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BOARD OF EDUCATION  
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION  
BROADCAST VIA MICROSOFT TEAMS

March 28, 2023

Transcribed by:  
CRC Salomon

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1 **BOARD MEMBERS:**

2 Jane Lichter, Board Chair

3 Robin Harvey, Vice Chair

4 Erin R. Hager

5 Julie C. Henn

6 Moalie S. Jose

7 Russell T. Kuehn

8 Rodney R. McMillion

9 John H. Offerman, Jr.

10 Maggie Domanowski

11 Christina Pumphrey

12 Brenda Savoy

13 Roah Hassan, Student Member

14

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1 **PROCEEDINGS**

2 **MS. LICHTER:** Good evening. This is

3 Chairwoman Jane Lichter. I now call to order the

4 meeting of the Board of Education of Baltimore County

5 for Tuesday, March 28, 2023.

6 I'd like to invite the Scouts of Troop 475

7 out of Parkville to lead us in the Pledge of

8 Allegiance to the Flag. We will then have a moment of

9 silence in recognition of those who have served

10 education in Baltimore County.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 **MS. LICHTER:** Thank you to Scout Troop 475,

14 who are here tonight to fulfill a requirement for

15 their Citizenship in the Community merit badge. Thank

16 you.

17 (Applause.)

18 Tonight's Board meeting -- tonight's Board

19 of Education meeting is being held in person and

20 virtually and broadcast through the BCPS online live

21 meeting broadcast and on BCPS TV, Xfinity Channel 73,

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1 Verizon FiOS Channel 34. In order to efficiently  
 2 conduct this meeting, all voting items this evening  
 3 will be done by roll call votes.  
 4 The first item on the agenda is the  
 5 consideration of the March 28th agenda.  
 6 Dr. Williams, are there any additions or  
 7 changes to tonight's agenda?  
 8 DR. WILLIAMS: I'm not aware of any  
 9 additions or changes.  
 10 MS. LICHTER: Hearing none, the agenda  
 11 stands as presented.  
 12 Earlier this evening, the Board met in  
 13 closed session pursuant to the Open Meetings Act for  
 14 the following reasons: to discuss the appointment,  
 15 employment, assignment, promotion, discipline,  
 16 demotion, compensation, removal, resignation, or  
 17 performance evaluation of appointees, employees, or  
 18 officials over whom it has jurisdiction, or any other  
 19 personnel matters that affects one or more specific  
 20 individuals; consult with counsel to obtain legal  
 21 advice and conduct collective bargaining negotiations,

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1 or consider matters that relate to the negotiations.  
 2 The summary of the closed session and open session  
 3 information summary can be found on BoardDocs under  
 4 this Board meeting agenda date.  
 5 The next item on the agenda is personnel  
 6 matters, and for that I call on Mr. McCall.  
 7 Good evening.  
 8 MR. McCALL: Good evening, Chair Lichter,  
 9 Vice Chair Harvey, Superintendent Williams, and  
 10 members of the Board. I'd like the Board's consent  
 11 for the following personnel matters: retirements,  
 12 resignations, deceased recognition of service, and  
 13 certificated appointments.  
 14 MS. LICHTER: Do I have a motion to approve  
 15 the personnel matters as presented in Exhibits D1  
 16 through D4?  
 17 MS. HARVEY: So moved, Harvey.  
 18 MS. LICHTER: Thank you. Do I have a  
 19 second?  
 20 (No audible response).  
 21 Thank you. Any discussion? May I have a

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1 roll call vote, please?  
 2 MS. GOVER: Ms. Domanowski?  
 3 MS. DOMANOWSKI: Yes.  
 4 MS. GOVER: Ms. Pumphrey?  
 5 MS. PUMPHREY: Abstain.  
 6 MS. GOVER: Mr. McMillion?  
 7 MR. McMILLION: Yes.  
 8 MS. GOVER: Ms. Henn?  
 9 MS. HENN: Yes.  
 10 MS. GOVER: Ms. Jose?  
 11 MS. JOSE: (No audible response).  
 12 MS. GOVER: Ms. Harvey?  
 13 MS. HARVEY: Yes.  
 14 MS. GOVER: Ms. Hassan?  
 15 MS. HASSAN: Yes.  
 16 MS. GOVER: Mr. Offerman?  
 17 MR. OFFERMAN: (No audible response).  
 18 MS. GOVER: Dr. Savoy?  
 19 DR. SAVOY: Yes.  
 20 MS. GOVER: Dr. Hager?  
 21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?  
 2 MR. KUEHN: (No audible response).  
 3 MS. GOVER: Ms. Lichter?  
 4 MS. LICHTER: Yes.  
 5 MS. GOVER: Thank you.  
 6 MS. LICHTER: The next item on the agenda  
 7 is administrative appointments, and for that I call on  
 8 Dr. Williams. Thank you, Mr. McCall.  
 9 DR. WILLIAMS: Madam Chair Lichter, and  
 10 Vice Chair Harvey, and members of the Board of  
 11 Education. I'm bringing forward the following  
 12 administrative appointment for your approval:  
 13 Manager, Quality Assurance in the Office of Enterprise  
 14 Solutions.  
 15 MS. LICHTER: Do I have a motion to approve  
 16 the administrative appointments as presented in  
 17 Exhibit E1? Do I have a motion to approve --  
 18 MS. DOMANOWSKI: So moved, Domanowski.  
 19 MS. LICHTER: Thank you. Is there a  
 20 second?  
 21 MS. PUMPHREY: Second, Pumphrey.

<p style="text-align: right;">Page 10</p> <p>1 MS. LICHTER: Thank you. May I have a roll 2 call vote, please? 3 MS. GOVER: Ms. Domanowski? 4 MS. DOMANOWSKI: Yes. 5 MS. GOVER: Ms. Pumphrey? 6 MS. PUMPHREY: Yes. 7 MS. GOVER: Mr. McMillion? 8 MR. McMILLION: Yes. 9 MS. GOVER: Ms. Henn? 10 MS. HENN: Yes. 11 MS. GOVER: Ms. Jose? 12 MS. JOSE: (No audible response). 13 MS. GOVER: Ms. Harvey? 14 MS. HARVEY: Yes. 15 MS. GOVER: Ms. Hassan? 16 MS. HASSAN: Yes. 17 MS. GOVER: Mr. Offerman? 18 MR. OFFERMAN: (No audible response). 19 MS. GOVER: Dr. Savoy? 20 DR. SAVOY: Yes. 21 MS. GOVER: Dr. Hager?</p> <p style="text-align: right;">Page 11</p> <p>1 DR. HAGER: Yes. 2 MS. GOVER: Ms. Lichter? 3 MS. LICHTER: Yes. 4 MS. GOVER: Thank you. 5 MS. LICHTER: Thank you. Dr. Williams? 6 DR. WILLIAMS: Yes, thank you. Our first 7 and only appointment tonight is for Kurt Rollins 8 (phonetic) as the Manager of Quality Assurance in the 9 Office of Enterprise Solutions. We want to welcome 10 him to Baltimore County Public Schools. Previously, 11 he served as the Director of Quality Engineering, 12 Contrast Security, and he brings over 20 years of 13 service in IT and Quality Assurance. So 14 congratulations, Kurt Rollins. 15 MS. LICHTER: At this time, I'd also like 16 to give the floor to Dr. Williams. 17 DR. WILLIAMS: Yes, thank you, Chair 18 Lichter. Numerous members of the Hampton Elementary 19 School community have sought solutions to address 20 overcrowding. The administration and I have heard 21 your concerns. Staff members from the Department of</p>	<p style="text-align: right;">Page 12</p> <p>1 Schools and Facility Management and Strategic 2 Planning, and the Offices of Early Childhood Special 3 Education, Transportation, Food and Nutrition Services 4 have identified both short term and long-term 5 solutions to relieve overcrowding in the cluster. 6 A letter will be sent to the community this 7 week explaining how immediate relief for the upcoming 8 school year will be provided. The Department of 9 Facilities Management and Strategic Planning is also 10 investigating interim solutions to include additional 11 relief pursuant to the emergency provision in the 12 Superintendent's Rule 1280. More information 13 regarding this option to include public participation 14 is forthcoming. 15 Please be aware that as of March 22, 2023, 16 current enrollment is 802 students, 802 students. And 17 while analysis of projected enrollment for the next 18 five years requires a solution beyond redistricting, 19 we are doing all we can to support success for 20 Hampton. Thank you. 21 MS. LICHTER: Thank you, Dr. Williams.</p> <p style="text-align: right;">Page 13</p> <p>1 Our next item is public comment. This is 2 one of the opportunities the Board provides to hear 3 the views and receive the advice of community members. 4 The members of the Board appreciate hearing from 5 interested citizens. As appropriate, we will refer 6 your concerns to the Superintendent for follow-up by 7 his staff. Online registration was open to the public 8 one week prior to tonight's Board meeting and was 9 closed at 3:00 p.m. yesterday for anyone wishing to 10 speak at this evening's meeting. 11 Board practice limits to 10 the number of 12 speakers at a regularly scheduled Board meeting. 13 Speakers are selected randomly using an electronic 14 selection process from all registrations received 15 within the designated time frame. Each speaker is 16 allowed three minutes to address the board. No 17 speaker substitutions will be allowed. 18 For those who were not selected through the 19 online registration, a waitlist sign-up sheet was 20 available 30 minutes prior to the meeting. If a 21 registered speaker is absent, speaker slots will be</p>
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1 reassigned from the waitlist so that the 10 speaker  
 2 slots are allocated.

