Savoy?  
 13 MS. SAVOY: Yes.  
 14 MS. GOVER: Dr. Hager?  
 15 Mr. Kuehn?  
 16 MR. KUEHN: Yes.  
 17 MS. GOVER: Ms. Lichter.  
 18 CHAIRWOMAN LICHTER: Yes.  
 19 MS. GOVER: Thank you. Favor is 11.  
 20 CHAIRWOMAN LICHTER: Motion carries.  
 21 The next item on the agenda is consideration

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1 MS. DOMANOWSKI: Aye.  
 2 MS. GOVER: Ms. Pumphrey?  
 3 MS. PUMPHREY: Yes.  
 4 MS. GOVER: Ms. Harvey?  
 5 VICE CHAIR HARVEY: Yes.  
 6 MS. GOVER: Ms. Henn?  
 7 MS. HENN: Yes.  
 8 MS. GOVER: Ms. Jose?  
 9 MS. JOSE: Yes.  
 10 MS. GOVER: Mr. McMillion?  
 11 MR. MCMILLION: Yes.  
 12 MS. GOVER: Ms. Hassan?  
 13 MS. HASSAN: Yes.  
 14 MS. GOVER: Mr. Offerman?  
 15 MR. OFFERMAN: Yes.  
 16 MS. GOVER: Dr. Savoy?  
 17 MS. SAVOY: Yes.  
 18 MS. GOVER: Mr. Kuehn?  
 19 MR. KUEHN: Yes.  
 20 MS. GOVER: Ms. Lichter.  
 21 CHAIRWOMAN LICHTER: Yes.

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1 of a special project request, and for that I call on Dr.  
 2 Zarchin and Mr. Mustipher.  
 3 DR. ZARCHIN: Good evening. Board Chair  
 4 Lichter, Vice Chair Harvey, Superintendent Williams,  
 5 Board members new and returning. For your consideration,  
 6 we are presenting a proposal for a privately funded  
 7 capital project at Perry Hall High School. The desired  
 8 project is for purchase and installation of two  
 9 scoreboards, one for the softball field and one for the  
 10 baseball field. Perry Hall High School Athletic Boosters  
 11 serve as the funding source for this project.  
 12 CHAIRWOMAN LICHTER: May I have a motion to  
 13 approve the privately funded capital project request for  
 14 a scoreboard at Perry Hall High School?  
 15 MS. HASSAN: So moved, Hassan.  
 16 MS. HENN: So moved, Henn.  
 17 CHAIRWOMAN LICHTER: Is there a second?  
 18 MR. OFFERMAN: Second, Offerman.  
 19 CHAIRWOMAN LICHTER: Any discussion?  
 20 May I have a roll call vote?  
 21 MS. GOVER: Ms. Domanowski?

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1 MS. GOVER: Favor 11.  
 2 CHAIRWOMAN LICHTER: Motion carries. Thank  
 3 you.  
 4 DR. ZARCHIN: Thank you.  
 5 CHAIRWOMAN LICHTER: The next item on the  
 6 agenda is unfinished business, Consideration of Board  
 7 Policies Second Reader. Members of the Board, the Policy  
 8 Review Committee asks that the Board accept the  
 9 committee's recommendation to amend the following Board  
 10 policies: Policy 3000, Non-Instructional Services, Non-  
 11 Instructional Services; Policy 3126, Non-Instructional  
 12 Services, Expense and Travel Reimbursement; Policy 3127,  
 13 Non-Instructional Services, Travel Approval; Policy 7330,  
 14 Facilities and Construction, Financing Capital Projects  
 15 Funded by Private Donations; Policy 8350, Internal Board  
 16 Policies, Operations, Board Counsel; and Policy 8364,  
 17 Internal Board Policies, Ethics Code, Financial  
 18 Disclosure Statements. This recommendation is presented  
 19 to you on tonight's agenda as Exhibit M.  
 20 Do I have a motion to adopt the recommendation  
 21 of the Board's Policy Review Committee?

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1 MS. HENN: So moved, Henn.

2 CHAIRWOMAN LICHTER: No second is needed since

3 the recommendation comes from the committee. Is there

4 any discussion? So --

5 MS. JOSE: Ms. Lichter, this is --

6 CHAIRWOMAN LICHTER: Yes.

7 MS. JOSE: -- Ms. Jose. If we could separate

8 out the last policy, Policy 8364, for discussion?

9 CHAIRWOMAN LICHTER: Okay.

10 So we're going to separate Policy 8364.

11 MS. JOSE: Thank you.

12 CHAIRWOMAN LICHTER: So at this point, we'll

13 be voting on Policy -- on Numbers 1 through 5, correct?

14 Yes? Okay. Is there any discussion on 1 through 5?

15 May I have a roll call vote?

16 MS. GOVER: Ms. Domanowski?

17 MS. DOMANOWSKI: Aye.

18 MS. GOVER: Ms. Pumphrey?

19 MS. PUMPHREY: Yes.

20 MS. GOVER: Ms. Harvey?

21 VICE CHAIR HARVEY: Yes.

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1 MS. GOVER: Ms. Henn?

2 MS. HENN: Yes.

3 MS. GOVER: Ms. Jose?

4 MS. JOSE: Yes.

5 MS. GOVER: Mr. McMillion?

6 MR. MCMILLION: Yes.

7 MS. GOVER: Ms. Hassan?

8 MS. HASSAN: Yes.

9 MS. GOVER: Mr. Offerman?

10 MR. OFFERMAN: Yes.

11 MS. GOVER: Dr. Savoy?

12 MS. SAVOY: Yes.

13 MS. GOVER: Mr. Kuehn?

14 MR. KUEHN: Yes.

15 MS. GOVER: Ms. Lichter.

16 CHAIRWOMAN LICHTER: Yes.

17 MS. GOVER: Favor 11.

18 CHAIRWOMAN LICHTER: Motion carries for 1

19 through 5.

20 Now, No. 6, consideration of the Board

21 proposed changes to Policy 8364, Internal Board Policies,

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1 Ethics Code, Financial Disclosure Statements. Is there

2 any discussion?

3 So I have a motion to change the number of

4 years that the financial disclosure forms are held from

5 10 to 4.

6 MS. HASSAN: I'll second that motion. Hassan.

7 CHAIRWOMAN LICHTER: Is there any discussion?

8 MS. HENN: Yes. Chair Lichter?

9 CHAIRWOMAN LICHTER: Yes. Ms. Henn?

10 MS. HENN: Thank you. We had a lengthy

11 discussion about this motion at the last meeting, so I

12 would seek advice of Board Counsel if this is not

13 redundant and if this is pertinent and can be discussed

14 again, since the Board voted on an identical motion at

15 the last meeting.

16 MR. BROUSAIDES: Yes, it can be voted on.

17 This is a second reader. It was being discussed on first

18 reader.

19 CHAIRWOMAN LICHTER: Thank you.

20 MS. HENN: Thank you. I would then add that

21 the majority of the Board voted against this motion at

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1 the last meeting. So for purposes -- in the interest of

2 time, rather than debate this motion again, the majority

3 of the Board was against changing the number of years.

4 Thank you.

5 CHAIRWOMAN LICHTER: Okay. Thank you.

6 Mr. Offerman?

7 MR. OFFERMAN: I don't know -- I don't have it

8 in front of me, but I don't know if a majority voted

9 against it or not. I believe it was 6-6, but I don't

10 know for sure. Thank you.

11 CHAIRWOMAN LICHTER: Thank you.

12 Any other discussion, Mr. Kuehn?

13 MR. KUEHN: So I'll reiterate my support for

14 10 years. All that this is doing is providing the School

15 Board, the citizens of Baltimore County, and the citizens

16 of Maryland the ability to look back into the past to

17 find improper doing.

18 Now, the reason it matters more in Baltimore

19 County is because we had a situation previously where

20 there was someone who falsified and actually went to jail

21 for lying on a financial disclosure. And that person

<p style="text-align: right;">Page 82</p> <p>1 happened to be our superintendent, so that was -- that's                  2 a problem. And I don't understand why we would weaken                  3 our policy around that. We should be strengthening it,                  4 and going back to four years, again, makes no sense to                  5 me.                  6 So, you know, that's my comment. That was                  7 what I said before. This really isn't a matter of, oh,                  8 we don't have the space for it because we're just                  9 specifically talking about financial disclosures here.                  10 So I don't understand the argument against this. At the                  11 very least, it should be seven years. Thank you.                  12 CHAIRWOMAN LICHTER: Ms. Harvey?                  13 VICE CHAIR HARVEY: Can the Board member who                  14 is -- who brought this motion please speak to some                  15 history and background?                  16 CHAIRWOMAN LICHTER: The motion about -- I                  17 just did it for the four years. Is that what you're                  18 referring to, or --                  19 VICE CHAIR HARVEY: Yes.                  20 CHAIRWOMAN LICHTER: -- why it was written at                  21 10 years?</p>	<p style="text-align: right;">Page 84</p> <p>1 years is a bit of an overkill, and financial records will                  2 be stored, but 10 years seems excessive. It's not for                  3 everybody, but just the Board members, and I don't -- if                  4 you -- it just seems like it's not a reasonable time. It                  5 just seems like it's excessive and overkill of keeping                  6 our financials out there for such a long time. And it's                  7 not required by law.                  8 MS. HENN: Chair Lichter?                  9 CHAIRWOMAN LICHTER: Yes, Ms. Henn?                  10 MS. HENN: Thank you. So BCPS contracted                  11 under the former superintendent to do a procurement audit                  12 following the indictment of our prior superintendent,                  13 what Mr. Kuehn had mentioned, and that audit was divided                  14 into two stages. The audit could not be fully completed                  15 because financial disclosure statements were unavailable.                  16 But had it been completed, Phase 2 would not have even                  17 started until Year 3 or later. The recommendation was                  18 that 5 years of financial disclosure statements be                  19 audited. By that point, the statements would not have                  20 even been retained had we reduced the policy to a                  21 retention period of 4 years. So the auditors that had</p>
<p style="text-align: right;">Page 83</p> <p>1 VICE CHAIR HARVEY: To change it to four                  2 years.                  3 CHAIRWOMAN LICHTER: Right. So the reason to                  4 change it to 4 years is 10 years seems excessive, that                  5 usually records are not kept for 10 years. I know that                  6 we have issues with the amount -- with storing                  7 information. I think that was a previous Board meeting,                  8 they discussed the need for more warehouse space to get                  9 the boxes that are out in buildings out so that was the                  10 reason for the motion from 10 being excessive to 4.                  11 MS. JOSE: Ms. Lichter, I have a comment.                  12 CHAIRWOMAN LICHTER: Yes, Ms. Jose.                  13 MS. JOSE: Thank you. Just to provide some                  14 background information to Ms. Harvey, if you look at the                  15 policy analysis, you will see similar policies adopted by                  16 other Maryland local school systems. The retention                  17 periods for Allegany, Anne Arundel, Baltimore City,                  18 Calvert County, et cetera, you could down the list for                  19 the policy analysis, and they all have disclosures                  20 retained for four years.                  21 IRS typically requires 3 years, so the 10</p>	<p style="text-align: right;">Page 85</p> <p>1 been retained by the system recommended a 5-year period.                  2 The work of an audit would not have even been made                  3 possible had we reduced our retention period. So this                  4 audit, again, was recommended by the former                  5 superintendent. It was never completed. Should the                  6 Board wish to complete it in the future, reducing the                  7 retention time would not allow us to do so, either                  8 currently or in the future.                  9 CHAIRWOMAN LICHTER: Thank you.                  10 MS. HENN: Thank you.                  11 CHAIRWOMAN LICHTER: Mr. McMillion?                  12 MR. MCMILLION: It's my opinion that this new                  13 Board, we have the opportunity to move forward. We keep                  14 dragging our feet in the mud, and we're held hostage by a                  15 former superintendent that got himself in trouble, and we                  16 continue to hear that. Last meeting, we had                  17 documentation of 10 or 12 or 14 school systems around                  18 this state that use 4 years. And why we want to lag,                  19 attached to 10 years, I don't have a clue. I don't have                  20 a issue with this, with the financial things and the 4                  21 years. We need to move forward and not continue to lag</p>

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1 around. We need to get something done, and this is the  
 2 opportunity with 12 people to get something done and stop  
 3 lagging behind with the nonsense. Thank you.  
 4 CHAIRWOMAN LICHTER: Mr. Kuehn?  
 5 MR. KUEHN: Thank you. I'd like to make some  
 6 comments because people seem to think that this has  
 7 something to do with space, but it really doesn't. So  
 8 that needs to be clarified. I'm on the Contracts  
 9 committee, so I fully understand that this would not  
 10 impact that in any way, shape, or form. After listening  
 11 and talking to Mr. Dixit at length about this, and the  
 12 person in charge of the warehouse space. So I don't  
 13 believe that that's a challenge. I can't see -- I mean,  
 14 I -- there's no purpose to change this from 10 to 4. At  
 15 the very least, financial records should be saved for 7  
 16 years. I mean, if you want to go against the IRS with 3  
 17 years' worth of documentation, good luck to you. But in  
 18 reality, you should have at least 7 years of  
 19 documentation.  
 20 This protects the school system. That's all  
 21 it does, and it allows for transparency. I don't

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1 understand why a new Board and members of the old Board  
 2 would argue against it. It makes no sense. And my  
 3 record's a part of it. I don't -- you could go look at  
 4 my records if you want. I'd prefer you don't, but  
 5 whatever.  
 6 CHAIRWOMAN LICHTER: May I have a roll call  
 7 vote on the amended motion? The restating from changing  
 8 the 10 years to 4 years.  
 9 Mr. McMillion?  
 10 MR. MCMILLION: So if we vote for it, we're in  
 11 favor of the change.  
 12 CHAIRWOMAN LICHTER: Yes. Right now, we're  
 13 voting on the amendment of changing from 10 years to the  
 14 4 years.  
 15 MR. MCMILLION: Thank you.  
 16 CHAIRWOMAN LICHTER: Ms. Gover, a roll call  
 17 vote, please?  
 18 MS. GOVER: Ms. Domanowski?  
 19 MS. DOMANOWSKI: No.  
 20 MS. GOVER: Ms. Pumphrey?  
 21 MS. PUMPHREY: No.