3       While we encourage public input on policy  
 4 programs and practices within the purview of this  
 5 Board and this school system, this is not the proper  
 6 forum to address specific student or employee matters,  
 7 or to comment on matters that do not relate to public  
 8 education in Baltimore County. We encourage everyone  
 9 to utilize existing dispute resolution processes as  
 10 appropriate.

11       I remind everyone that inappropriate  
 12 personnel -- personal remarks or other behavior that  
 13 disrupts or interferes with the conduct of this  
 14 meeting are out of order. Persons using language that  
 15 is threatening or promotes violence against a BCPS  
 16 employee are subject to legal penalties. Persons who  
 17 otherwise disrupt or disturb this meeting will not be  
 18 allowed to continue their remarks and will be escorted  
 19 from the meeting.

20       I ask speakers to observe the three-minute  
 21 clock which will let you know when your time is up.

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1 Please conclude your remarks when you hear the tone or  
 2 see that time has expired. The microphone will be  
 3 turned off at the end of this time, and it could be  
 4 turned off if a speaker addresses specific student or  
 5 employee matters, or is commenting on matters not  
 6 related to public education in Baltimore County.

7       If not selected, the public may submit  
 8 their comments to the Board members via email at  
 9 boe@bcps.org. More information is provided on the  
 10 Board's website at bcps.org under the Board of  
 11 Education participation by the public.

12       It is the practice of the Board to allow  
 13 elected officials to provide their comments to the  
 14 Board. First to speak is Delegate Guyton. Welcome.

15       Good evening.

16       MS. GUYTON: Good evening. And  
 17 congratulations to all the new members of the Board  
 18 and hello to some of you I've seen before. Hello, Dr.  
 19 Williams, members of the Board. Tonight, I am  
 20 Delegate Michele Guyton. I represent District 42B,  
 21 most of which lies within Councilmanic 3. And I am

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1 here because I have heard a lot of concerns from  
 2 constituents about a couple of different issues  
 3 ongoing at this moment.

4       I first want to say thank you,  
 5 Superintendent Williams, for your remarks before I  
 6 spoke. I know that my constituents from Hampton  
 7 Elementary School are -- many of them are here today.  
 8 And I have been in contact with you and your office,  
 9 both by letter through the delegation opportunities,  
 10 and through our legislative liaison over here, Mr.  
 11 Tony Bazemore, who is honestly a credit to Baltimore  
 12 County Public Schools. I mean, he solves so many  
 13 problems for me and for all of you. So I just have to  
 14 throw that out there.

15       However, I also have a responsibility to  
 16 communicate with you the concerns that I hear on a  
 17 regular basis from those in my constituency. And I've  
 18 heard a lot about the Baltimore Public Schools  
 19 redistricting process. Of particular concern, there  
 20 are two of them, not just Hampton, particularly  
 21 concern is the Northeast Central Middle School

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1 boundary study that's currently underway, and then  
 2 also requesting a reevaluation of the boundary study  
 3 and overcrowding at Hampton Elementary School.

4       The original study, as you've already  
 5 noted, severely underestimated the population of the  
 6 school. And I do hear that you're going to send some  
 7 information out this week, really detailing about how  
 8 you're going to address this problem. I think all  
 9 that I've heard so far is that there is a plan for  
 10 learning cottages, which we all know are trailers,  
 11 yes, which may be a very short-term solution, but  
 12 certainly is not an appropriate long-term one for this  
 13 community.

14       So through our -- again, I requested a few  
 15 months ago, I think, actually, with my colleague,  
 16 Delegate Kathy Forbes, that we reevaluate and look at  
 17 the process to see how we could alleviate this  
 18 overcrowding at Hampton Elementary School. And I  
 19 trust that that's part of what you're going to share  
 20 with us over the next week.

21       In addition, we have great concerns about

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1 the Northeast Central Middle School boundary study  
 2 process, right? You know, one of the goals when  
 3 conducting the boundary study is to create continuity  
 4 from elementary to middle to high school. And I know  
 5 that when I've written and we've shared our concerns  
 6 with the Superintendent previously, through the  
 7 delegation meeting, which we really appreciate you  
 8 being open to doing that, to listening to us and  
 9 answering our questions. You know, we did call upon  
 10 the Baltimore County Rule 1280, which you referenced a  
 11 few moments ago. And I think that people are  
 12 interpreting that in very different ways.

13 Basically, Rule 1280 says that those  
 14 affected schools need to be a part of this process.  
 15 But what we're actually finding is that the students  
 16 and families that will be affected, not those who are  
 17 currently in middle schools, which are part of the  
 18 process, but the ones that are going to be most  
 19 directly affected by this redistricting are not part  
 20 of the process currently. And hopefully, part of what  
 21 you'll share with us this week, though you didn't

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1 detail it, will include plans to change that.

2 So I believe that all families from  
 3 impacted schools should have a voice in the boundary  
 4 studies impacting their school zone, pursuant to how a  
 5 lot of other people interpret Baltimore County Rule  
 6 1280. And by involving all stakeholders, based on  
 7 those criteria, the Baltimore County School boundary  
 8 study process will be much more equitable and fair.  
 9 This is going to affect more than 30,000 students.  
 10 And we believe that the best way to ensure that it is,  
 11 in fact, a responsive and fair redistricting process  
 12 is to consider pausing it until a few things happen.

13 First of all, you actually have  
 14 participants from the stakeholder schools, the  
 15 elementary schools who are going to be affected by  
 16 this. And also possibly until the Baltimore County  
 17 Board of Education has been fully filled with  
 18 appointed members. You guys are doing a great job,  
 19 but you're not fully seated yet. And so there are  
 20 going to be other opinions, and other people who are  
 21 going to want to have some input into this, hopefully,

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1 soon.

2 And then given the fact that our  
 3 Superintendent is also going to be leaving us, it  
 4 might be appropriate to work with a new superintendent  
 5 on making these decisions. So I really appreciate  
 6 your time. I know, personally, that your job is not  
 7 an easy one. And I really, really appreciate all of  
 8 your willingness to serve and to be in this position,  
 9 because I understand how difficult it is. So thank  
 10 you so much for your time and attention. Thank you  
 11 for listening to my constituents and to me and being  
 12 responsive to that. Thank you so much.

13 (Applause.)

14 MS. LICHTER: Thank you.

15 I'll now call on our advisory and  
 16 stakeholder group leaders to speak, and our first  
 17 speaker is Dr. Barbara Dezmon.

18 DR. DEZMON: Good evening.

19 MS. LICHTER: Good evening.

20 DR. DEZMON: Good evening, Madam Chair,  
 21 Madam Vice Chair, Superintendent Williams. First, let

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1 me make one thing clear. I have no intention of  
 2 coming back to work for Baltimore County Public  
 3 Schools, so I'm not auditioning. I came to talk to  
 4 you tonight as a board and to have you -- just to  
 5 reiterate to you the fact that you have to ask  
 6 questions when you receive data presentations,  
 7 especially at this critical stage in events in  
 8 Baltimore County.

9 When you, I know with your fiduciary  
 10 responsibility, you oversee the school system, and you  
 11 want to see a comprehensive picture of how children  
 12 are doing so that you can act in their best interest  
 13 and on behalf of parents. Last week's presentation  
 14 that I saw about MCaP (phonetic), and coming from the  
 15 system, having worked with the superintendent, I'm  
 16 used to being frank. I was not at all, let's say,  
 17 enthralled with that presentation From a board member  
 18 perspective.

19 I'm going to tell you why. Those who can --  
 20 Santana said, those who ignore the past are condemned  
 21 to repeat it. I have two presentations here. One is

<p style="text-align: right;">Page 22</p> <p>1 an authentic presentation that was given about a                  2 program, Language Exclamation Point, that over time                  3 had over 19,000 children participating. And at any                  4 point in time in enrollment, there were 57,000                  5 children. It cost hundreds of thousands of dollars.                  6 The original presentation that was written shows that                  7 those children were doing worse. At one point                  8 entering the program, 50 percent were at basic. That                  9 includes children who had achieved at a high level.                  10 When they left the program, when we had it at the --                  11 at this report time, 90 percent of the children were                  12 doing just as bad or worse.</p> <p>13         Then I have another, one is the actual                  14 evaluation. And the second one is one based on                  15 another test that came with the program that took                  16 three minutes to administer, unlike the first test                  17 from the State Department that was the MSA based on                  18 state standards. They took an informal test and                  19 showed that the program was a success.</p> <p>20         I think I'm going to leave this for you all                  21 to look at the MCaP scores, that I would just say,</p>	<p style="text-align: right;">Page 24</p> <p>1 Elementary School. I know you've heard a lot about                  2 the overcrowding of our school. I know this because                  3 my mom talked in January. I listened in. So I'm here                  4 to give you a firsthand account -- a firsthand                  5 experience of what an overcrowded schools is like but                  6 from my perspective, a student.</p> <p>7         There's a total of 814 students at my                  8 school. I've been told that the school is made for                  9 670 students. The Board has been told this multiple                  10 times through email, call, in person, and at these                  11 Board meetings. Right now, we have 144 extra                  12 students. I'm not saying it's bad to have extra                  13 students, but so many kids at one school impacts                  14 everyone.</p> <p>15         I want to share some examples. In my                  16 advanced math class, with a teacher that I love, we                  17 have so many smart students that we don't have enough                  18 desks. It's loud and overcrowded and it makes                  19 learning harder than it should be. And it's math.                  20 But really, it's a difficult and, in my opinion,                  21 unacceptable learning space. Hampton is full of great</p>
<p style="text-align: right;">Page 23</p> <p>1 when you look at cut scores, have someone come to you                  2 and speak about the scores because I kept hearing                  3 emphasis on the positive side that, well, when you                  4 look -- when you consider scores, we came close to the                  5 cut score. Yes, but that means children who succeeded                  6 also came close to that cut score, because cut score                  7 is a minimum.</p> <p>8         You should also look at the median, not the                  9 mean, which is influenced by high and low. What I'm                  10 saying is in this time, you need a comprehensive                  11 presentation from staff, and it is their                  12 responsibility to give it to you and if they can't,                  13 I'm representing the NAACP. I will come back and I                  14 certainly will. I know a little bit about statistics                  15 in the school system.</p> <p>16         (Applause.)</p> <p>17         MS. LICHTER: Thank you. Our next speaker                  18 is Adelaide Wahlstrom.</p> <p>19         Did I say your name right? Good. Welcome.</p> <p>20         MS. WAHLSTROM: Hello. My name is Adelaide                  21 Wahlstrom. I'm a fifth-grade student from Hampton</p>	<p style="text-align: right;">Page 25</p> <p>1 teachers and classes. We're lucky to have special                  2 area classes, but, for example, they're so full that                  3 on Fridays, two fifth-grade classes have to split PE                  4 time. One class is in the STEM room, and the other in                  5 the gym.</p> <p>6         Halfway, oh my gosh, halfway through the                  7 period, they switch rooms. This is unfair because all                  8 the other fifth-grade classes get a whole period in                  9 the gym. Let me tell you that when you're in the STEM                  10 room, it's way different from the gym. Also, my                  11 class, which has 28 students, there isn't enough room                  12 for everyone to get up, refresh and have a movement                  13 break without bumping into one another. This happens                  14 at indoor recess because it's so crowded and noisy.                  15 Actually, the noise isn't bad in the classroom. It's                  16 bad in the lunchroom. Oh, and in the hallways during                  17 the morning and afternoon, not to mention how cramped                  18 it is to walk the hallways during these rush-hour                  19 times.</p> <p>20         I love Hampton. I love all the teachers at                  21 Hampton. And my teachers are the best. I love our</p>

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1 amazing principal and our vice principal, too.  
 2 However, I'm sure they probably have a difficult time  
 3 teaching when it gets loud because of all the  
 4 students. I imagine it's hard to focus on what you're  
 5 teaching when you're in charge of a lot of kids that  
 6 sometimes distract and disrupt the class.  
 7 I have heard that some schools are  
 8 undercrowded. This is unfair, because I believe  
 9 everyone deserves a healthy and fair learning  
 10 environment. I know I'm going off to middle school.  
 11 So why do I care? Well, I have two little sisters  
 12 that are still going to Hampton. But it isn't just  
 13 about them. It's about everyone. School shouldn't be  
 14 overcrowded. Like I said, I believe everyone deserves  
 15 a healthy and fair learning environment. Thank you.  
 16 MS. LICHTER: Thank you.  
 17 (Applause.)  
 18 MS. LICHTER: Our next speaker is Cindy  
 19 Sexton. All right, Cindy, you've got to follow that  
 20 one.  
 21 MS. SEXTON: Good evening, Chair Lichter,

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1 Vice Chair Harvey, Dr. Williams and members of the  
 2 Board. I want to take a moment to thank the appointed  
 3 members of the board who are, I am quite sure, happy  
 4 this is their final Board meeting. I don't know if  
 5 this was the experience you imagined when you started  
 6 this journey. But I do know you weren't expecting to  
 7 serve an additional four months. But I thank you. We  
 8 needed a full board to do the work that was done,  
 9 especially around the budget. And I appreciate the  
 10 time and effort each of you put forward for that and  
 11 every other thing that came your way. The new  
 12 appointees will have you to thank as they take their  
 13 seats, hopefully very soon, for paving the way during  
 14 unprecedented and tumultuous times. I hope you all  
 15 enjoy whatever the next phase of your lives bring you.  
 16 But now it wouldn't be a Board of Ed  
 17 meeting if I didn't talk about recruiting and  
 18 retaining our educators. According to the Maryland  
 19 State Department of Education, teacher retention in  
 20 Maryland for the '22-'23 school year was the lowest it  
 21 had been in at least 10 years. That doesn't bode well

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1 for our students. Our negotiations with the school  
 2 system continue, as does the advocacy of TABCO with  
 3 the county executive and the county council.  
 4 I continue to hear concerns daily about  
 5 achievement, behavior, special ed, mental health needs  
 6 and more. And while I know that money alone cannot  
 7 solve the complex issues facing us, it can help BCPS  
 8 climb out of the middle of the pack when it comes to  
 9 career earnings in Maryland. So again, can we please  
 10 work together and find a way to be sure that the  
 11 compensation is there so we can keep the educators we  
 12 have and attract new ones? Let's do all we can now  
 13 for our students. Thank you.  
 14 (Applause.)  
 15 MS. LICHTER: Thank you. Our next speaker  
 16 is Hope Metzler.  
 17 MS. METZLER: Good evening --  
 18 MS. LICHTER: Good evening.  
 19 MS. METZLER: -- Chairperson of the Board,  
 20 Board members, Superintendent Williams, and thank you  
 21 for your time this evening. I have some good news.