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1 MS. GOVER: Ms. Harvey?  
 2 VICE CHAIR HARVEY: No.  
 3 MS. GOVER: Ms. Henn?  
 4 MS. HENN: No.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: Yes.  
 7 MS. GOVER: Mr. McMillion?  
 8 MR. MCMILLION: Yes.  
 9 MS. GOVER: Ms. Hassan?  
 10 MS. HASSAN: Yes.  
 11 MS. GOVER: Mr. Offerman?  
 12 MR. OFFERMAN: Yes.  
 13 MS. GOVER: Dr. Savoy?  
 14 MS. SAVOY: Yes.  
 15 MS. GOVER: Mr. Kuehn?  
 16 MR. KUEHN: No.  
 17 MS. GOVER: Ms. Lichter.  
 18 CHAIRWOMAN LICHTER: Yes.  
 19 MS. GOVER: Favor is 6.  
 20 CHAIRWOMAN LICHTER: Okay. Motion fails.  
 21 Now, may I have a roll call vote on the

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1 original Policy 8364, Internal Board Policies?  
 2 Ms. Harvey:  
 3 VICE CHAIR HARVEY: Are we able to make an  
 4 amendment?  
 5 CHAIRWOMAN LICHTER: Yes (indiscernible).  
 6 VICE CHAIR HARVEY: I move to amend the motion  
 7 to be changed the number of years from 10 to 7.  
 8 CHAIRWOMAN LICHTER: Any discussion?  
 9 MS. HASSAN: I'll --  
 10 MR. OFFERMAN: Second.  
 11 MS. HASSAN: -- I'll send that.  
 12 CHAIRWOMAN LICHTER: Any discussion?  
 13 May I have a roll call vote on -- I'm sorry.  
 14 UNIDENTIFIED SPEAKER: Her microphone was off.  
 15 Can we repeat that?  
 16 CHAIRWOMAN LICHTER: The amendment was to  
 17 change it from 10 years to 7 years.  
 18 May I have a roll call vote, Ms. Gover?  
 19 UNIDENTIFIED SPEAKER: Could you tell me the  
 20 second of that? Thank you.  
 21 MS. GOVER: Ms. Domanowski?

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1 MS. DOMANOWSKI: Aye.  
 2 MS. GOVER: Ms. Pumphrey?  
 3 MS. PUMPHREY: Yes.  
 4 MS. GOVER: Ms. Harvey?  
 5 VICE CHAIR HARVEY: Yes.  
 6 MS. GOVER: Ms. Henn?  
 7 MS. HENN: Yes.  
 8 MS. GOVER: Ms. Jose?  
 9 MS. JOSE: Yes.  
 10 MS. GOVER: Mr. McMillion?  
 11 MR. MCMILLION: Yes.  
 12 MS. GOVER: Ms. Hassan?  
 13 MS. HASSAN: Yes.  
 14 MS. GOVER: Mr. Offerman?  
 15 MR. OFFERMAN: Yes.  
 16 MS. GOVER: Dr. Savoy?  
 17 MS. SAVOY: Yes.  
 18 MS. GOVER: Mr. Kuehn?  
 19 MR. KUEHN: Yes.  
 20 MS. GOVER: Ms. Lichter.  
 21 CHAIRWOMAN LICHTER: Yes.

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1 MS. GOVER: Favor is 11.  
 2 CHAIRWOMAN LICHTER: Motion carries. Thank  
 3 you.  
 4 The next item on the agenda is the report on  
 5 Blueprint for Maryland's --  
 6 MR. BROUSAIDES: Chair?  
 7 UNIDENTIFIED SPEAKER: Chair Lichter?  
 8 MR. BROUSAIDES: Now, that was a motion to  
 9 amend.  
 10 CHAIRWOMAN LICHTER: Motion to amend.  
 11 MR. BROUSAIDES: So now we're going to do the  
 12 motion on --  
 13 CHAIRWOMAN LICHTER: Okay.  
 14 MR. BROUSAIDES: -- to approve 8364 as  
 15 amended.  
 16 CHAIRWOMAN LICHTER: Okay. So can we have a  
 17 roll call vote on approving Policy 8364 as amended? Do I  
 18 need a motion for that?  
 19 MR. BROUSAIDES: It's on the floor because it  
 20 came from Policy, so no second is needed.  
 21 CHAIRWOMAN LICHTER: Okay. No second is

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1 needed. So may we have a roll call vote?  
 2 MS. GOVER: Ms. Domanowski?  
 3 MS. DOMANOWSKI: Aye.  
 4 MS. GOVER: Sorry. Ms. Pumphrey?  
 5 MS. PUMPHREY: Yes.  
 6 MS. GOVER: Ms. Harvey?  
 7 VICE CHAIR HARVEY: Yes.  
 8 MS. GOVER: Ms. Henn?  
 9 MS. HENN: Yes.  
 10 MS. GOVER: Ms. Jose?  
 11 MS. JOSE: Yes.  
 12 MS. GOVER: Mr. McMillion?  
 13 MR. MCMILLION: Yes.  
 14 MS. GOVER: Ms. Hassan?  
 15 MS. HASSAN: Yes.  
 16 MS. GOVER: Mr. Offerman?  
 17 MR. OFFERMAN: Yes.  
 18 MS. GOVER: Dr. Savoy?  
 19 MS. SAVOY: Yes.  
 20 MS. GOVER: Mr. Kuehn?  
 21 MR. KUEHN: Yes.

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1 MS. GOVER: Ms. Lichter.  
 2 CHAIRWOMAN LICHTER: Yes.  
 3 MS. GOVER: Thank you. Favor is 11.  
 4 CHAIRWOMAN LICHTER: Motion carries.  
 5 Now the next item on the agenda is the report  
 6 on Blueprint for Maryland's Future, and for that I call  
 7 on Dr. Mccomas, Dr. Holmes, and Dr. Whisted.  
 8 DR. MCCOMAS: So good evening and  
 9 congratulations, Board Chair Lichter and Vice Chair  
 10 Harvey, and Dr. Williams, good evening. Members of the  
 11 Board, welcome. I'm Dr. Mary Mccomas, the Chief Academic  
 12 Officer, and I'm joined this evening by Dr. Jeffrey  
 13 Holmes, who is our Senior Executive Director for  
 14 Curriculum Instruction, and Dr. Whisted, who is our  
 15 Executive Director for Academic Services and serves as  
 16 our systemwide Blueprint coordinator.  
 17 Next -- do we have the slides up? Okay, thank  
 18 you. Our objective for this evening's presentation is to  
 19 provide those of you who are new some overview  
 20 information related to the Blueprint legislation, and for  
 21 those of you who are continuing with us, an update.



<p style="text-align: right;">Page 94</p> <p>1 Specifically, we'll talk about an update on the Blueprint                  2 overall, its impact on Baltimore County Public Schools,                  3 where we are with our implementation plan, timelines, and                  4 next steps.</p> <p>5 Next slide, please. It's important to                  6 understand that in 2026 to 20 2019 -- sorry, 2016 to                  7 2019, Dr. Brit Kirwan was appointed the chair of a                  8 commission to study education in Maryland, and                  9 specifically to review and recommend any needed changes                  10 to update the current education funding formulas, and to                  11 make recommendations to enable Maryland's pre-K-12 public                  12 education system to perform at the levels of the best-                  13 performing systems in the world.</p> <p>14 We now have the Blueprint for Maryland's                  15 Future in law, and the Blueprint has two primary goals.                  16 First is to -- goal is to transform Maryland's early                  17 childhood, primary and secondary education system, again,                  18 to be performing at the levels of the highest-performing                  19 systems around the world. And second, to establish a                  20 career ladder system for our educators, composed of                  21 levels through which teachers may progress and gain</p>	<p style="text-align: right;">Page 96</p> <p>1 childhood education and college and career pathway                  2 sections of the Blueprint. Our high-performing workforce                  3 segment of our Compass aligns with the human capital and                  4 high-quality diverse teachers and leaders section of the                  5 Blueprint. Safe and supportive environments and                  6 community engagement and partnerships align to additional                  7 resources to ensure that students are successful, part of                  8 the Blueprint. And operational excellence in our Compass                  9 aligns to the governance and accountability section of                  10 the state Blueprint. You will see in the upcoming slides                  11 more specific components of the Blueprint and their                  12 alignment to each of these four focus areas of our BCPS                  13 Strategic Plan, the Compass.</p> <p>14 At this point, I will hand the presentation                  15 over to my colleague, Dr. Holmes.</p> <p>16 DR. HOLMES: Good evening. On the next few                  17 slides, we will examine each of the five pillars and the                  18 objectives to provide an idea of the breadth of the                  19 Blueprint legislation. We will further share the                  20 planning and implementation that has taken place in                  21 Baltimore County Public Schools. Under the leadership of</p>
<p style="text-align: right;">Page 95</p> <p>1 authority, status, and compensation as they gain                  2 expertise in our field.</p> <p>3 Next slide, please. The Blueprint for                  4 Maryland's Future, typically referred to as the                  5 Blueprint, establishes in law the policies and                  6 accountability recommendations of the Kirwan Commission                  7 on Innovation and Excellence in Education. This bill did                  8 take effect July 1st of 2020, and has five major policy                  9 areas you will hear us talk about again and again. One                  10 is early childhood education. Another is high quality                  11 and diverse teachers and leaders. A third is college and                  12 career readiness pathways for students, including CTE, or                  13 career technical education opportunities. Fourth, more                  14 resources to ensure that all students are successful.                  15 And lastly, governance and accountability.</p> <p>16 Next slide, please. Additionally, items in a                  17 Blueprint for Maryland's Future do align with our BCPS                  18 strategic plan, the Compass - Our Pathway to Excellence.                  19 More specifically, our Compass, our strategic plan --                  20 Pathway to Excellence, the areas of learning,                  21 accountability, and results, clearly align with the early</p>	<p style="text-align: right;">Page 97</p> <p>1 Dr. Mary Mccomas, our Chief Academic Officer, Dr. Melissa                  2 Whisted, supported by Mr. Tony Baysmore and yours truly,                  3 lead the implementation of the Blueprint for Maryland for                  4 Baltimore County Public Schools.</p> <p>5 Additionally, points of contacts from various                  6 divisions from across the school district have been                  7 assigned to ensure the planning, implementation, and deep                  8 engagement for their respective pillars. Inclusive of                  9 the implementation coordinators, our finance team, Human                  10 Resources, and facility partners support all teams. To                  11 date, each smaller team have already -- has already                  12 provided reports on funding and other requirements to                  13 MSDE and to the accountability and implementation board.</p> <p>14 As shown on this particular slide, Pillar 1,                  15 Early Childhood Education, this pillar aims to                  16 significantly expand public-funded full-day pre-K for all                  17 four-year olds and low-income three-year olds through a                  18 public/private delivery system, increase the number of                  19 high-quality early childhood education providers, and                  20 expand supports for young children and their families,                  21 and to fully fund Maryland Infant and Toddlers program</p>

<p style="text-align: right;">Page 98</p> <p>1 and improve readiness for kindergarten. Next slide,                  2 please.</p> <p>3 In Baltimore County Public Schools, the early                  4 childhood point of contact are Dr. Melissa Whisted and                  5 Ms. Dingle. BCPS has rolled out full-day pre-                  6 kindergarten in 3 schools this school year, and it's                  7 planning to add 18 schools for the 2023-24 school year,                  8 with the goal of, by '25-'26, of working to address the                  9 accreditation requirements and expand private providers.                  10 Next slide, please.</p> <p>11 Pillar 2 focuses on high quality and diverse                  12 teachers and leaders. It aims to increase the rigor of                  13 educator licensure and prep programs. It will also                  14 improve educator compensation and working conditions,                  15 institute new recruitment and professional development                  16 efforts to create a more diverse educator workforce,                  17 establish new statewide educator career ladder to                  18 continually improve professional practice and student                  19 performance. And lastly, to implement more comprehensive                  20 in-service educator training and professional                  21 development.</p>	<p style="text-align: right;">Page 100</p> <p>1 supports necessary to keep students on track to be                  2 college and career ready. We're also obligated to create                  3 a statewide framework for rigorous CTE programs, that's                  4 our career and technical education programs, and skills                  5 and standards and establish pathways for our CCR and non-                  6 CCR students in the 11th and 12th grade. Next slide,                  7 please.</p> <p>8 In Baltimore County Public Schools, this                  9 section is led by Dr. Heather Wooldridge, Dr. Michael                  10 Grubbs, Ms. Sherri Fisher, Ms. Megan Shay, and Dr.                  11 Whisted. So in this particular section, I'd like to say                  12 we want to pause for a cause to celebrate. So while                  13 attending biweekly meetings with implementation                  14 coordinators from around the state, inclusive of Maryland                  15 Negotiation Service convenings, we were proud to realize                  16 and share that Baltimore County Public Schools is a                  17 leader in the state with Pillar 3. BCPS has paid for the                  18 first AP exams for all students who have registered,                  19 opened up access to the Community College of Baltimore                  20 County for all students who meet the CCBC requirements to                  21 take any course in any semester, including books and</p>
<p style="text-align: right;">Page 99</p> <p>1 Next slide, please. In Baltimore County                  2 Public Schools, our points of contact are leaders in                  3 Human Resources, including our Manager of Staff                  4 Relations. The team members have communicated to                  5 teachers who are nationally board certified about the                  6 salary incentive, which includes \$10,000 increase if 60                  7 percent of the time they're teaching in the classroom,                  8 and an additional \$7,000 if they teach in low-performing                  9 schools as identified by the Maryland State Department of                  10 Education. Baltimore County Public Schools have also                  11 leveraged Maryland Leads grants to support teachers in                  12 obtaining and maintaining national board-certified                  13 status. We must also, under this pillar, negotiate a                  14 career ladder that ultimately has a starting salary of                  15 \$60,000 and includes an evaluation criteria for                  16 increases. Next slide, please.</p> <p>17 We're at Pillar 3, College and Career                  18 Readiness. This pillar focuses on implementing a pre-K-                  19 to-12 curriculum for students to be college and career                  20 ready by the end of 10th grade. The districts must                  21 develop and align instructional system with resources and</p>	<p style="text-align: right;">Page 101</p> <p>1 fees. And are offering salaries or compensation for                  2 transportation to reimburse students for costs incurred                  3 for bus passes and other modes of transportation, as well                  4 as in youth apprenticeships programs, as needed. The                  5 only regret is that my students -- my children have                  6 graduated already. The next slide, please.</p> <p>7 In Pillar 4, more resources for students to be                  8 successful. In this pillar, the law aims to provide more                  9 support for students in schools who need it most.                  10 Specifically, additional supports for our English                  11 learners, low income and special education students.                  12 Provide new concentration of poverty grants directly to                  13 eligible schools to support community schools and enhance                  14 wraparound services. This pillar also aims to coordinate                  15 community supports to meet the students' behavioral                  16 health needs and provide technical assistance to the                  17 school system. Next slide, please.</p> <p>18 The points of contact in Baltimore County                  19 Public Schools for Pillar 4 would be Ms. Michele Stanbury                  20 -- Stansbury, excuse me, Dr. Ferguson, Ms. Allison Myers,                  21 Dr. Erin Sullivan, and Ms. Jennifer Hernandez. In this</p>

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1 section, BCPS continues to support and explore community  
 2 school expansion. Currently, we have 39 community  
 3 schools in Baltimore County who leverage concentration of  
 4 poverty funds to improve student achievement, in addition  
 5 to supporting the needs of the community. We are  
 6 required to coordinate community supports to meet student  
 7 behavioral health needs. There will also be specific  
 8 funded formulas applied to students who qualify for  
 9 special education services and those students who are  
 10 identified as English learners.

11 In Pillar 5, Governance and Accountability,  
 12 the legislation requires the establishment of the  
 13 Accountability and Implementation Board to oversee and  
 14 monitor state and local agencies' progress in  
 15 implementing Blueprint policies, develop state and local  
 16 Blueprint implementation plans, create expert review  
 17 teams to visit schools and make recommendations for  
 18 improving student achievement. Require school systems to  
 19 demonstrate that at least 75 percent per student formula  
 20 funding follows students to their schools.

21 Finally, in the section of Governance and

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1 Accountability under Pillar 5, the AIB has been  
 2 established and compose the expert review teams which  
 3 will be visiting schools in the spring of 2023, to ensure  
 4 that the Blueprint for Maryland's Future is being  
 5 implemented as dictated by the legislation. They will  
 6 also be monitoring the implementation of the Blueprint  
 7 for Maryland's Future but requiring MSDE to review each  
 8 local education's agency's plan, as well as ensuring that  
 9 75 percent of the funding formulas provide students at  
 10 their -- that's provided to students at their specific  
 11 schools.

12 In BCPS, we are accountable to you and our  
 13 community. Therefore, Dr. Whisted and I have presented  
 14 to various community stakeholder groups in small and  
 15 large meeting settings, many of which Dr. Whisted will  
 16 share. At this time, I turn the presentation over to my  
 17 colleague, Dr. Melissa Whisted.

18 DR. WHISTED: Thank you. So there are many  
 19 reports. There's many reports and timelines and  
 20 deadlines for the Blueprint for Maryland's Future.  
 21 Starting on July 1, we were required to use a certain

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1 percentage, 30 percent of our slots with our private  
 2 providers for prekindergarten. Also, we needed to start  
 3 opening up access for our three-and-four-year-old  
 4 students that were a part of Tier 1, so that's something  
 5 that we may, not must, do starting this school year.

6 We also had a memorandum of understanding that  
 7 we put together with the private providers. We started  
 8 paying our teachers the extra \$10,000 or \$17,000 if they  
 9 were nationally board certified, and we also had to  
 10 submit a hiring report. In September, we needed to  
 11 submit the ninth-grade tracker report to show students'  
 12 progress towards graduating on time, and then in  
 13 September and October, we had to ensure that all  
 14 kindergarten students took the kindergarten readiness  
 15 assessment. That ended on October 10th. And on November  
 16 1st, we submitted a report to talk about our plans to  
 17 expand the behavioral health needs of students.

18 On the 15th, we submitted a report for our  
 19 technology spending, and we had to share the percentage  
 20 of staff that had accessibility to the devices or  
 21 connectivity. On December 1st, the AIB put together

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1 their final comprehensive plan and the Maryland State  
 2 Department of Education just this past weekend put  
 3 together the template that we'll be submitting for  
 4 everyone.

5 We have a report that got postponed from  
 6 December 1st to December 22nd, talking about the  
 7 disaggregated numbers of private and public providers  
 8 that we will have for our pre-K students. We also had to  
 9 ensure by December 1st that all of our staff engaging  
 10 with students completed an annual behavioral and trauma  
 11 training, and we had to submit a report on our federal  
 12 and state funding. What you see on the slide are the  
 13 future reports. On January 1st, we will need to submit  
 14 the summer planning report, which has already been  
 15 submitted, and we also must submit the code funding  
 16 spending reports for trauma and behavioral health issues.

17 In early 2023, we'll be engaging with you and  
 18 other stakeholders, ensuring that we are finalizing our  
 19 implementation plan that must be submitted, and then we  
 20 will be submitting that on March 15th to the AIG and the  
 21 Maryland State Department of Education. Next slide.

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1 The implementation plan is a template that was  
 2 provided by the Maryland State Department of Education  
 3 and the AIB, and it's requiring all the local education  
 4 agencies to complete it. A smaller implementation  
 5 planning committee was established so that we can put  
 6 together the documents that need to be submitted. A  
 7 larger stakeholder group's been meeting since the spring,  
 8 and that's where we're soliciting feedback on the  
 9 different pillars and the planning activities that we're  
 10 going to be writing down for the March 15th submission.

11 And we really want to talk about the ways that  
 12 the Blueprint for Maryland's Future is coming to life for  
 13 our students and our families. So we've had smaller  
 14 group sessions, as Dr. Holmes talked about, with BOI --  
 15 BOE advisory committees. We have a reengagement planning  
 16 committee subgroup planned for tomorrow night. And we  
 17 also have met with that larger stakeholder group two  
 18 times so far.

19 All the sessions will form the responses that  
 20 we're going to be putting together on the template, and  
 21 that's narrative responses. It's data tables that we

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1 have to put together, and then we do have an opportunity  
 2 to upload some artifacts.

3 After we present it to the Superintendent and  
 4 then again to you, we're coming back on February 28th, we  
 5 will be submitting it to the AIB and the MSDE for its  
 6 approval, and they'll post it publicly, and they're also  
 7 going to be translating it for us.

8 Finally, it's going to be graded and each  
 9 pillar activity will have a criteria, so we'll either be  
 10 meeting the criteria, we'll be partially meeting the  
 11 criteria, or they will tell us we did not meet the  
 12 criteria. Next slide, please.

13 I want you to think about -- one more slide.  
 14 Thank you. I want you to be thinking about the Blueprint  
 15 for Maryland's Future like a true blueprint, as if you  
 16 were building a house. The legislation offers us the  
 17 pillars, which are like the pilings of the house, and  
 18 it's a foundation. And then each LEA had to determine  
 19 what are the details, right? How are we filling each of  
 20 the rooms of the house? And the Accountability and  
 21 Implementation Board is like the inspector of the house

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1 and ensuring that it's strong, and that it can sustain  
 2 the weight.

3 It's our responsibility to build a solid  
 4 house, fill it with students, teachers, families and  
 5 community members in order to make it a home. There'll  
 6 be two plans that'll be submitted. We're submitting the  
 7 one March 15th in 2023, and they want us to illustrate  
 8 what we did last school year, what we're doing this  
 9 school year, and what we'll be doing next school year.  
 10 And then a second plan will come back March 15th the  
 11 following year, 2024, where we'll be detailing out the  
 12 plans from the 2024 school year through 2027. And that  
 13 will be our completed house.

14 Next slide. Since the designation from Dr.  
 15 Williams to me as the Blueprint coordinator, I've  
 16 attended many meetings with BCPS staff who are working on  
 17 the individual pillars. We meet with the Blueprint  
 18 coordinators from all the other LEAs. We have sessions  
 19 with the Accountability and Implementation Board, and we  
 20 have meetings with the stakeholders within the community.  
 21 It's been a part of my daily work since the appointment

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1 in July of 2021. The meetings and collaboration  
 2 opportunities have been critical in making the Blueprint  
 3 for Maryland's Future come to life for students, their  
 4 families, and the staff in BCPS.

5 The next steps in drafting the plan is for the  
 6 submission to the AIB and the MSDE. So you see  
 7 illustrated on the slide that this school year, we did  
 8 have a stakeholder meeting on November 3rd. We're going  
 9 to be meeting with the reopening group tomorrow. We will  
 10 be holding another stakeholder meeting on February 2nd,  
 11 and we'll be coming back to the Board on February 28th  
 12 and finally submitting the plan on March 15th.

13 Last slide. At this time, we're open to  
 14 having a discussion and offering points of clarification  
 15 for the information which was made available tonight in  
 16 the presentation. We've been meeting with the Blueprint  
 17 coordinators of all the other LEAs, the internal staff of  
 18 BCPS who are responsible for the components of the plan,  
 19 the stakeholders since the inception of the passing of  
 20 this legislation. The Blueprint for Maryland's Future is  
 21 a part of all of our daily work, and we'll be returning

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1 in February with a summary of the final plan for your  
 2 review, and then we will be submitting on March 15th. So  
 3 we thank you for your time.  
 4 CHAIRWOMAN LICHTER: Thank you. Are there any  
 5 questions?  
 6 Mr. Kuehn.  
 7 MR. KUEHN: Hi, again. Thank you. This is a  
 8 lot of information. Sounds like you're going to all  
 9 sorts of meetings. Congratulations to you. One of the  
 10 things that I wanted to ask about was pre-K. I know that  
 11 it changes over time. I guess the plan changes over  
 12 time. But I just wanted to ask some basic questions.  
 13 there is no law forcing three-and-four-year-olds to go to  
 14 school, correct?  
 15 DR. WHISTED: Correct.  
 16 MR. KUEHN: Okay. I just wanted to make sure  
 17 that that's clear. I'll start there. And right now,  
 18 it's a mix of private and then some internal pre-K that  
 19 we have, right? How are we expecting to see that grow?  
 20 Are we expecting pre-Ks in all elementary schools across  
 21 the entire system?

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1 DR. WHISTED: So what we're required to do  
 2 from the Blueprint is offer for three-and-four-year-olds  
 3 that are up to 300 percent poverty, they are expected to  
 4 be offered a free-of-charge full-day program. That could  
 5 be within the private providers that are in our  
 6 community, or it could be within BCPS. We also have to  
 7 open up access for families between 300 and 600 percent  
 8 poverty, again, either at the private provider or within  
 9 BCPS on a sliding scale, where we would potentially  
 10 charge them for a portion of it. And then any family  
 11 over 600 percent poverty would pay the full amount,  
 12 either, again, at the private or public provider. So  
 13 that's what the law says, starting in school year '25-  
 14 '26.  
 15 MR. KUEHN: Okay. And just to follow on, I  
 16 know I've had kids that have gone through pre-K and  
 17 usually it's, like, three-day-threes and four-day-fours,  
 18 and they're partial days. Is that available, like, a  
 19 partial preschool day? Or is this just it's full day.  
 20 This is what we offer. This is it?  
 21 DR. WHISTED: The law is requiring that it be

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1 full day.  
 2 MR. KUEHN: And that's eight hours?  
 3 DR. WHISTED: No, that's six hours --  
 4 MR. KUEHN: Six hours --  
 5 DR. WHISTED: -- 45 minutes, the full day.  
 6 MR. KUEHN: Okay.  
 7 DR. WHISTED: That, like --  
 8 MR. KUEHN: All right. I just --  
 9 DR. WHISTED: -- kindergarten or -- yes.  
 10 MR. KUEHN: Yeah.  
 11 DR. WHISTED: But again, as you said, it's the  
 12 parents' option.  
 13 MR. KUEHN: Okay.  
 14 DR. WHISTED: It's not required.  
 15 MR. KUEHN: All right. Thank you. And all  
 16 the plans and reports that you talked about, where are  
 17 they available? That've already been created.  
 18 DR. WHISTED: All the presentations are on our  
 19 website. There was a visual one there, but if you go to  
 20 the BCPS website, there's a link for Blueprint for  
 21 Maryland's Future. And --

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1 MR. KUEHN: And these are all being submitted  
 2 to MSDE?  
 3 DR. WHISTED: The presentations are not. The  
 4 report for -- that's due on March 15th is submitted to  
 5 MSDE. All those reports that I talked about --  
 6 MR. KUEHN: Right.  
 7 DR. WHISTED: -- were submitted to MSDE. Some  
 8 of them get posted publicly. Some of them do not. So we  
 9 have a link on our website that links you to wherever the  
 10 publicly posted reports are.  
 11 MR. KUEHN: Great. Thank you.  
 12 DR. WHISTED: Sure.  
 13 CHAIRWOMAN LICHTER: Mr. Offerman?  
 14 MR. OFFERMAN: Yeah, I just want to point out  
 15 that one of the great challenges will be finding building  
 16 space for all these programs. I am a big supporter of  
 17 this -- of the pre-K programs, but I know one of the  
 18 things that has really stood in the way is with already  
 19 so many buildings overcrowded and trailers and all other  
 20 kinds of issues going on. Excuse me, learning cottages.  
 21 I'd like to say that, politically correct, if I can. I

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1 think the Board, as it goes forward, has to realize this  
 2 may really have some impact in terms of needs that we're  
 3 going to have to provide to various school areas that  
 4 don't have the room and will not have the room. Thank  
 5 you for the report, by the way. It was very good. Thank  
 6 you.