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1 That's why I'm here with the PTA Council of Baltimore  
 2 County. My name is Hope Metzler, and I am the  
 3 Chairperson of the Reflections Program. What is  
 4 Reflections, you ask me? It is a National PTA program  
 5 that promotes arts in education. It has two  
 6 components, which is why they call it a program. The  
 7 first part is the theme search which is chosen by  
 8 students. The second part is the art competition.  
 9 So I'm going to just tell you a little bit  
 10 about the competition which is going to lead me to the  
 11 exciting news which you have here. If you want to  
 12 look at this while I'll tell you about it. So there's  
 13 four levels of the art competition. It starts at the  
 14 local level. It then goes to the council level, which  
 15 is my level, and then it goes to the state level. And  
 16 then it goes to the national level.  
 17 So in Maryland, you know, Free State PTA,  
 18 there are seven counties that participate. And for  
 19 the first time, and not just in my time. I've been  
 20 doing this for five years, but for the first time in a  
 21 very long time that even Jane Lee (phonetic) can



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1 remember that Baltimore County has six outstanding  
 2 Interpretation Awards, two awards of excellence and  
 3 two award of merits. And for the first time ever,  
 4 we've had two students in the special artist category.  
 5 And I've really been hoping for this and we had not  
 6 only two, but we had two -- have outstanding awards.  
 7 So I'm very excited.

8       Wanted to let you -- if you look at the  
 9 congratulations note, you will see all the different  
 10 schools that participated this year. And you will  
 11 also see that six of these kiddos have outstanding  
 12 interpretation. Now, outstanding interpretation from  
 13 the state means that these kiddos go to national. So  
 14 at national, there are 44 states that participate in  
 15 this fun art competition. And our kiddos are going to  
 16 be there for judging at national.

17       I'm very excited. The news will come out  
 18 May the 1st so we will find out then if maybe if any  
 19 of our kids won at national. And if they do, there's  
 20 a monetary prize, which is always exciting for  
 21 students. There's a gorgeous certificate and their

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1 artwork goes on display and goes around the country  
 2 for display in various places around the states. So I  
 3 wanted to thank Miss Christina for helping at our  
 4 award ceremony. The last thing I want to tell you is  
 5 next year's theme is I Am Hopeful Because.

6       MS. LICHTER: Well, thank you. Our next  
 7 speaker is Quianna Cooke-Bradford.

8       Good evening.

9       MS. COOKE-BRADFORD: Good evening. My name  
 10 is Quianna Cooke. Good evening, Chair Lichter, Vice  
 11 Chair Harvey, and Superintendent Dr. Williams. I am  
 12 Quianna Cooke-Bradford, a member of the Baltimore  
 13 County branch of NAACP, and a member of their  
 14 education committee. I was tasked with an easy job  
 15 today, except keeping to the three minutes. I would  
 16 like to come, first of all, to thank Dr. Williams for  
 17 his constant support of the ACT-SO program.

18       For those of you who don't know what ACT-SO  
 19 means, it's the Academic Cultural Technological  
 20 Scientific Olympics program. We are now preparing the  
 21 students for this competition, which will be held on

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1 April the 29th at the New Town High School. We're  
 2 inviting all of you to attend this competition. It is  
 3 a wonderful opportunity to see your fantastic talented  
 4 students. We have so many dynamic, talented,  
 5 innovative students from Baltimore County Public  
 6 Schools participating and who have participated in the  
 7 past.

8       The ACT-SO program has allowed kids to  
 9 compete on a national stage. And we have claimed many  
 10 metals, silver as well as many golds. We have started  
 11 this -- we will start this program next -- well, on  
 12 the 29th at 9:00 a.m. and end at 3:00. We sincerely  
 13 hope that you can attend.

14       We also would like to take this time to,  
 15 once again, thank Dr. Williams for his faith in our  
 16 students and the ACT-SO program, and for a chance to  
 17 show the nation how great our kids are, in spite of  
 18 the media. Dr. Williams had the vision for Baltimore  
 19 County Public Schools. He was met with many  
 20 challenges that one could hardly imagine. He had to  
 21 deal with a cyberattack which he handled with dignity

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1 and respect for everyone. No one could foresee this  
 2 type of virus which invaded the district.

3       Then he had the huge challenge of COVID,  
 4 another virus, affecting children and adults, and it  
 5 closed our school. I'm not going to say how old I am.  
 6 But I've never seen the school system, the entire  
 7 system close up for a virus. First time in my  
 8 lifetime. We've had to adjust instruction. We've had  
 9 to adjust learning and working in Baltimore City.

10       We realize that nobody could have predicted  
 11 this universal world emergency. But Dr. Williams, we  
 12 thank you for the job that you did. We thank you for  
 13 supporting -- for the supports you gave our children,  
 14 parents and staff. Your main concern was keeping our  
 15 children safe and providing an education in the midst  
 16 of an unusual, universal crisis. We thank you for  
 17 that. We were able to continue our ACT-SO program.  
 18 And for that, we will be forever grateful. We thank  
 19 you. And we would like to be in support of you as you  
 20 transition to your new life. Thank you very much. I  
 21 did it with one minute left.

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1 MS. LICHTER: You did. Thank you.

2 MS. COOKE-BRADFORD: One second left.

3 MS. LICHTER: Woo-hoo. Our next speaker is

4 starting public comments, and that is Katie James.

5 MS. JAMES: Can you hear me okay?

6 MS. LICHTER: Yes.

7 MS. JAMES: Okay, awesome. Thank you for

8 this opportunity, members of the Board and all key

9 stakeholders involved in our learning of students in

10 Baltimore County Public Schools. I am a former BCPS

11 employee and a parent to a student at Hampton

12 Elementary School. And I am here to piggyback on what

13 has already been said. But really, it comes down to

14 safety, as well. We teach that as one of the first

15 fundamentals to students, to be safe. But yet, we're

16 not modeling that. BCPS is not modeling that.

17 There is a maximum capacity that the fire

18 marshal puts for each building, each school building.

19 If you went out to a restaurant, there's a max

20 capacity. If you went to a movie theater, if you went

21 to a venue, those are there so that everybody can exit

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1 that building in a safe manner. That is calculated by

2 the fire marshal. Every school has those. And right

3 now, Hampton Elementary School is out of compliance

4 because they are over the max capacity in the

5 gymnasium specifically, and in the cafeteria.

6 The cafeteria is for 300 students. So if

7 learning cottages, aka trailers, were brought in to

8 solve and alleviate this problem, it is also creating

9 another safety problem by students having to walk to

10 these trailers. They're not going to -- the

11 cafeteria, the food is not going to be made in these

12 trailers, so they're going to have to come back into

13 the cafeteria to eat, or the food's going to have to

14 be taken out to the trailers. So that is not a long-

15 term solution.

16 We are very much anticipating what will be

17 coming out in this next week to alleviate this, but

18 the learning cottages is not a long-term solution. So

19 I encourage all of the members and key stakeholders

20 involved in the boundary study, and the overcrowding,

21 to do the right thing and lead by example, which is

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1 being safe.

2 And we know in 2023 that we -- that there

3 are people out there that are capable of hurting our

4 children. So our educators and the people that

5 support us can prevent anything further from happening

6 by being in compliance with the maximum capacity of

7 those students so that they could exit the building,

8 if need be, an emergency situation. Thank you for

9 your time. Everybody stay safe.

10 MS. LICHTER: Thank you.

11 (Applause.)

12 Our next speaker is Janelle Wahlstrom. I

13 think this may be the famous mother of the previous

14 speaker.

15 Good evening.

16 MS. WAHLSTROM: Good evening. Yes, I was

17 going to say I'm the luckiest person in this room

18 because I am the very proud mother of that brave 10-

19 year-old girl who got up here and spoke her words to

20 you. So yeah, sorry, fills me with tears because she

21 is very passionate, as you are well aware. So are a

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1 lot of the people, I would say all the community at

2 Hampton Elementary.

3 We have emailed you, we've called you,

4 we've been here in person. I feel like I could recite

5 -- and you could probably recite it with me. We could

6 say it all together. It's (indiscernible), like, at

7 our school and talk to us. Thank you so much. I know

8 you will all have done a lot and read our things and

9 heard us.

10 So I'm going to tell you a little bit about

11 Hampton and tell you a little bit about how hard our

12 teachers are working. Did you know that that awesome

13 little girl who was just up here was Ursula at the

14 elementary school's Little Mermaid production that

15 they just put on? It was amazing. She did a great

16 job.