7 CHAIRWOMAN LICHTER: And just to follow up on  
 8 what Mr. Offerman said, the rooms -- it's not just space,  
 9 correct? There's certain specifications that they have  
 10 to have to meet the pre-K classroom?

11 MR. OFFERMAN: Yes.

12 DR. WHISTED: That's correct.

13 CHAIRWOMAN LICHTER: Any -- can I --

14 UNIDENTIFIED SPEAKER: I had a question about  
 15 the summer school implementation plan. Having had a  
 16 child that was offered it last summer, I think it was  
 17 given to the schools to decide when they would offer it,  
 18 you know, during the summer. Like, they could decide if  
 19 it was going to be, you know, what weeks it was going to  
 20 be and for how many hours. Is there a way to -- it just  
 21 -- the offer that I was given was not good for us. It

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1 was right in the middle of July, primetime going on  
 2 vacation time, for one hour a day for four weeks. And I  
 3 had to get in there and bring him home, and if I wasn't  
 4 on vacation, I would be working. So I think -- is there  
 5 a better way of -- I just -- is there another plan for  
 6 that? Or is that, going forward, going to be the same  
 7 plan?

8 DR. WHISTED: So my understanding is the  
 9 rollout for the summer program hasn't happened yet, but I  
 10 believe they are planning for it to be within the four-  
 11 week window that is posted on the calendar.

12 DR. MCCOMAS: I will just add, so thank you  
 13 for that comment. We continue to expand and try to  
 14 enrich and offer more summer programming year upon year,  
 15 and if we were to look back over the last seven years, I  
 16 could show you exactly how every year we're pushing that  
 17 boundary to do more and better for our students. Because  
 18 in most instances, if students aren't in school, they are  
 19 in -- perhaps in day-camp programs, which is a form of  
 20 schooling, right? So -- and as a working mother, I  
 21 understand logistics are a very real factor in summer

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1 programming. So I just want to let you know that we  
 2 continue to push that year upon year, and we'll continue  
 3 to do that. So I hear your point very clearly. Thank  
 4 you.

5 CHAIRWOMAN LICHTER: Any other questions?  
 6 Ms. Hassan?

7 MS. HASSAN: Thank you. So I do want to give  
 8 you guys a shoutout. I know the work on deciding the  
 9 details for what the Blueprint looks like in Baltimore  
 10 County is essential. I think a few weeks ago, the SMOBs,  
 11 the Student Members of the Board in Maryland, met with  
 12 the Superintendent to discuss this, so if anyone wants to  
 13 check that out, it is on YouTube, MSDE TV. But I -- so  
 14 the student members talked a lot about what mattered to  
 15 us and what we think is essential in discussing the  
 16 Blueprint, so pre-K is so, so important, and we did  
 17 mention that.

18 But I also do want to shift gears and talk  
 19 about college and career readiness, which is something  
 20 that the student members shared concerns about, and it's  
 21 really just ensuring that we're providing that access,

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1 not only at the high school level with test prep and  
 2 being able to afford those tests, but also expanding  
 3 college and career readiness to the middle school level  
 4 and making sure that students can pursue -- can begin to  
 5 pursue that -- those opportunities in the middle school.  
 6 So I'd love to hear a little bit more about that and  
 7 maybe how you would encounter that.

8 DR. MCCOMAS: So I can address that. Just  
 9 fantastic question, very timely. Just last week, we had  
 10 the opportunity to meet with the president or the CEO of  
 11 the college board. And one of the things that we talked  
 12 about is that college and career readiness does not start  
 13 in ninth grade. It really starts much earlier, and in  
 14 particular, students in grades 7 to 10, they are at  
 15 crucial years in terms of students either picking up  
 16 steam and reaching that college readiness on schedule, or  
 17 metaphorically having their train come off the track.

18 We talked with the college board about some  
 19 ideas that they have, and we offered some ideas for them  
 20 to consider around how do we as a nation and Baltimore  
 21 County Public Schools as one school system within the

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1 nation strengthening those middle school years around  
 2 readiness for rigor and relevancy in their education to  
 3 be prepared to hit that CCR marker in 10 grade, so that  
 4 those 11th and 12th-grade years open up for things like  
 5 Maryland apprenticeships, right? So what we need to do  
 6 is build a longer runway to get to that point with  
 7 effectiveness and efficiency.

8 MS. HASSAN: Awesome, thank you. And then  
 9 another question that I had was really about implementing  
 10 -- the implementation of social emotional wellbeing and  
 11 mental health as a part of the Blueprint. I know we talk  
 12 a lot about student resources and resources we can offer  
 13 to students, so how are some ways that, within the  
 14 Blueprint, we're expanding mental health resources to all  
 15 of our students and really ensuring that that is a part  
 16 of the Blueprint that is being met?

17 DR. MCCOMAS: Yeah, so do you mind, Dr.  
 18 Whisted?

19 DR. WHISTED: Sure. So our team that works  
 20 with the social emotional learning, there's been  
 21 different grants that have come through where they have

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1 worked to have staff within the building supporting  
 2 students. I know part of the summer program was also  
 3 bringing -- I forget the title of the person that worked  
 4 at the summer programs to connect with students for their  
 5 social emotional learning. And then a big part of it is  
 6 ensuring that every staff is trained, and so we have to  
 7 turn in, you know, documentation that every staff got  
 8 trained in either trauma or behavioral health needs, as  
 9 well. You know, so different ways that we can do that.

10 It looks different at every school, but  
 11 centrally certain resources and information is pushed  
 12 out, and then every school does that maybe a little bit  
 13 differently in their buildings so.

14 DR. MCCOMAS: Let me also add, and I'm sorry,  
 15 Dr. Whisted, I thought you were going to talk about  
 16 community schools.

17 Dr. Holmes, would you like to talk about the  
 18 community schools?

19 DR. HOLMES: So we wanted to add that in our  
 20 community schools using a concentration of poverty grant,  
 21 we provide wraparound services to those schools that

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1 qualify to have mental health support for the students  
 2 and their families. And so they -- the community schools  
 3 will do a needs assessment and after they assess those  
 4 needs, they connect families to behavioral health  
 5 resources.

6 MS. HASSAN: Awesome. Thank you, guys. And I  
 7 do have one final question. Actually, no, I lied, two.  
 8 But -- so Anne Arundel County, they discussed mentorship  
 9 and peer mentorship and how we can really incorporate  
 10 that into mental health and how we address that within  
 11 the Blueprint. So I guess that's not a question, but  
 12 just a thought for you to have.

13 And then my final question is about that  
 14 stakeholder groups and reaching out to those stakeholder  
 15 groups. So are we making an effort to include the  
 16 students in those stakeholder and really not, like,  
 17 really identify some students who could participate in a  
 18 stakeholder group and I am out of time and can't even  
 19 form a question.

20 DR. WHISTED: Sure, we can absolutely reach  
 21 out through Ms. Gover to find names of contacts to have

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1 that person included. That's kind of how our stakeholder  
 2 group got established initially. We went with the  
 3 typical board contacts of all the stakeholder groups that  
 4 are out there, and then each one was asked if they wanted  
 5 to participate or send a name of somebody else. So we  
 6 can get more people added to it. We add people all the  
 7 time.

8 DR. HOLMES: And I just want to add that in  
 9 our community stakeholder meetings, a lot of our  
 10 educational advisory committees have students  
 11 participating. So students are providing input during  
 12 those times when we present the Blueprint implementation  
 13 plan in those various settings.

14 CHAIRWOMAN LICHTER: Thank you. Any other  
 15 last questions?

16 Mr. Kuehn?

17 MR. KUEHN: Just real quick. Concentration of  
 18 poverty funding. There's a tremendous amount of money  
 19 coming in. I think it's, like, \$30 million this year.  
 20 Do we -- are we spending that this year? Or is that  
 21 funding being shared? Is it just this year spending, or

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1 is it being --

2 DR. WHISTED: So there's -- it's annual

3 spending, and it gets pushed to the schools directly. So

4 some of that is with staff, so as an example, every

5 community school has a community school liaison. So

6 that's a portion of the funding. All 38 schools have

7 this position, so that's a part of the funding. Then

8 each community school develops a needs assessment and

9 then they spend their dollars on that, and they have to

10 spend it annually. Like, whatever is designated to that

11 school, we're calling it a concentration of poverty

12 grant, but it is really -- it turns into operating

13 dollars. So it has to be used by the year end.

14 MR. KUEHN: The fiscal year end or it goes

15 back to the state?

16 DR. WHISTED: I don't think we ever send money

17 back, but --

18 MR. KUEHN: Well, I understand that.

19 DR. MCCOMAS: We try to spend all the money on

20 their children.

21 MR. KUEHN: I'm not trying to throw a wrench

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1 in it.

2 UNIDENTIFIED SPEAKER: And we're still trying

3 to work on those details, but we're -- obviously, we're

4 going to do everything we can to utilize all those

5 dollars and not send any -- I don't believe that'll ever

6 be the outcome, that the dollars would go back to the

7 state. But it makes it more difficult. It's more

8 challenging when you get dollars that have to be used for

9 specific things. You don't have the flexibility.

10 MR. KUEHN: All right. Thank you.

11 CHAIRWOMAN LICHTER: Okay. Thank you very

12 much for that very comprehensive presentation and for all

13 your work that you're doing on implementing it for the

14 county.

15 DR. WILLIAMS: Chair Lichter, if I may

16 comment. I want to thank the team. They just shared

17 just a fraction of the arduous work they do to prepare

18 this implementation plan.

19 And Dr. Whisted, I want to commend you and

20 your leadership, Dr. Holmes, Dr. Boswell-Mccomas, because

21 they work across the state. All of these questions that

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1 you're asking, they're happening in every school system,

2 and they're trying to -- we all are trying to figure it

3 out. And we're waiting for the money, Dr. -- Mr. Kuehn,

4 as well, because there's the work of the budget office to

5 hold all of that accountable.

6 So this is not easy work. My whole point of

7 making a comment, this is not easy work, in addition to

8 the already -- requirements that they have to do in their

9 respective jobs. But I just want to commend this team

10 and those that were mentioned in the presentation for

11 going above and beyond, trying to be prepared for that

12 first submission of our plan, so thank you all.

13 DR. MCCOMAS: Thank you, Dr. Williams.

14 CHAIRWOMAN LICHTER: Thank you, again. The

15 next item on the agenda is the report on -- no, I'm

16 sorry. Right, it's not clicking over. The next item on

17 the agenda is the report on alternative programs, and for

18 that I call on Dr. Yarbrough. And friends.

19 DR. YARBROUGH: Good evening again, Board

20 Chair Lichter, Vice Chair Harvey, Dr. Williams, and

21 members of the Board. We are pleased to present an

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1 alternative programs update to the Board and Team BCPS.

2 Tonight's update will provide a clear definition of the

3 purpose of alternative education, review the placement

4 process, share information regarding our alternative

5 schools, and additional programs that support student

6 needs across Baltimore County.

7 The purpose of alternative education is a

8 school or program that is offered to students in a

9 smaller educational setting and addresses their social,

10 emotional, behavioral, and academic needs.

11 As indicated on this slide, there are three

12 ways that students enter alternative programs. First,

13 disciplinary removals which are involuntary. These are

14 as a result of egregious violations of the student code

15 of conduct. In this case, students are issued extended

16 suspensions or expulsions.

17 Second, safety placements. These are based on

18 requirements to maintain the safety of all students.

19 Concerns -- when concerns exist related to the student's

20 continued enrollment in the home school, they may be

21 placed in alternative programs.