17 Since September, four teachers have

18 volunteered their time and their energy every Tuesday

19 and Thursday until March, the performance was in

20 March, until 5:45 with 50-plus students, cast and

21 crew, and it was amazing. It turned out great. But

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1 because our auditorium only fits 300 kids, or 300  
 2 people, there were sold-out shows. They did it four  
 3 times. They could have done it 10 times and not  
 4 everyone who wanted to come would have been able to  
 5 come.

6 Did you know that we have a Battle of the  
 7 Books team? They come in the morning. The librarian  
 8 meets with them on her own time. We have a chess  
 9 club, a coding club, a math 24 Club, a newspaper club,  
 10 an art club, each with a teacher advisor who helps run  
 11 it on their own time in the morning, early, or after  
 12 school.

13 Every Friday morning, there's a team of  
 14 students who work with the guidance counselor and  
 15 librarian and they do a video news report for the  
 16 school. It's very cool. There's like a green  
 17 reporter and a sports reporter. All of these teachers  
 18 are going above and beyond. These opportunities are  
 19 possible because of their devotion to our students.

20 At a time when we have a national teacher  
 21 shortage, it is quite frankly unbelievable and

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1 outstanding to see teachers who give time like this  
 2 for their students, on top of teaching in classrooms  
 3 that are, as you know, overcrowded. It feels very  
 4 unfair and unreasonable that these wonderful people  
 5 who are willing to open their hearts and give all that  
 6 they have to our students are being asked to do the  
 7 impossible and teach in classrooms that are  
 8 uncomfortable learning environments due to the  
 9 numbers.

10 No kindergarten teacher should have to  
 11 teach 25 -- 28 five-year-olds, but yet that is  
 12 happening at Hampton. Other schools and middle  
 13 schools in the area have two to three assistant  
 14 principals and Hampton has one, doing all of that work  
 15 by herself. And she's marvelous. Hampton has an  
 16 amazing principal who is constantly advocating for her  
 17 teachers. I know you've heard a lot from us, and I  
 18 know that trailers or whatever, cottages, are an  
 19 option. But I think that we need more. We need a  
 20 long-term solution. And we have a large community and  
 21 we're not going away. We are here to advocate for our

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1 students.

2 MS. LICHTER: Thank you.  
 3 (Applause.)  
 4 Our next speaker is Vernon Fisher. Vernon  
 5 Fisher?  
 6 Good evening.  
 7 MR. FISHER: Good evening. Thank you for  
 8 inviting me, Dr. Williams, Board. I'm here to provide  
 9 an update on the DMS mentoring program. As you may  
 10 recall, we've been mentoring over the past school  
 11 year, providing workshop sessions on topics like self-  
 12 identification, purpose, budgeting and etiquette. We  
 13 talked about etiquette in the classroom, as well as in  
 14 the school, dining etiquette, and we will be focusing  
 15 on phone etiquette, as well as business etiquette.

16 From there, we delved into purpose. We  
 17 defined it. We identified people with vision and  
 18 purpose. From there, we started focusing on their  
 19 purpose, past and present and future. Our budgeting  
 20 session was of particular interest to me, as we  
 21 discussed the components of a budget and acquiring a

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1 job based on education and skill sets. We will  
 2 continue the discussion under Financial Literacy  
 3 called the I Grant (phonetic) program.

4 Finally, we engaged in our Room to Read  
 5 project. I don't know if you heard about it, but 12  
 6 mentees that I mentor at Dumbarton Middle School read  
 7 to kindergarten students age-appropriate books. The  
 8 mentees, before going over there, fine tune their  
 9 reading skills in preparation for the reading. They  
 10 took pride in themselves and dressed for the occasion  
 11 and took a leadership position with the kindergarten  
 12 students. They engaged in interactive dialogue with  
 13 the students. And let me add that the 57 kindergarten  
 14 students that they read to were gifted with a pizza  
 15 compliments of their local Domino's Pizza and a brand-  
 16 new book which was donated by frat brothers, friends,  
 17 family members, my mother included, and the Baltimore  
 18 County Public Schools Education Foundation, Ms.  
 19 Phelps.

20 I want to close by thanking Dr. Williams  
 21 for providing us the opportunity to mentor at DMS.

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1 Dr. Williams' vision of having the community at large  
 2 come in and provide an additional layer of care and  
 3 support for the students at BCPS was amazing. Thank  
 4 you, sir. And God bless. Thank you.  
 5 MS. LICHTER: Thank you.  
 6 (Applause.)  
 7 Our next speaker is Darren Badillo.  
 8 MR. BADILLO: Hello, good evening. Can you  
 9 hear me?  
 10 MS. LICHTER: Yes.  
 11 MR. BADILLO: Okay, thank you. Good  
 12 evening, Board, and Superintendent Dr. Williams. I'm  
 13 here this evening on behalf of the Baltimore County  
 14 Parent and Student Coalition leadership team. I'm the  
 15 Outreach Community Coordinator. We appreciate the  
 16 discussion at the PRC meeting last week, regarding the  
 17 definition of stakeholder groups in the relation to  
 18 providing public comment at meetings. We were assured  
 19 that many of you find value in hearing from cross  
 20 section our perspectives. And we would like to remind  
 21 you that the groups that are recognized as

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1 stakeholders and guaranteed speaking slots at each of  
 2 their meetings are special interest groups that have  
 3 working relationships with the school system, and  
 4 other opportunities to meet with staff to express  
 5 their needs and negotiate their ask.  
 6 Regular parents do not have that  
 7 relationship or direct line of communication. And at  
 8 the top of the organizational chart, it lists parents,  
 9 students, and community, not bargaining units, not  
 10 stakeholder groups. We know that the policy is only  
 11 related to stakeholder groups and public comment, and  
 12 we appreciate the dialogue and further definition of  
 13 stakeholder and how to add and subtract groups from  
 14 that list. Because stakeholder groups are called  
 15 upon, for example, most recently to review their  
 16 curriculum and provide feedback on superintendent  
 17 applicants.  
 18 We would like the community groups and/or  
 19 groups of regular parents, whose only special interest  
 20 is the success of the children, the opportunity to  
 21 contribute to the improvement of the school system.

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1 Baltimore County Parent Student Coalition is a  
 2 grassroots group that came together originally when  
 3 parents felt like they were unable to communicate  
 4 directly with the school administration. We grew,  
 5 matured, and have over 5,000 members all over the  
 6 country. We communicate on a regular basis directly  
 7 with families looking to understand the system and  
 8 advocate for their child.  
 9 We use BCPS resources to accurately educate  
 10 parents on policies and practices and refer families  
 11 to the appropriate step identified in the BCPS  
 12 organizational chart and refer them to you all as  
 13 their representatives. We encourage direct inquiries  
 14 and communication with the appropriate staff. And we  
 15 understand that many issues facing students and staff  
 16 in schools, because of our relationships with our  
 17 members. We would like the opportunity to play a role  
 18 in the focus groups, and bring concerns, ideas, and a  
 19 willingness to help with the solutions to the table.  
 20 Our sole priority is -- our sole priority is the  
 21 success of the children and the children in our

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1 communities. Thank you.  
 2 MS. LICHTER: Thank you.  
 3 (Applause.)  
 4 Our next speaker is Jessie Jaeger.  
 5 Good evening.  
 6 MS. JAEGER: Hello. Dropping my marbles  
 7 here. Sometimes we have to learn a little  
 8 differently. So in 2020, there was a boundary study  
 9 that took one overcrowded school. And we just used  
 10 one other overcrowded school. Now, when we talk to  
 11 you guys about that, we're thrown back Rule 1280 about  
 12 capital improvements and balancing the capacity. I'm  
 13 not sure that that balancing. That just looks like  
 14 moving to me. And there's no capital improvement.  
 15 There was no capital improvement plan in 2020. We  
 16 were told it was actually going to be temporary. But  
 17 we were given no plan about how temporary it would be.  
 18 And now we're learning there might be a plan. So  
 19 thank you, you're hearing us. Yay. I can't wait to  
 20 hear the plan.  
 21 Forgive me if my smile is not very genuine.

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1 I don't feel very trustworthy in what plan could be  
 2 forthcoming. When last week, we met with the Central  
 3 Area Education Advisory Council, and the Office of  
 4 Strategic Planning and Facilities Management, and  
 5 we're told that they have a 98 to 99 percent accuracy  
 6 for student enrollment projections.

7 Yet when I look at the student count that  
 8 was released in February for 2022, 9 out of the 33  
 9 Central Area schools were highlighted in red, which  
 10 meant that there was over a 7 percent difference. I  
 11 don't think that equals 98 to 99 percent accuracy.

12 So please, in this plan, make sure you  
 13 reevaluate how you're counting students, and not just  
 14 accepting September 30th as the full-time enrollment  
 15 for a school for a full school year. Because Hampton  
 16 has added, I don't know, maybe, what, 80 students over  
 17 the projection from the projection to now based on  
 18 past September 30th, because we've added way more  
 19 students after September 30th at Hampton. So what's  
 20 the plan? I can't wait to hear about it. I really  
 21 hope you're not going to kick the can down the road

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1 like before, and I would show you how to even out the  
 2 marbles. I'm kind of tired of losing my marbles. So  
 3 thank you.

4 (Applause.)

5 MS. LICHTER: Our next speaker is Yara  
 6 Shike (phonetic). I saw Yara. Yara Shike? Nope?

7 Our next speaker is Meg O'Hara?

8 MS. O'HARE: Actually, it's Meg O'Hare.

9 MS. LICHTER: Meg O'Hare, I'm sorry.

10 MS. O'HARE: It's hard to remember people's  
 11 names, I know, even if they served on the Board.

12 MS. LICHTER: Good evening, Ms. O'Hare.

13 MS. O'HARE: Good evening, and thank you  
 14 for the opportunity to address the Board. I brought  
 15 you something that I actually came across this week,  
 16 which were the 12 years of success of Dr. Joe  
 17 Hairston. I only bring it, not to say ha-ha-ha-ha-ha,  
 18 but I think it would be worthwhile seeing where the  
 19 school system was 12 years ago. So this is kind of  
 20 like a 24-year retrospective success versus not  
 21 success.

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1 To understand where Baltimore County Public  
 2 School System should go, we need to look back to the  
 3 time when BCPS was a model of success. I brought the  
 4 handout. Dr. Hairston pointed us in the right  
 5 direction, and had BCPS continued on that path, it  
 6 would not be facing the crisis we face today, COVID or  
 7 no COVID. Lots of school systems faced COVID, but  
 8 they didn't face what we faced in decline.

9 In years past, BCPS had been known  
 10 nationwide for its curriculum. BCPS curriculum was  
 11 used by school systems and universities across the  
 12 nation, both in the classroom and for teacher  
 13 training. To keep BCPS curriculum cutting edge, after  
 14 an extensive curriculum audit by Phi Delta Kappa, you  
 15 might want to look at the Phi Delta Kappa report, Dr.  
 16 Hairston was one of the first superintendents in the  
 17 nation to digitize curriculum. That curriculum was  
 18 accessible to parents and the public on the BCPS  
 19 website. Where did it go? All of this that I'm  
 20 telling you is documented, or it should be.

21 As late as 2010, BCPS was implementing a

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1 multidimensional instructional planning and assessment  
 2 tool unique to Baltimore County. In fact, Dr. Lorion,  
 3 then Dean of Education at Towson University, called  
 4 the program's curriculum component a valuable and  
 5 necessary tool which provides an efficient web-based  
 6 presentation of the Maryland State curriculum in a  
 7 form that is helpful to teachers, especially those  
 8 recently certified or hired by BCPS from outside of  
 9 Maryland.

10 It's unfathomable that 12 years ago, the  
 11 Board, whose primary responsibility is hiring and  
 12 assessing the performance of the BCPS superintendent,  
 13 did not reappoint Dr. Hairston, despite his proven  
 14 track record. Instead, that Board hired a new  
 15 superintendent, who stated early on that his  
 16 leadership style was building the airplane while in  
 17 flight.

18 Well, 12 years later, BCPS is heading for a  
 19 crash landing. Sadly now, BCPS parents, children,  
 20 especially poor and minority students, and many BCPS  
 21 teachers are the victims of this poor leadership. To

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1 make all this worse, precious resources are being  
 2 wasted on BCPS Central Office salaries and their  
 3 slapdash solutions instead of being sent on students  
 4 in school buildings.

5 The top-heavy Central Office structure has  
 6 directors directing directors. When will this all  
 7 stop? I'm asking the Board to do its job and hire a  
 8 superintendent capable of restoring BCPS to its former  
 9 status as a cutting-edge school system focused on  
 10 student achievement.

11 (Applause.)

12 MS. LICHTER: Thank you. Our next speaker  
 13 is Bash Pharoan.

14 DR. PHAROAN: Good evening to all.

15 MS. LICHTER: Good evening.

16 DR. PHAROAN: I did attend the McPherson  
 17 search event in Carver School on 3/19/2023. And there  
 18 were about 20 people in attendance. Ten were TABCO  
 19 members and the other ten are parents or maybe  
 20 residents like myself. There was no one from the  
 21 Central Area Educational Advisory Council. There was

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1 no coordinator, and I am concerned about that.

2 Some history might be of benefit for you.

3 In the '90s, past boards appointed a rough  
 4 superintendent was difficult. Then a good  
 5 superintendent came in Dr. Hairston, you already heard  
 6 about him, a gentleman, educator. But he was the  
 7 status quo. So when he finished his term, the Board  
 8 appointed Dr. Dance. He was charismatic, and very  
 9 smart, but did the wrong things. And he paid for  
 10 them.

11 Then came -- that's my subject is Dr.  
 12 Verletta White. She's our own. And the Board let her  
 13 go for political reasons, and not for qualifications.  
 14 Now she's in Virginia, she's flourishing. She's  
 15 attracting attention, not only in the state of  
 16 Virginia, but also in a national level.

17 Why do I say this? So my screenshot of I  
 18 forgot what I'm going to say. I hope you would  
 19 consider appointing a local person than import  
 20 somebody from outside our system. I hope you would  
 21 consider that. I think the Board, the past Board,

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1 made a grave mistake by letting Verletta White go.  
 2 People need to go for a good reason and not for  
 3 political reason.

4 Anyhow, the new superintendent needs to  
 5 have special skills. You already know them. The one  
 6 I think is most pertinent is to be able to deal with  
 7 the politics of the county and the state. And I don't  
 8 mean that in a negative way. Politics started with  
 9 Adam and Eve and their kids. It's really the natural  
 10 thing. But whoever person comes in needs to be able  
 11 to transcend those politics. Last, one reason we have  
 12 a student member is really for all of you to remember  
 13 that it is all about the kids. It's all about the  
 14 kids.

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

17 Our next speaker is Kenneth Benjes.  
 18 Kenneth.

19 MR. BENJES: Good evening, Board, and thank  
 20 you for your time. I'm Ken Benjes, BCPS teacher and  
 21 alumni. I graduated from Eastern Tech with a bunch of

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1 people who became teachers, and every year I see more  
 2 of them -- more and more of them quitting. Everyone  
 3 that I graduated with from St. Mary's, who was  
 4 teaching in Baltimore County, has quit or left for  
 5 another county. I'm not sure what you're hearing from  
 6 BCPS. But there are a lot of people jumping ship.  
 7 Some are leaving education entirely, and many others  
 8 are heading out to competing counties that simply  
 9 offer more money.

10 I'm here tonight to ask you to agree to  
 11 funding the salary scale reform. I've had numerous  
 12 people come up to me in the past month, asking  
 13 questions about how to go about resigning, which  
 14 really sucks. There are still hundreds of unfilled  
 15 positions in the county, and I can only imagine it's  
 16 going to get worse. Please treat us with respect,  
 17 with dignity, and pay us what we're worth. We're sick  
 18 of begging every year for the bare minimum to keep our  
 19 schools fully staffed.