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1 And finally, program reviews. In  
 2 collaboration with families, these voluntary enrollments  
 3 into alternative programs are used to promote student  
 4 academic success and/or social emotional wellbeing.  
 5 The placement process begins with a formal  
 6 request for change in placement from the principal to a  
 7 school conduct hearing officer. Next, the hearing  
 8 officer convenes a meeting with stakeholders to discuss  
 9 the request. Evidence supporting the request is  
 10 presented, and the school conduct hearing officer renders  
 11 a decision.  
 12 The last step, if approved, is placement into  
 13 an alternative program. The length of stay is dependent  
 14 upon the reason for the placement.  
 15 The Office of Responsive Student Programming,  
 16 and student conduct hearing officers, are here to support  
 17 principals with their recommendation for students' long-  
 18 term removal from school for egregious violations of the  
 19 code of student conduct. When a student is being  
 20 recommended for a long-term removal, school  
 21 administration provide a packet to the hearing officer.

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1 A review of the information and meeting discussion allows  
 2 the hearing officer to make informed decision after  
 3 reviewing the student's educational profile, statement,  
 4 witness statement, the charges against the student, the  
 5 evidence supporting the removal, and grounds for removal,  
 6 including chronic extreme disruption and/or imminent  
 7 threat of serious harm.  
 8 At this time, I invite Executive Director  
 9 Kyria Joseph to talk about alternative schools.  
 10 MS. JOSEPH: Next slide, please. We have four  
 11 alternative schools where our staff work tirelessly to  
 12 provide supports for our students, and we thank them for  
 13 their service. Students have access to alternative  
 14 schools throughout the county. Rosedale Center offers  
 15 high school instruction for students in the East and  
 16 Central Zone. Catonsville Center for Alternative Studies  
 17 offers high school instruction for students in the West  
 18 and Central Zone. Crossroads offers middle school  
 19 instruction for students in the East and Central Zone,  
 20 and Meadowood offers middle school instruction for  
 21 students in the West and Central Zones. Next slide,

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1 please.  
 2 Redesigning the alternative school model  
 3 allowed for additional seats to be offered in the East  
 4 and Central Zone to be more aligned to access in the West  
 5 Zone. We also have a pilot through the Maryland Leads  
 6 Grants on distance learning at Catonsville Center for  
 7 Alternative Studies to address extenuating circumstances  
 8 where students need to access learning remotely.  
 9 And now, I will turn it over to my colleague,  
 10 Ms. Leeann Schubert.  
 11 MS. SCHUBERT: Good evening, Board members.  
 12 So another placement option for our students in Baltimore  
 13 County Public Schools is our eLearning program. So  
 14 currently, eLearning is an option that meets a variety of  
 15 student and family needs, including providing students  
 16 with access to additional coursework, accommodating a  
 17 temporary time away from the zone school, and offering an  
 18 alternative to the traditional school experience.  
 19 ELearning is available to our current middle  
 20 school and high school students, and we're staffed with  
 21 one supervisor, Mr. James Fazzino, a 12-month resource

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1 teacher, 2 school counselors, 16 BCPS teachers, and an  
 2 administrative secretary. We do hire contractual staff,  
 3 our BCPS teachers, beyond the school day to also provide  
 4 additional coursework to our students at eLearning.  
 5 Students in eLearning classes meet with  
 6 teachers during the regular scheduled day or beyond the  
 7 day using synchronously scheduled sessions on Google  
 8 Meets. They complete independent classwork and  
 9 assessment and provide direct instruction from our  
 10 teachers during those scheduled class sessions and work  
 11 through Schoology, as do many of our students during the  
 12 day. This distance program allows our eLearning teachers  
 13 to fully customize learning for our students and ensure  
 14 (indiscernible).  
 15 Aside from the VLP, that just began allowing  
 16 students' enrollment for disciplinary reasons, eLearning  
 17 is the only fully virtual option for our secondary  
 18 students in Baltimore County Public Schools.  
 19 Administrative placements can be made to eLearning by a  
 20 student conduct hearing officer as a result of a school  
 21 behavior, or as the result of a student having a CRO.

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1 Currently, eLearning is not staffed with a  
 2 special education teacher, and COMAR does not allow for  
 3 students with disabilities to be (indiscernible). Next  
 4 slide, please.

5 So another placement option is our extended  
 6 day learning program, also known as the EDLP. The EDLP  
 7 is available to every high school student, whether for  
 8 original credit or credit recovery. Students voluntarily  
 9 opting into the EDLP come to the program for a variety of  
 10 reasons. They may be looking to graduate high school  
 11 early. They may have failed a class.

12 The part-time program is fully inclusive and  
 13 serves students in need of, and with an interest in,  
 14 credit acceleration and credit recovery. It offers a  
 15 self-paced blended learning, together with a variety of  
 16 social emotional learning supports. And while it's not a  
 17 comprehensive high school, it does provide services in  
 18 line with a multi-tiered system of support.

19 One important consideration in placement for  
 20 such students is that the EDLP is part time. It meets in  
 21 the evening, after school. Students are reassigned to

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1 this option, have access to about four to five courses.  
 2 For students who are sent to the EDLP following a  
 3 disciplinary removal, the staff in the EDLP considers the  
 4 student -- how the student was meeting with academic  
 5 success at the time of reassignment and adjusts  
 6 programming accordingly.

7 The program supervisor, Ms. Stacy Bryan, often  
 8 creates unique collaborations, allowing staff at the zone  
 9 school and the EDLP to support the student. The student  
 10 might attend the Rosedale Center and the EDLP at night;  
 11 might attend eLearning and an EDLP class in the evening,  
 12 making use of, and leveraging, all of our program  
 13 resources.

14 The principals of the comprehensive schools at  
 15 Parkville, Dundalk, Milford Mill Academy, Woodlawn and  
 16 Loch Raven High School are gracious hosts to our extended  
 17 day learning program. These locations are strategically  
 18 selected based on proven needs of the hosting schools,  
 19 the needs of the schools in proximity to the hosting  
 20 schools, and/or accessibility to an MTA line.

21 Next slide, please. So finally, when all of

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1 those options have been considered, and none of them work  
 2 for a placement option for our student, we do look at a  
 3 home tutor. This home tutor placement is facilitated by  
 4 Ms. Denise Saulsbury, who runs our home and hospital  
 5 program. But it is not a home and hospital tutor. We  
 6 are simply assigning a home tutor to work with the  
 7 student who has been placed, or is in need of a  
 8 placement, outside of his or her school. Excuse me.

9 Tutoring services are typically provided  
 10 either virtually or in a public location, such as a  
 11 Baltimore County library. The tutor might be a BCPS  
 12 teacher if the tutoring happens beyond the school day.  
 13 Many of our tutors are retired teachers, and some of our  
 14 tutors are certainly just serving as tutors and may not  
 15 be a certified teacher. And again, as a reminder, COMAR  
 16 does not allow students with disabilities to be placed at  
 17 (indiscernible).

18 DR. YARBROUGH: At this time, we would like to  
 19 thank you for an opportunity to provide an update on BCPS  
 20 alternative programs and open it up if there are any  
 21 questions.

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1 CHAIRWOMAN LICHTER: Are there any questions?  
 2 Mr. Offerman?  
 3 MR. OFFERMAN: Yeah, so if we could see the  
 4 slides back to the actual enrollment figures. Is that  
 5 possible? Can we do that first? Go back further, yeah,  
 6 that's -- thank you so much. I was just really surprised  
 7 at, particularly in the case of Crossroads, how awfully  
 8 small the enrollment is, particularly in September. But  
 9 I see it's grown to 65. This may be a question that  
 10 perhaps you can answer. Do we have staff at the school  
 11 to handle the 120 seats, or is that done as we need them?  
 12 In other words, that are active staff, you know, at those  
 13 schools now, or is that something we do as needed?

14 MS. JOSEPH: No, we have active staff at the  
 15 school right now that can handle the seats. And for the  
 16 -- you'll see the enrollment increase because it's on a  
 17 rolling basis based off of time. So at the beginning,  
 18 you'll see we were at 21, but we're already at 65 and  
 19 then we expect it to increase.

20 MR. OFFERMAN: Yes.  
 21 MS. JOSEPH: And when we get close to the

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1 numbers where it may exceed, that's when, as a team, we  
 2 do a huddle, and we begin to look at what other options  
 3 can we begin to offer for our students.  
 4 MR. OFFERMAN: Okay. When a student goes to  
 5 (indiscernible), is there a fixed period of time they're  
 6 supposed to stay there, or is it case by case?  
 7 MS. JOSEPH: It is very case by case, and  
 8 oftentimes when they're doing well, some parents ask for  
 9 them to stay longer so that they can earn the credit. So  
 10 we take all of those considerations into place to fit the  
 11 needs of the student.  
 12 MR. OFFERMAN: Yeah, I actually visited prior  
 13 to COVID, and there were a lot of, at that time, senior  
 14 high students who were Crossroads. And one of the great  
 15 things was I was hearing was they were able to -- they  
 16 were able to obtain missing credits over, you know, a  
 17 reasonable time. Which allowed them to graduate with  
 18 their classmates or certainly earlier than they would've.  
 19 So I'm very big on that program. And I assume they still  
 20 are -- assume they still have that option at Rosedale,  
 21 although Crossroads doesn't have any 9 through 12

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1 students. Is that correct?  
 2 MS. JOSEPH: Correct. So the Rosedale now  
 3 handles all of the high school students, same as on the  
 4 West side, and so it didn't use to have these amount of  
 5 seats. If you look in 2021, it only had 85 seats. But  
 6 moving to this model, now we're able to offer 120 seats,  
 7 so we have more opportunities for students to earn the  
 8 credits.  
 9 MR. OFFERMAN: Thank you.  
 10 CHAIRWOMAN LICHTER: Ms. Harvey?  
 11 VICE CHAIR HARVEY: Thank you. First, I just  
 12 wanted to say thank you for the commitment to making sure  
 13 children, whatever situation they're in, continue to  
 14 receive the education. I think that should be  
 15 highlighted, and it's very important. Can you tell me  
 16 what the percentage is around students who are placed for  
 17 the various reasons, the three reasons that you mentioned  
 18 in the beginning, disciplinary removal, safety  
 19 placements, and program reviews?  
 20 MS. JOSEPH: So I have to back on actual  
 21 percentages, but the issues could range anywhere. We

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1 have Title 9 issues that deal with anything from  
 2 different sexual assaults that we would have to place.  
 3 We have certain issues, we use the word CRO. That's a  
 4 criminal reportable offense that we would have to  
 5 actually place. Then you have lesser offenses that are  
 6 disciplinary removals, but we also have program reviews  
 7 where we work with families who think that a smaller  
 8 setting would be in place. Families who may have gone  
 9 through VLP. They're not ready to go to a large school.  
 10 They may want to start in a smaller setting to go, so it  
 11 really is a model where we are trying to create it for  
 12 every particular child, depending on the situation. It  
 13 is not always something that is the most dire safety  
 14 issue. We're trying to make sure that we meets the needs  
 15 of the student in every possible extenuating circumstance  
 16 that we can think of, or that they bring to us.  
 17 VICE CHAIR HARVEY: And just to add on to Mr.  
 18 Offerman's question, I appreciate that it's a case-by-  
 19 case basis for students. Students have very individual  
 20 and unique needs. Can you give us a range of time that a  
 21 student might -- from the shortest amount of time to the

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1 longest amount of time a student might be in an  
 2 alternative setting?  
 3 MS. JOSEPH: Sure. So for high school, we  
 4 normally would do 45 days because we're also trying to do  
 5 credit -- to earn their credit. So we haven't found that  
 6 anything less than that would help. And then sometimes  
 7 it's temporary placements until another placement, but  
 8 typically it can be about 45 days. So we try to do it in  
 9 a way that they're earning the credit for high school,  
 10 but also for middle school, if they're leaving in the  
 11 middle of a semester, and we're just trying to make sure  
 12 that they're continuing their lesson, and so usually 45  
 13 days would be the shortest amount of time.  
 14 But we have had longer, based off of advocacy  
 15 from students and for their parents. We have learned of  
 16 different situations in the community that have occurred,  
 17 and we found that that's a better placement as we go  
 18 throughout. And like Ms. Schubert said, we also have  
 19 models where we have them connected to EDLP, which is  
 20 extended day learning program, and it's all in this model  
 21 of earning credits. How do we get them to access as much

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1 credits as possible so that they would graduate on time?

2 VICE CHAIR HARVEY: Thank you.

3 MS. JOSEPH: You're welcome.

4 CHAIRWOMAN LICHTER: How about transition

5 plans? So you said it's rolling enrollment, so they're

6 going to roll back into their home schools. How do we

7 transition to ensure that the success continues?

8 MS. JOSEPH: So we're working -- our

9 principals at the four alternative schools, that's a part

10 of their work. We actually have a model now where

11 schools, the home schools, should be having staff visit,

12 and we use our PPWs, that's our pupil personnel workers,

13 to go visit school -- to go visit the students so they

14 don't feel like they're just off and not there. And so

15 that is where that transition plan continues. Because we

16 are offering so many kind of this personalized, we

17 actually have counselors from each school and the home

18 school working together so that they don't feel lost or

19 they don't feel like it's not a good plan. And it also

20 helps us when we go back to see what adjustments we need

21 to make for the student. So it's ongoing. It's every

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1 week. Sometimes for certain students, it's every few

2 days, as we are trying to make sure that we are meeting

3 their needs, especially for some of the student cases

4 that we've had.

5 CHAIRWOMAN LICHTER: Is there any data on the

6 amount of students that then return to an alternative

7 placement after transitioning back into their home

8 school?

9 MS. JOSEPH: We haven't had any data, but we

10 typically don't try to have them go back to that same

11 alternative, because typically we're saying that that

12 didn't work, so we meet as a huddle to say what can work

13 differently. And now that we have more options, we're

14 better equipped to handle that if we have a case where

15 they would need to have a different set of specialized

16 services.