20 I want to reiterate what TABCO President  
 21 Cindy Sexton said. Retention is down across the

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1 board, not just here but throughout all of Maryland.  
 2 We need to do something to attract and keep our  
 3 amazing educators. And one of the most immediate  
 4 actions you can't -- you as a board can take is to  
 5 fully fund our request for salary scale adjustment.  
 6 Thank you for your time this evening.  
 7 MS. LICHTER: Thank you.  
 8 (Applause.)  
 9 Our next speaker is Aaron Barnett.  
 10 Good evening.  
 11 MR. BARNETT: Good evening, everyone. How  
 12 you doing?  
 13 MS. LICHTER: Good.  
 14 MR. BARNETT: I'm Aaron Barnett, and I'm  
 15 the director of Our Block, which is a local mentoring  
 16 program for young people in Baltimore County. First,  
 17 I'd like to start off by saying greetings to each and  
 18 every one of you. Dr. Williams, I know that, you  
 19 know, I've heard various opinions about your tenure.  
 20 But I will say this, you were definitely handed a hot  
 21 potato. And you handled it pretty well. And I think

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1 that, you know, your successor knows that they're  
 2 going to --hopefully, they know they're going to be  
 3 getting a hot potato, as well.  
 4 But my purpose here this evening is to talk  
 5 about the need for collaboration between BCPS and  
 6 local mentoring programs to ensure that the kids -- I  
 7 know that you all watch the news every day, and you  
 8 can see that a lot of our children, matter of fact, a  
 9 couple of the children that were murdered recently in  
 10 Baltimore City were members of the Woodlawn Community.  
 11 A couple of them (indiscernible) -- I'm also a vice  
 12 president at Rec and Parks in the Woodlawn area and so  
 13 a couple of those kids were in our football and  
 14 basketball programs. Sad to say, but there's a  
 15 desperate need for mentoring programs in Baltimore  
 16 County, and we know that.  
 17 And in conjunction with the school system,  
 18 the State's Attorney's Office, Baltimore County  
 19 police, you know, I've worked diligently with a lot of  
 20 these agencies, but we know that you can have 100  
 21 programs and it's still not enough. You know, our

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1 children are desperately in need successful programs.  
 2 I've been in operation since 2008. I worked with your  
 3 predecessors, Dr. Dance, Verletta, Joe Hairston, Scott  
 4 Shellenberger, state's attorney, and various people in  
 5 the community wear many hats in that Woodlawn area.  
 6 And so I just wanted to come out and just solicit the  
 7 support of the Baltimore County School Board to get  
 8 more actively engaged with collaboration with the  
 9 local mentoring programs that are in the area.  
 10 And so I left the -- I have a few of my  
 11 older brochures, our program is currently -- brochure  
 12 is under reconstruction and our website is under  
 13 reconstruction momentarily. But I just wanted to  
 14 leave some of these with you for the board members.  
 15 And that could basically tell you what our program is  
 16 all about. Thank you for your attention. But -- and  
 17 I thank you for all that you're trying to do to serve  
 18 students in Baltimore County, and collectively I think  
 19 we can just rise to the occasion. Thank you. Have a  
 20 good evening.  
 21 (Applause.)

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1 MS. LICHTER: Thank you.  
 2 Since we had one speaker that isn't  
 3 present, we will go to the waiting list. So the next  
 4 speaker is Robin Campbell. Oh, she -- is Robin -- Ms.  
 5 Campbell here? He, oh, I'm sorry. Oh, he was  
 6 standing in the back, wasn't he? Okay, so he's not --  
 7 no longer here.  
 8 The next speaker is Jenn Reedholm.  
 9 Good evening.  
 10 MS. REEDHOLM: Good evening. Give me one  
 11 second. I didn't think you were going to get to me.  
 12 MS. LICHTER: That's okay.  
 13 MS. REEDHOLM: Good evening, Board members.  
 14 Congratulations to all that are new on the Board. I  
 15 haven't been here since you all are on -- have been  
 16 appointed or elected. I just finished the podcast  
 17 called Soul to Story. And if you haven't listened to  
 18 it, I highly recommend it. During the episodes, I  
 19 found similarities to my own child's journey, and  
 20 others in BCPS, the failure from the school system  
 21 sent him into as a struggling reader. It makes me so

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1 mad. All the wasted years not giving my son the  
 2 supports he needs to be a fluid and proficient reader.  
 3 I'll never forget one elementary school  
 4 that he attended gave him a reading assessment in  
 5 fifth grade. I was very angry at the time because it  
 6 was against everything I was taught in my college  
 7 teaching reading classes when studying to become an  
 8 elementary school teacher. The reading specialist and  
 9 special educator, during our IEP meetings, were trying  
 10 to say my son could read on grade level. But they  
 11 gave him a test with three and four-letter words in  
 12 fifth grade.  
 13 When the picture books started to  
 14 disappear, around fourth and fifth grade, that's when  
 15 he started to fall apart because he couldn't get the  
 16 answers from the pictures because he couldn't read.  
 17 He was taught to look at pictures for context instead  
 18 of reading the actual words and understanding the  
 19 vocabulary -- instead of understanding the vocabulary  
 20 of what he was reading, but he wasn't reading. He was  
 21 absolutely frustrated and started acting up. He would

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1 rip up his papers and throw them on the floor. And  
 2 that's when the work refusal issue started.  
 3 I knew the function of the behavior was  
 4 exactly from improper reading strategies that were  
 5 never taught to him. This was fifth grade. And all  
 6 of the early reading interventions were missed. Then,  
 7 during the pandemic, I found out he was put into a  
 8 reading class with the wrong reading interventions.  
 9 Another three years wasted. He could have been on a  
 10 completely different trajectory, but instead he felt  
 11 defeated. Because for so long, he didn't trust the  
 12 school system to teach him how to read.  
 13 Reading is basic. I send my kids to school  
 14 to learn how to read over any other thing. And my kid  
 15 can't read. He's in 10th grade. BCPS would call him  
 16 a striving reader, but he's a struggling reader. He  
 17 can read, but not very well, definitely not fluidly.  
 18 At the end of the Soul to Story podcast,  
 19 there was a rerelease from the podcast called hard to  
 20 read. And there's a current BCPS staff member who's  
 21 featured on the episode that was aired in 2017. And

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1 yet reading proficiency scores continue to decline  
 2 since that interview six years ago. If there's such  
 3 an importance and urgency to improve the reading  
 4 programs in BCPS, BCPS needs to seriously reevaluate  
 5 those in rolls who have direct correlation to academic  
 6 proficiency and find better people. In what field are  
 7 you able to fail at your job and still keep it?  
 8 (Applause.)  
 9 MS. LICHTER: Thank you.  
 10 Next is public comment on Board policies.  
 11 Our first is Board Policy 3128, Board-owned Vehicles,  
 12 and I call on Dr. Pharoan.  
 13 DR. PHAROAN: We are doing one by one,  
 14 right?  
 15 MS. LICHTER: Yes, but you'll be able to  
 16 stay in the seat.  
 17 DR. PHAROAN: Good evening to all. Please  
 18 consider. The first policy is 3128. Line 13 to 15.  
 19 It's about using vehicles utilized for business  
 20 purposes only. I suggest using the word BCPS-related  
 21 business instead of just saying business.

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1 Line 14 specifically authorized in advance  
 2 or in accordance with the employment contract; suggest  
 3 replacing it with specifically authorized by the  
 4 superintendent or designee. Line 17 and 18 talks  
 5 about the driver should be required to participate in  
 6 a driver training program. It doesn't say what kind.  
 7 Suggest that you would say participate in a Maryland  
 8 state-government-approved driver training program.  
 9 Line 20 and 21 talks about the use of their  
 10 for the superintendent to be inclusive instead of her  
 11 and his, and I am a foreigner, as you know. Their is  
 12 a plural and superintendent is singular. So  
 13 personally, I find there is a conflict between the  
 14 two. So I suggest that you would use something like  
 15 the superintendent or staff, or their designee. This  
 16 way, grammar wise, it becomes plural on both sides.  
 17 Just a thought in 58 seconds.  
 18 I believe this policy is brief. I think  
 19 there should be reference that the driver should  
 20 comply with the state and federal laws and to be  
 21 responsible for tickets and other violations of the



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1 law. Drivers should not really use it for personal  
 2 reasons unless it is for emergency, and should be  
 3 responsible for any alteration or wanton damage. In  
 4 other words, what I'm saying, the policy needs to  
 5 protect the assets of the school system and not be so  
 6 brief. And that's the end of my recall remarks on  
 7 this policy.