17 CHAIRWOMAN LICHTER: Okay. Thank you.

18 MS. JOSEPH: You're welcome.

19 CHAIRWOMAN LICHTER: Other questions?

20 MS. HENN: Chair Lichter?

21 CHAIRWOMAN LICHTER: Oh. Yes, Ms. Henn?

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1 MS. HENN: Thank you. So I have a question,

2 and it's a specific scenario. And thank you for this

3 presentation, by the way. This is very, very helpful.

4 So the situation where a counselor might recommend a

5 placement for a combination of the reason -- the three

6 reasons you've outlined. And be denied that placement

7 for a particular student. Could you speak to that and

8 how they might go about facilitating that placement, if

9 it is something that they recommend for a student that

10 they've been working with?

11 MS. JOSEPH: Yeah, so --

12 MS. HENN: What might be the rationale and how

13 could they escalate that?

14 MS. JOSEPH: So the counselor would need to

15 work with their administrator. It should not be a

16 counselor alone doing this process. It has to be an

17 administrator. And for certain cases, the executive

18 director, which is my level, would also be involved. And

19 what we do is we sometimes call what we call huddles. A

20 huddle is where we come together with a group of people,

21 so it would be a counselor, pupil personnel worker, our

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1 safety managers, an executive director, and we customize

2 a plan. And so I would recommend that counselor work

3 with their principal to really outline what are the

4 reasons and because sometimes the administrator may have

5 other confidential information as to why there may be a

6 hold. A lot of times, there may be certain students in

7 the alternative school that we can't match them with, and

8 so that may be a reason why. So they have to work with

9 their administrators. It can't just be a isolated, one

10 person making a decision like that.

11 MS. HENN: Sure. Because it looks like we

12 have the seats, to Mr. Offerman's questions. Even last

13 year, there was capacity based on these numbers. So that

14 doesn't seem to be the issue. Am I understanding

15 correctly?

16 MS. JOSEPH: Yes, but some of the cases, Title

17 9 and some other the cases, we -- there are certain

18 barriers that we can't place them. And so that's why

19 working with their administrator and, again, sometimes it

20 depends on the safety manager. So there's no one size

21 fits all. There's no one scenario that I can provide for

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1 you because there are so many different scenarios as our  
 2 laws have changed, especially when it deals with some of  
 3 our Title 9 sexual assault laws. Some things we can't  
 4 do. Sometimes it's safety that has nothing to do with  
 5 sexual assault, where we know that there's another  
 6 situation in that building that we can't have two peers  
 7 together in that space. And so those are certain  
 8 scenarios while those seats are there, and that's why as  
 9 a team, we really worked hard to make sure that we  
 10 expanded the options so that we have a fluid process. So  
 11 that we can navigate and move quickly as we're addressing  
 12 the needs of the students, and I've been using the word  
 13 extenuating circumstances because they are, and they're  
 14 ever evolving as we're kind of maneuvering through some  
 15 of our new dynamics.

16 MS. HENN: And are you able to elaborate, if  
 17 you can't, I understand, but are you able to elaborate on  
 18 your limitations as far as peers being in the same space?  
 19 Or provide us some examples?

20 MS. JOSEPH: Sure. So if we have students  
 21 that have a community conflict, a major fight, we would

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1 not say, oh, we know that they both did the fight, but we  
 2 wouldn't place them at Rosedale. We wouldn't place them  
 3 together at Rosedale. That would not be a good process  
 4 to do. We're trying to really make sure that we're  
 5 meeting their individual needs. So that would be --  
 6 that's probably an example that we encounter a lot of  
 7 times. Sometimes there are -- and I keep using community  
 8 fights because a lot of times it happens in the  
 9 community, and they're brought in. We have a situation  
 10 where students are bullying or harassing, and it's a  
 11 group of students, we don't want them to come together  
 12 and then start that behavior before they have an  
 13 opportunity to receive the report. So we try to make  
 14 sure that they're in kind of separate placements. And  
 15 those would be some very specific examples that we deal  
 16 with.

17 Sometimes certain families want a different  
 18 option for various reasons, and so we try to make sure  
 19 that we listen to those reasons, as well. And some  
 20 students want an opportunity to move away from their  
 21 community because they just need a fresh start, and so we

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1 work through those issues, as well, to provide a support  
 2 for them.

3 MS. HENN: And sure, that's the ideal. But we  
 4 have plenty of students that can't get along, for  
 5 whatever reasons, that are together in our other schools.  
 6 Are we saying we're limited by our laws or by policy,  
 7 that this is an arrangement we have in our alternative  
 8 placements because they're alternative placements?  
 9 Because plenty of students get in fights and they're back  
 10 in their classrooms the next day. And I hear from  
 11 families all the time that want their students to be  
 12 removed from students that bully them, that assault them,  
 13 and they're told by their principals, I can't separate  
 14 them. Or if you want your child to have, you know, a  
 15 schedule change, you can request that, but I'm not going  
 16 to remove the student who assaulted them. And what I'm  
 17 hearing you say is that, oh, no, we can't remove this  
 18 student or we can't place them together because there's a  
 19 conflict or there was a fight. So I'm trying to  
 20 understand the difference here. Is it because of our  
 21 laws or our policies or why are we handling these

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1 students differently than the students in our other  
 2 schools?

3 DR. YARBROUGH: I'll speak to that, Ms. Henn.  
 4 Thank you --

5 MS. HENN: Thank you.

6 DR. YARBROUGH: -- for your question. And so  
 7 specifically, I think what Ms. Joseph is trying to  
 8 highlight is the difference between -- while we do not  
 9 condone any type of violence in schools, but the  
 10 difference between a school fight where a student has a  
 11 short-time suspension and a long-term suspension for an  
 12 egregious incident, an egregious violation of the student  
 13 conduct is we consider all factors. And so when we have  
 14 several students involved in a specific action, it is not  
 15 our practice to place both of those students who might  
 16 have some lingering issues in the same alternative  
 17 schools. If they are students perhaps on the same side  
 18 of that conflict, they would go to that school, but when  
 19 we have options, and the reason we worked in the spring  
 20 to provide more options, is to make sure that not only  
 21 are comprehensive schools are as safe as possible, but we

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1 want to make sure that all of our staff who are working  
 2 at our alternative schools are safe as possible, and they  
 3 can deliver those services, particularly around social  
 4 emotional needs and wraparound services that our students  
 5 need. So there is not a state law that prohibits us from  
 6 putting them in the same school, but we're talking about  
 7 best practices to set up the students and staff for  
 8 success that we try to employ as much as possible.

9 MS. HENN: Thank you. And I agree, they are  
 10 best practices. I wish we had --

11 UNIDENTIFIED SPEAKER: That was time, Ms.  
 12 Henn.

13 MS. HENN: -- in our other schools as well  
 14 because all students deserve to be safe. Thank you, Dr.  
 15 Yarbrough. Thank you, Ms. Joseph.

16 CHAIRWOMAN LICHTER: Thank you.  
 17 Ms. Hassan?

18 MS. HASSAN: Thank you. So I do want to ask  
 19 about the process of disciplinary hearings, and to which  
 20 -- at what point do we decide when a student should be  
 21 placed in an alternative school? Because I know there

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1 are so many other options to take, you know, as a team  
 2 during the hearing process, so at what point do we decide  
 3 that an alternative school may be best for a student? Or  
 4 the EDLP or another out-of-campus opportunity?

5 MS. JOSEPH: Okay, thank you for that. So  
 6 there's a hearing that would take place for the  
 7 disciplinary process, and the administrator would lay out  
 8 their particular part, and then the student has an  
 9 opportunity to speak and their parent whoever  
 10 (indiscernible) and that student hearing officer really  
 11 listens to all sides, considers all factors, and then  
 12 would begin to do the recommendation for a placement.  
 13 And so that's a kind of a short process of what would  
 14 occur during that time.

15 DR. YARBROUGH: If I may add for you, Ms.  
 16 Hassan, the only other option is the program reviews, and  
 17 that can be initiated from the family. It can be  
 18 recommended from the counselor. And I think we spoke to  
 19 earlier particularly around social emotional issues,  
 20 students maybe with school anxiety, attendance issues  
 21 where they're looking for a smaller setting, or a

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1 transition from a different setting, whether that be, you  
 2 know, in the school system or outside of the school  
 3 system. That's an option that we make available to  
 4 families, as well, and that's more of a collaborative  
 5 conversation with all of the data pieces that Ms. Joseph  
 6 referred to.

7 MS. HASSAN: Thank you for that. I also have  
 8 another question about the increase of student enrollment  
 9 in alternative schools. So I know that there has been an  
 10 increase from September to December in our enrollment.  
 11 So are we anticipating an increase in those amounts of  
 12 enrollments? Do we anticipate them to stay the same? A  
 13 possible decrease, and if so, how do we support those  
 14 possible trends?

15 MS. JOSEPH: So we'll have students who will  
 16 be returning back to their home school, so it's not the  
 17 same students as in the original September then December.  
 18 And so it's kind of a rolling enrollment that would  
 19 occur, so right now we believe we have the seats and the  
 20 capacity to handle it, because those students would be  
 21 going back. And then if we have additional seats, if we

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1 have program reviews, some students may need some  
 2 different supports. We will have the capacity now to  
 3 handle that on a rotating basis.

4 MS. HASSAN: Okay. And then I do have a  
 5 question about the EDLP. So is it possible for a student  
 6 to graduate with courses from the EDLP alone, or do they  
 7 need something else to supplement that just to get their  
 8 course requirements?

9 MS. SCHUBERT: That's a great question, and  
 10 thank you. So currently, EDLP has all but the fine arts  
 11 credit available for a student. The limiting factor  
 12 there, Ms. Hassan, would be time. So if you think about  
 13 your traditional school day, Monday through Friday, 6  
 14 hours and 45 minutes, to earn those credits, and  
 15 obviously you can earn credits well beyond those  
 16 graduation requirements, so EDLP has everything except  
 17 that fine arts credit. However, the limitation is our  
 18 EDLP sites are meeting four hours in evening, so if you  
 19 were to attend, let's say it's Tuesday night, so we have  
 20 our Woodlawn EDLP meeting this evening and Dundalk, go  
 21 Team EDLP, our students are there for four hours a night.

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1 And they are pushing through that content so close but  
 2 the limitation of time and that fine arts credit, which  
 3 we're working on right now.  
 4 MS. HASSAN: Thank you. And my final  
 5 question, so I know that some students seek out the ECAT  
 6 (phonetic) program at CCBC. Is it -- so is that  
 7 something that is possible for students who are seeking  
 8 an alternative option to seek those graduation  
 9 requirements at CCBC as well as night school, and be able  
 10 to expand how we look at alternative schools into also  
 11 looking at getting possible college requirements out of  
 12 the way?  
 13 MS. JOSEPH: Yeah, absolutely. Our students  
 14 are requiring us to reimagine high school, and so they  
 15 have all of those opportunities available to them so they  
 16 can do that. They can do EDLP, VLP. They have all of  
 17 that, and so we are changing our model of this just  
 18 everything in a brick-and-mortar high school time and  
 19 middle school time and really adapting to the needs of  
 20 the students and really being -- offering these flexible  
 21 options.

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1 They have also challenged us to do some things  
 2 differently this summer that we'll be coming back to you  
 3 for, so we will be doing -- expanding some time this  
 4 summer, so we are listening to our students and making  
 5 sure that we are flexible with how we're offering  
 6 opportunities and access to learning.  
 7 MS. HASSAN: Awesome. That's outstanding.  
 8 Thank you so much.  
 9 CHAIRWOMAN LICHTER: Mr. McMillion, did you  
 10 have a question?  
 11 MR. MCMILLION: Yes, please. Thank you very  
 12 much for the presentation. Back in the day, Crossroads  
 13 had a year requirements. So if you sign up for  
 14 Crossroads, you stayed there a year. The parents signed  
 15 off. The kids signed off. Everybody knew that the child  
 16 was there for a year. Has that requirement gone south?  
 17 MS. JOSEPH: So we -- when we reimagined the  
 18 model, Crossroads is now a middle school and then  
 19 Rosedale went to high school. One of the things that  
 20 that model did is it limited the seats, and so the  
 21 students who signed up for the year, you only had that

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1 amount, and we could not offer any of the access to any  
 2 of the other middle school students. When we looked at  
 3 the stakeholders on the West side, though, we had all of  
 4 the seats. We had the open model where they could go in  
 5 during that time. So now for the reimagining and what we  
 6 redesigned it, Crossroads services middle school and  
 7 Rosedale would have it.  
 8 And so if there is a student that does have to  
 9 stay a year, it's not anything mandatory. We have those  
 10 seats and the flexibility, and they wouldn't necessarily  
 11 stay the entire year. It's as needed during that time,  
 12 but in that older model, it was limiting access. And we  
 13 didn't have the same access offered throughout the county  
 14 as we had on the West side and other zones.  
 15 MR. MCMILLION: Okay. And the next comment I  
 16 want to make, I'm not being critical, so I'm just trying  
 17 to gather information. Have either the three of you been  
 18 an alternative principal?  
 19 MS. JOSEPH: So I have been -- I've -- I was a  
 20 principal of a high school where we had the alternative  
 21 model for the EDLP. And so, yes, so, yes, I have been

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1 very closely, and so I had EDLP in my building all five  
 2 years. I was there each evening, and now as the  
 3 Executive Director over the alternative school, that is  
 4 my school that I support directly.  
 5 I was also a middle school principal in which  
 6 we used to have evening school for another model years  
 7 ago.  
 8 MR. MCMILLION: Okay, so you were at Milford  
 9 Mill for --  
 10 MS. JOSEPH: Yes, sir.  
 11 MR. MCMILLION: -- X number of years and then  
 12 middle school?  
 13 MS. JOSEPH: Yes, sir. Ocore (phonetic).  
 14 MR. MCMILLION: Ocore.  
 15 MS. JOSEPH: The former Ocore.  
 16 DR. YARBROUGH: Mr. McMillion.  
 17 MR. MCMILLION: Excuse me?  
 18 DR. YARBROUGH: No, go ahead.  
 19 MR. MCMILLION: No, thank you very much.  
 20 Thank you.  
 21 CHAIRWOMAN LICHTER: Mr. Kuehn?

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1 MR. KUEHN: Thanks. I just had a question  
 2 about mechanics. If a student gets into some trouble,  
 3 say they're going to be suspended for 10 days, but maybe  
 4 it was pretty bad or whatever. When is the decision made  
 5 and how long does it take to make it to send a child or  
 6 student to an alternative school? Like, there wouldn't  
 7 be a situation where maybe suspended for 10 days and go  
 8 back to their home school and then go to a center, an  
 9 alternative school, would there?

10 MS. JOSEPH: Right, no, so that's a -- that 9,  
 11 10 day would be just what we call a local suspension.  
 12 Anything over that, that's when they would have to go to  
 13 the hearing officer, and it wouldn't be the principal  
 14 making a decision. It would be the student hearing  
 15 officer making that decision, and so the principal would  
 16 make the decision on if they're going to take them to  
 17 that. Typically, within a few days, you try to gather  
 18 the information. You try to make sure that you would  
 19 make that, so it wouldn't be you're waiting 10 days to  
 20 know if you're going to the board hearing.

21 MR. KUEHN: All right, so there's just, like a

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1 bright-line delineation 10 and under and then --

2 MS. JOSEPH: Yeah, --

3 MR. KUEHN: -- everything over's alternative -  
 4 - different placement.

5 MS. JOSEPH: Correct. Right. It goes to the  
 6 hearing officer.

7 MR. KUEHN: Okay. Thank you.

8 MS. JOSEPH: Mm-hm.

9 MR. KUEHN: That's all.

10 CHAIRWOMAN LICHTER: Okay. Thank you so much  
 11 for your presentation and your answering of all the  
 12 questions. So thank you.

13 The next item on the agenda is information  
 14 items, which include the official September 30th  
 15 enrollment and the October minutes of the Southeast Area  
 16 Education Advisory Council Meeting.

17 The next item on the agenda is Board member  
 18 comments and agenda setting. And we'll begin with Ms.  
 19 Domanowski.

20 MS. DOMANOWSKI: Point of inquiry.

21 CHAIRWOMAN LICHTER: Yes?

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1 MS. DOMANOWSKI: Do we have two minutes or a  
 2 little longer since it's our first time?

3 CHAIRWOMAN LICHTER: Two minutes.

4 MS. DOMANOWSKI: I just wanted to start by  
 5 thanking everyone for being here and paying -- and  
 6 listening today for the first Board member meeting with  
 7 these newly elected officials. It was a long process to  
 8 get here, and I want everyone to know inside the  
 9 Baltimore County Public School system that I am here to  
 10 work for all of you, for all students, all teachers, all  
 11 parents, all educators, everyone in our community to make  
 12 the best choices for inside of our school buildings.

13 In light -- and in that light, I would like to  
 14 make a motion to add -- one second here. I move that we  
 15 add review of the August 10, 2021, Board of Education of  
 16 Baltimore County Public Comment and Attendance Guidelines  
 17 and Procedures to the agenda for the next Board meeting  
 18 on Tuesday, December 20, 2022.

19 CHAIRWOMAN LICHTER: I'm not sure you make a  
 20 motion. I think we just gather the agenda, the  
 21 recommendations for agenda items.

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1 MS. DOMANOWSKI: Right.

2 CHAIRWOMAN LICHTER: Okay.

3 MS. DOMANOWSKI: So -- but I would like --

4 CHAIRWOMAN LICHTER: Okay. Can you put that  
 5 in the chat so I -- because it was very specific so we  
 6 get the right --

7 MS. DOMANOWSKI: Yeah.

8 CHAIRWOMAN LICHTER: Thank you. Anything  
 9 else?

10 Dr. Hager, are you still on the line? Okay.

11 MS. HENN: I'll second that motion if it's  
 12 being considered --

13 CHAIRWOMAN LICHTER: It's not --

14 MS. HENN: -- as more of a motion.

15 CHAIRWOMAN LICHTER: It's not a motion. We  
 16 don't need a motion, Ms. Henn. We're just collecting  
 17 agenda items.

18 MS. HENN: I understand, but I believe Ms.  
 19 Domanowski is making a motion.

20 MS. DOMANOWSKI: Yeah, point of inquiry. We  
 21 didn't --



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1 CHAIRWOMAN LICHTER: Okay.

2 MS. DOMANOWSKI: -- we weren't -- usually

3 during the chair comments, I guess, we're allowed to make

4 motions, and I don't know that it was asked if we were --

5 that's why I was trying to make it now. I know it's our

6 first time doing this together so --

7 CHAIRWOMAN LICHTER: Right. That's fine.

8 Okay, she can make a motion. Okay, so would you state --

9 did -- can you write your motion in the chat?

10 Is there a second to the motion?

11 MS. HENN: Second, Henn.

12 CHAIRWOMAN LICHTER: Okay. Oh, Henn, thank

13 you, Ms. Henn.

14 MS. HENN: Thank you.

15 CHAIRWOMAN LICHTER: Any discussion?

16 UNIDENTIFIED SPEAKER: (Indiscernible) --

17 Would you like to speak to your motion, Ms.

18 Domanowski?

19 MS. DOMANOWSKI: So the guidelines and

20 procedures effective August 10, 2021, was in response to

21 the changing landscape of the COVID-19 virus. Our

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1 students and educators have been back in their classrooms

2 and school buildings sans any COVID-19 restrictions since

3 the beginning of this school year. It is my opinion that

4 this Board of Education should also operate without

5 previously enacted COVID-19 restrictions, guidelines, or

6 procedures.

7 On a further note, I believe it is only fair

8 that those in attendance should be granted permission to

9 give a public comment. At the last Board meeting on

10 November 22nd, of the 10 allotted for public comment,

11 only 8 names were called, and 4 failed to show. That

12 happened again tonight. I understand things happen. You

13 get sick, you can't show up. But now that one person's

14 spot was not used. So I just -- I think that this policy

15 needs to be reviewed.

16 CHAIRWOMAN LICHTER: Any other discussion?

17 MS. HENN: Chair Lichter?

18 MS. JOSE: Ms. Lichter, I have a point of

19 clarification for Mr. Brousaides. I'm not sure as to

20 what the motion is being made. Is that a motion to add

21 an agenda item, or is that a policy amendment? I'm not

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1 clear as to --

2 MR. BROUSAIDES: I don't have access to the

3 chat, but if the Chair could state the motion?

4 CHAIRWOMAN LICHTER: We -- it's still being

5 typed. Go ahead, read -- great.

6 MS. DOMANOWSKI: I move that we add the review

7 of the August 10, 2021, Board of Education of Baltimore

8 County Public Comment and Attendance Guidelines and

9 Procedures to the agenda for the next Board Meeting on

10 Tuesday, December 20th of this year.

11 CHAIRWOMAN LICHTER: Okay. So any further

12 discussion on the motion?

13 MS. HENN: I move to amend the motion to move

14 the discussion to the first meeting in January, if Ms.

15 Domanowski accepts my amendment.

16 And if I may speak to my motion to amend?

17 CHAIRWOMAN LICHTER: Yes.

18 MS. HENN: Simply based on the timing. That's

19 five days before Christmas. Sometimes Board members have

20 other commitments, and I believe after the holidays may

21 be -- may allow for greater preparation and a more robust

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1 discussion. And given the importance of the topic, I

2 think we'll have a more robust discussion if we consider

3 it at the first meeting in January. That's all.

4 CHAIRWOMAN LICHTER: So, is there a second on

5 -- oh --

6 MS. DOMANOWSKI: I'll send it. Yes, I agree.

7 Or do -- can I just accept it as --

8 CHAIRWOMAN LICHTER: I don't know. No. So

9 there is a second on Ms. Henn's amendment, so now we need

10 a vote -- any discussion on the amendment that Ms. Henn

11 made?

12 Mr. --

13 MS. JOSE: Point of order, Ms. Lichter.

14 MR. MCMILLION: Why wait? We have a

15 responsibility to attend the meetings, and people skip

16 meetings. You know, just because it's a holiday doesn't

17 mean, you know, we've got a responsibility. People voted

18 us in here. We were appointed. You know, if -- this is

19 a critical issue. Why wait? Let's talk about it on the

20 next meeting and make a decision. Thank you.

21 CHAIRWOMAN LICHTER: Any other further

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1 discussion on the amendment?

2 MS. JOSE: Ms. Lichter, if you could put the

3 motion on the chat and point of Roberts rules, if Mr.

4 Brousaides could clarify. Until the chair states the

5 motion, it's not on the floor, so you have to state the

6 motion and it has to then be seconded.

7 CHAIRWOMAN LICHTER: Okay. So let me give her

8 a minute to type the motion in the chat. Mr. --

9 MR. MCMILLION: Now I've got a question for

10 Mr. Brousaides. If I'm not mistaken, when Ms. Henn made

11 her addendum or addition, the person that originally came

12 across with that doesn't have to accept that or agree

13 with that, correct?

14 MR. BROUSAIDES: Correct. I understand that

15 Ms. Domanowski --

16 MR. MCMILLION: She did. But she doesn't have

17 to. So just the little information there, correct?

18 Thank you.

19 CHAIRWOMAN LICHTER: And while she's typing

20 that, so once she types that, I will read it and then I

21 will call for a vote on that?

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1 MR. BROUSAIDES: Call for a discussion

2 (indiscernible).

3 CHAIRWOMAN LICHTER: Call for discussion and

4 then call for the vote?

5 MR. BROUSAIDES: Yes.

6 CHAIRWOMAN LICHTER: Okay. So on the

7 amendment that she is -- right. So Ms. Henn proposed a

8 moment. So Ms. Henn, can you restate your amendment?

9 MS. HENN: Sure. My amendment was to change

10 the date in Ms. Domanowski's motion to the first meeting

11 in January.

12 CHAIRWOMAN LICHTER: Okay.

13 MS. HENN: And if Ms. Gover could provide that

14 date, I could be more specific. I don't have it in front

15 of me.

16 CHAIRWOMAN LICHTER: January 10th.

17 MS. HENN: Thank you.

18 CHAIRWOMAN LICHTER: Any further discussion on

19 Ms. Henn's amendment to move the meeting -- the

20 discussion to the first meeting in January?

21 Okay. So --

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1 MS. JOSE: But again, Ms. Lichter, point of

2 order. You have not stated the motion, so it's not on

3 the floor. Roberts rules of order.

4 CHAIRWOMAN LICHTER: So --

5 MS. JOSE: So it's a moot point, her

6 amendment, until the Chair --

7 CHAIRWOMAN LICHTER: I know --

8 MS. JOSE: -- states the motion. So Ms. Henn

9 is out of order with her amendment.

10 CHAIRWOMAN LICHTER: So the motion --

11 MS. HENN: Point of order. Ms. Domanowski

12 stated the motion, and it was seconded. I made the

13 motion to amend. The motion was on the floor.

14 MS. JOSE: By Roberts rules, the Chair has to

15 state the motion for it to be accepted on the floor.

16 CHAIRWOMAN LICHTER: I'm going to state the

17 motion because it's now in the chat. So I move that we

18 add review of the August 10, 2021, Board of Education of

19 Baltimore County Public Comment and Attendance Guidelines

20 and Procedures to the agenda for the next Board meeting

21 on December 20, 2022. That's the original, okay, then

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1 Ms. Henn just second.

2 MS. HENN: I move to amend.

3 CHAIRWOMAN LICHTER: And moves to amend. And

4 the amendment would read I move that we add review of the

5 August 10, 2021, Board of Education of Baltimore County

6 Public Comment and Attendance Guidelines and Procedures

7 to the agenda for the Board meeting on January 10, 2023.

8 Correct?

9 MS. HENN: Yes. Thank you.

10 CHAIRWOMAN LICHTER: Is there any discussion

11 on the amendment that Ms. Henn has made?

12 Can I have a roll call vote on the amendment

13 that Ms. Henn made, Ms. Gover?

14 MS. GOVER: Domanowski?

15 MS. DOMANOWSKI: No.

16 MS. GOVER: Ms. Pumphrey?

17 MS. PUMPHREY: Yes.

18 MS. GOVER: Ms. Harvey?

19 VICE CHAIR HARVEY: Yes.

20 MS. GOVER: Ms. Henn?

21 MS. HENN: Yes.

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1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: No.  
 5 MS. GOVER: Ms. Hassan?  
 6 MS. HASSAN: No.  
 7 MS. GOVER: Mr. Offerman?  
 8 MR. OFFERMAN: Yes.  
 9 MS. GOVER: Dr. Savoy?  
 10 MS. SAVOY: Yes.  
 11 MS. GOVER: Mr. Kuehn?  
 12 MR. KUEHN: Yes.  
 13 MS. GOVER: Ms. Lichter?  
 14 CHAIRWOMAN LICHTER: No.  
 15 MS. GOVER: Favor is seven.  
 16 CHAIRWOMAN LICHTER: So the amendment passes.  
 17 MR. BROUSAIDES: Now we can return to the main  
 18 motion.  
 19 CHAIRWOMAN LICHTER: Now we can return to the  
 20 main motion with the amended language, correct? Okay.  
 21 So the new language is -- that we will vote on is I move

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1 that we add Review of the August 10, 2021, Board of  
 2 Education of Baltimore County Public Comment and  
 3 Attendance Guidelines and Procedures to the agenda for  
 4 the Board meeting on January 10, 2023. Any discussion?  
 5 Can we have a roll call vote, please?  
 6 MS. JOSE: Ms. Lichter?  
 7 CHAIRWOMAN LICHTER: Yes, Ms. Jose?  
 8 MS. JOSE: Thank you, Ms. Lichter. I was  
 9 wondering if this motion could just not be a request to  
 10 Dr. Williams, since it's an operational guideline? If we  
 11 could just ask him does this have to be a motion? And if  
 12 staff will --  
 13 MR. BROUSAIDES: It's already been presented  
 14 and it's on the floor --  
 15 UNIDENTIFIED SPEAKER: Point of order. It's  
 16 on the floor --  
 17 MR. BROUSAIDES: -- and ready to be voted  
 18 upon.  
 19 MS. JOSE: All right. Thank you.  
 20 CHAIRWOMAN LICHTER: Ms. Gover, roll call  
 21 vote, please?

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1 MS. GOVER: Ms. Domanowski?  
 2 MS. DOMANOWSKI: Yes.  
 3 MS. GOVER: Ms. Pumphrey?  
 4 MS. PUMPHREY: Yes.  
 5 MS. GOVER: Ms. Harvey?  
 6 VICE CHAIR HARVEY: Yes.  
 7 MS. GOVER: Ms. Henn?  
 8 MS. HENN: Yes.  
 9 MS. GOVER: Ms. Jose?  
 10 MS. JOSE: No.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. MCMILLION: Yes.  
 13 MS. GOVER: Ms. Hassan?  
 14 MS. HASSAN: Yes.  
 15 MS. GOVER: Mr. Offerman?  
 16 MR. OFFERMAN: Abstain.  
 17 MS. GOVER: Dr. Savoy?  
 18 MS. SAVOY: Yes.  
 19 MS. GOVER: Mr. Kuehn?  
 20 MR. KUEHN: Yes.  
 21 MS. GOVER: Ms. Lichter?

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1 CHAIRWOMAN LICHTER: Yes.  
 2 MS. GOVER: Favor is nine.  
 3 CHAIRWOMAN LICHTER: The motion passes.  
 4 So we are now still on Board member comments  
 5 and agenda setting, correct?  
 6 MR. BROUSAIDES: Correct.  
 7 CHAIRWOMAN LICHTER: Okay. And Ms. Harvey?  
 8 VICE CHAIR HARVEY: Thank you, Madam Chair.  
 9 First, I would want to say thank you to my new colleagues  
 10 on the Board and to all of you who are in attendance and  
 11 doing this hard work every day. I can't understate  
 12 enough -- or overstate enough how complicated and complex  
 13 and difficult this work is, and I appreciate everyone's  
 14 contribution to this process.  
 15 At this time, I do not have agenda items for  
 16 the next meeting.  
 17 CHAIRWOMAN LICHTER: Thank you, Ms. Harvey.  
 18 Ms. Hassan?  
 19 MS. HASSAN: Thank you. So I just want to say  
 20 again congratulations to everyone here, and a huge thank  
 21 you to everyone who has been here and is -- will continue

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1 to serve the BCPS Board of Education. It is critical --  
 2 the work that you do is absolutely essential and I  
 3 appreciate it so much. I look forward to working with  
 4 you all. I have no current agenda items to add.  
 5 However, I do want to end my comment the way I've ended  
 6 every comment that I've given, and that is to get in good  
 7 trouble.  
 8 CHAIRWOMAN LICHTER: Thank you.  
 9 Ms. Henn?  
 10 MS. HENN: Thank you. First, I'd like to  
 11 congratulate Chair Lichter, Vice Chair Harvey, on your  
 12 election as officers, and welcome to all the new Board  
 13 members. I, too, look forward to working with everyone.  
 14 I was asked what advice I would give to the  
 15 incoming leadership, and I'm going to offer just a few  
 16 words to all of the Board members, because every person  
 17 in this boat needs to row. We are in this together.  
 18 Number one, the smartest person in the room is  
 19 in the classroom. We need to listen, learn, and trust  
 20 from those in the classroom.  
 21 Number two, do your own homework. Get out

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1 there, consider the source of information and the farther  
 2 it is from the classroom, the more questions you should  
 3 ask. Trust but verify.  
 4 Number three, stay focused. Time is more  
 5 limited than you realize and will be filled by others for  
 6 their purposes. Fight for time to accomplish your own  
 7 goals. Learn how to advance them efficiently and prepare  
 8 in advance.  
 9 Number four, Newton's First Law of Motion says  
 10 a body at rest remains at rest, and a body in motion  
 11 remains in motion, unless acted upon by an external  
 12 force. You are that force, but you have to act. And I  
 13 know that each of you will.  
 14 Number five, let's use everyone's strengths  
 15 and divide and conquer. We can't do it alone, and we  
 16 can't do it all. Let's build strong, balanced committees  
 17 willing to do the work and trust and empower our  
 18 committees. Delegate to them, have them do the legwork,  
 19 ask committee chairs to work with staff liaisons to get  
 20 information to make informed decisions and bring  
 21 recommendations for actions to the full Board and move

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1 the work there.  
 2 Let's stay focused. Let's eliminate politics,  
 3 bickering, pettiness and bullying. They have no place on  
 4 our Board, and only distract us from doing the work.  
 5 Let's be kind to each other and know that we are all here  
 6 for students.  
 7 Seven, the work we need to do needs to be the  
 8 focus. Ultimately, we, the Board, are responsible for  
 9 111,000 students. If something isn't working, we have to  
 10 ask why. It isn't our job to fix it. It's our job to  
 11 ensure it gets fixed, and that means asking tough  
 12 questions.  
 13 CHAIRWOMAN LICHTER: Thank you, Ms. Henn.  
 14 MS. HENN: Thank you.  
 15 CHAIRWOMAN LICHTER: Ms. Jose?  
 16 MS. JOSE: Thank you, Ms. Lichter. I want to  
 17 congratulate all the newly elected Board members, but I  
 18 want to especially comment you, Ms. Lichter, on hitting  
 19 the ground running and taking on the challenging Board  
 20 leadership role. Congratulations, and I hope that you,  
 21 as the Board Chair, we can move this Board forward to a

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1 new and better direction for all of our children. So  
 2 thank you for stepping up and we look forward to working  
 3 with you. Goodnight.  
 4 CHAIRWOMAN LICHTER: Thank you.  
 5 Mr. Kuehn?  
 6 MR. KUEHN: All right. Welcome, everyone.  
 7 I'm glad that people want to drive this Board forward.  
 8 It's been four years, and I thought I would not be here  
 9 at this moment. But unfortunately, that didn't happen  
 10 yet. I've been involved in the Budget Committee now for  
 11 a while, and we do not have a meeting set in December.  
 12 There's a lot of budget activity going on. And the last  
 13 thing that we covered, I'll just talk briefly about  
 14 again, so that you understand that it's available.  
 15 Because the meeting is available, along with the  
 16 materials associated with it.  
 17 One thing that's talked about here at length,  
 18 right, is resourcing. And the final BCPS ESSA school  
 19 level per pupil report which tells you how many dollars  
 20 per pupil go to every single school across the entire  
 21 system is available online. It's there. It's been there

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1 since the middle of November when we discussed it. We  
 2 were talking today about Catonsville Center for  
 3 Alternative Studies, and this is based on 2021 data. And  
 4 at that point in time, there were only 20, 31 students  
 5 there, and it was a \$73,000 per student, you know, amount  
 6 of money being spent there.

7 Now, as we saw tonight, that number is  
 8 probably blown out of the water at this point because of  
 9 the fluctuation in students. But I share this so that  
 10 you just get a sense because a lot of our activity is  
 11 focused on how we're resourcing schools, and it -- is it  
 12 fair and are we giving people what they need? And I find  
 13 it, you know, extremely, you know, they're numbers, so  
 14 you can at least reference them and understand,  
 15 especially because you're all in different districts.  
 16 You should know your schools, and you should know the  
 17 money that's going to them.

18 So hey, welcome, and best of luck. Goodnight.

19 CHAIRWOMAN LICHTER: Thank you.  
 20 Mr. McMillion?  
 21 MR. MCMILLION: Ms. Pumphrey or me?

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1 CHAIRWOMAN LICHTER: You, Mr. McMillion.  
 2 MR. MCMILLION: Congratulations to everybody  
 3 seated at this dais. I'm excited to return. If I had  
 4 not had returned, I feel like I would've wasted four  
 5 years of my life, and I'm too old to waste any time.  
 6 Interesting, Ms. Henn and I didn't speak about this, but  
 7 I've got some advice. I have some brief advice to  
 8 everyone seated at this dais, and that includes myself.  
 9 And I numbered them, too, but I don't have seven.

10 Number one, maintain an open mind, which  
 11 includes being an engaged listener, gather information,  
 12 and think critically.

13 Number two, attempt to build relationships  
 14 with everyone you meet.

15 Number three, challenge the system to answer  
 16 your questions.

17 Number four, maintain your independence.  
 18 People will try to influence you to think the way they  
 19 do, including me. With those people, be polite, listen,  
 20 think, and make your own decisions.

21 Now, let's work together and get something

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1 done. Thank you.  
 2 CHAIRWOMAN LICHTER: Thank you.  
 3 Mr. Offerman?  
 4 MR. OFFERMAN: Well, I have no topics for the  
 5 immediate future for consideration. I do want to thank  
 6 everyone on the staff who's worked so hard and  
 7 particularly I'm very encouraged by what's going on in  
 8 trying to deal with our Human Resources issues. I was  
 9 pleased to hear about the debt forgiveness today that we  
 10 heard about, and I hope that also somehow applies to  
 11 those people who already paid, because they're the folks  
 12 who put the money up front, and I hate to see them  
 13 penalized.

14 The other thing I'd like to say is to all the  
 15 members, I think this could be a really great four years  
 16 for this Board. And I'm very happy to see all the  
 17 change. I only wish the four new appointed members were  
 18 here because you need to move forward as a group as soon  
 19 as possible. And I pledge to do what I can do to try to  
 20 help, and I'm sure that's true of the other three  
 21 appointed members. Thank you.

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1 CHAIRWOMAN LICHTER: Thank you.  
 2 Ms. Pumphrey?  
 3 MS. PUMPHREY: I just want to say thank you to  
 4 everyone for being here to support the new Board members.  
 5 I personally appreciate the patience that you've had with  
 6 us as we continue to learn the many details of this  
 7 process. And thank you to the Superintendent's cabinet  
 8 and staff for all of your guidance and support, as well.  
 9 I feel confident and hopeful that all of us are here for  
 10 the same reason, and that's because we care deeply about  
 11 the students of Baltimore County. And that's a great  
 12 feeling to have, to feel that we have a hopeful  
 13 atmosphere with the new Board.

14 I may seem a little bit quiet and nervous at  
 15 first. But don't let that mislead you. I do intend on  
 16 being an active member of the Board and pushing to ensure  
 17 the success of all of our students.

18 CHAIRWOMAN LICHTER: Thank you.  
 19 And Dr. Savoy?  
 20 MS. SAVOY: (Indiscernible). It's very  
 21 exciting and I look forward to working with each and

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1 every one of you (indiscernible) and I know -- I'm sorry.  
 2 I'm sorry you missed that.  
 3 CHAIRWOMAN LICHTER: You can repeat.  
 4 MS. SAVOY: I'm excited about the new  
 5 leadership, and I thank you once again for helping me  
 6 adjust to this role. I enjoyed listening to all of the  
 7 presentations tonight, from the pre-K all the way up to  
 8 alternative schools and how they work in our district.  
 9 And I'm interested in taking a big -- well, not biggest  
 10 leadership role, but some leadership role on this Board,  
 11 so thank you so much again. Take care.  
 12 CHAIRWOMAN LICHTER: Thank you, Dr. Savoy.  
 13 And my only comment is thank you all for your patience as  
 14 I try to navigate this at the last minute. So I  
 15 appreciate that. And, okay, I'm still navigating. Here  
 16 we are.  
 17 The last item on the agenda -- no, we just did  
 18 that, right? The last item on the agenda is  
 19 announcements. Oh, no. The last item on the agenda is  
 20 announcements. The Board's next meeting will be on  
 21 Tuesday, December 20, 2022, at 6:30 p.m. Thank you for

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1 joining us tonight, and the meeting is now adjourned at  
 2 9:38.  
 3 (Applause.)  
 4 (Meeting adjourned.)  
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1 TRANSCRIBER'S CERTIFICATE  
 2  
 3 I, Vivian Saxe, hereby certify that I transcribed  
 4 from audio file the proceedings to the best of my ability  
 5 in the foregoing-entitled matter; and I further certify  
 6 that the foregoing is a full, true and correct transcript  
 7 of the audio files produced.  
 8 IN WITNESS THEREOF, I have subscribed my name on  
 9 December 12, 2022.  
 10  
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 12 Vivian Saxe  
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