8 MS. LICHTER: Next is Board Policy 3170,  
 9 Performance Management System for Continuous  
 10 Improvement, renamed Framework for Continuous  
 11 Improvement.

12 DR. PHAROAN: That's me?  
 13 MS. LICHTER: That's you. Hit it.

14 DR. PHAROAN: Line No. 9 and 10 says belief  
 15 is further evidenced by establishing clear standards  
 16 and expectations. And I really appreciate PRC and the  
 17 Board for using the statement clear standards.  
 18 Policies in general, over my past 20-plus years, are  
 19 not specific many times or too brief.

20 Line 14 and 15, management system for  
 21 continuous improvement will improve the involvement of

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1 principals, et cetera. And my opinion, improvement is  
 2 like rubber. It's stretchable, it needs to be really  
 3 defined. Everything in the school system, I believe,  
 4 should be measured.

5 Line 23 talks about adding framework.  
 6 However, dictionary says that framework means system.  
 7 So, you know, whether we use the word system or  
 8 framework, it is the same. And if we replace one with  
 9 the other, we haven't really done anything. And if we  
 10 kept both of them, it's redundant.

11 Line No. 29. Line No. 29 says monitors  
 12 performance and reports to the Board at least  
 13 semiannually. That's talking about the  
 14 superintendent. I personally believe, watching the  
 15 Board for more than two decades, that semiannually is  
 16 too infrequent. And I made that observation many  
 17 times in the past. I recommend that is done  
 18 quarterly. This policy is vital in my opinion, and  
 19 should be more detailed, more elaborate and more  
 20 clear. That's the end of my remarks about this  
 21 policy.

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1 MS. LICHTER: Thank you. Next is Board  
 2 Policy 4005, Tutoring and Educational Services. Dr.  
 3 Pharoan.

4 DR. PHAROAN: This policy talks about  
 5 conflict of interest. Line 12 uses the word Board  
 6 prohibits employees from benefiting from business, et  
 7 cetera. And then in line 14, it uses the word  
 8 relationship with students. And the analysis of the  
 9 policy, the policy talks about potential conflict of  
 10 interest. However, if we analyze it and we talk about  
 11 potential conflict of interest, but then we prohibit,  
 12 I think there is a conflict in there because  
 13 prohibition is definite. You just don't allow  
 14 anything.

15 Potential conflict of interest, you know,  
 16 you may allow, you may not. I have a thought about  
 17 this. If a student or a parent of a student wants  
 18 BCPS teacher to do after-hour extra teaching, or in  
 19 Saturday or Sunday or holidays, I believe this would  
 20 be better for the student and the teacher in the same  
 21 time and most of the times. Because the teacher knows

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1 the student, the student knows the teacher, the  
 2 parents are aware and approving. So I do not see  
 3 really where this word prohibition that is so drastic  
 4 and radical comes in. The student is now going to be  
 5 better off by going to an Anne Arundel County teacher  
 6 to have tutoring effects. And I really wish that the  
 7 Board will consider this thought.

8 I think the point of that is transparency.  
 9 If it is known to the school system and to the  
 10 parents, and there is no harm in it. Conflict of  
 11 interest, which is written here, talks about whatever  
 12 effect could compromise his or her judgment. And to  
 13 me, a teacher who knows the student and vice versa,  
 14 and the parents are aware, that is not really going to  
 15 be a negative thing. It would be a positive thing.  
 16 Plus, it really deprives our teachers from a source of  
 17 income after hours, kind of like moonlighting for  
 18 residents and doctors kind of a thing, and forced them  
 19 to have a second career somewhere else. I just don't  
 20 see the point in that. And thank you. That's my  
 21 comment about this policy.

<p style="text-align: right;">Page 66</p> <p>1 MS. LICHTER: And then the last policy is 2 5230, Student Records. Dr. Pharoan. 3 DR. PHAROAN: This was really an important 4 policy. If you look at line 6 and 7, parents have the 5 right to inspect and review their child's student 6 records. And I think they can correct it. So I am 7 really concerned that the parent has only these three 8 things, inspect, review, and correct. I think parents 9 should have ability to have a copy of the records free 10 of charge. Because the parents are the ones who own 11 the records of the student, even though that the 12 school system is the custodian. 13 Just like in a hospital, if you go and have 14 surgery, you own that medical record, you know, and I 15 don't see really a benefit for the school system to 16 make parents just come and inspect, which was 17 cumbersome. They might be busy, or just really 18 correct things, but not really being able to have a 19 copy of it for any future reference, let alone if they 20 are charged by the school system per page, et cetera, 21 which was also cumbersome.</p>	<p style="text-align: right;">Page 68</p> <p>1 Framework for Continuous Improvement; Board Policy 2 4005, Personnel, Tutoring, Educational Services; Board 3 Policy 5230, Students' Promotion and Retention, 4 Student Records. These policies are presented to you 5 on tonight's agenda as Exhibit G. 6 MS. LICHTER: Thank you. May I have a 7 motion to accept the recommendation of the board -- 8 the Board's Policy Review Committee for Board Policies 9 3128, 3170, 4005 and 5230? 10 MS. HASSAN: So moved, Hassan. 11 MS. LICHTER: No second is needed since the 12 recommendation comes from the committee. Is there any 13 discussion? 14 May I have a roll call vote, please? 15 MS. GOVER: Ms. Domanowski? 16 MS. DOMANOWSKI: Yes. 17 MS. GOVER: Ms. Pumphrey? 18 MS. PUMPHREY: Yes. 19 MS. GOVER: Mr. McMillion? 20 MR. McMILLION: Yes. 21 MS. GOVER: Ms. Henn?</p>
<p style="text-align: right;">Page 67</p> <p>1 I think this policy is too brief in 2 relation to the importance of that issue. And, as you 3 know, I'm not really an educator like many of you are, 4 but I think it needs to be discussed in depth. I 5 might have some other ideas for you. But for the time 6 being, I think it's just too brief. It's really 7 briefer than a telegram for an important subject, like 8 the records of students. And thank you. That's the 9 end of my remarks. 10 MS. LICHTER: Thank you. 11 The next item on the agenda is the report 12 on board policies. This is the first reader for these 13 policies. And for that, I call Ms. Christina 14 Pumphrey, chair of the Policy Review Committee. 15 MS. PUMPHREY: Members of the Board, the 16 Policy Review Committee asks that the Board accept 17 this report of the committee's recommendation to amend 18 the following board policies: Board Policy 3128, Non- 19 Instructional Services, Board-Owned vehicles; Board 20 Policy 3170, Non-Instructional Services, Performance 21 Management System for Continuous Improvement, renamed</p>	<p style="text-align: right;">Page 69</p> <p>1 MS. HENN: Yes. 2 MS. GOVER: Ms. Jose? 3 MS. JOSE: Yes. 4 MS. GOVER: Ms. Harvey? 5 MS. HARVEY: Yes. 6 MS. GOVER: Ms. Hassan? 7 MS. HASSAN: Yes. 8 MS. GOVER: Mr. Offerman? 9 MR. OFFERMAN: Yes. 10 MS. GOVER: Dr. Savoy? 11 DR. SAVOY: Yes. 12 MS. GOVER: Dr. Hager? 13 DR. HAGER: Yes. 14 MS. GOVER: Ms. Lichter? 15 MS. LICHTER: Yes. 16 MS. GOVER: Thank you. 17 MS. LICHTER: Motion passes. Thank you. 18 The next item on the agenda is action taken 19 in closed session, and for that I call on Mr. 20 Brousaides. 21 MR. BROUSAIDES: Good evening, Chair</p>

<p style="text-align: right;">Page 70</p> <p>1 Lichter. Nothing to report from closed session.                  2 MS. LICHTER: Thank you.                  3 The next item on the agenda is the report                  4 on the 2022-2023 second quarter results. And for                  5 that, I call on Dr. McComas and Dr. Zarchin.                  6 Good evening.                  7 DR. ZARCHIN: Good evening.                  8 DR. BOSWELL-McCOMAS: Good evening. So                  9 good evening, again, Dr. Williams, Chair Lichter,                  10 members of the Board. I'm Dr. McComas, chief academic                  11 officer, and I'm joined this evening by my colleague,                  12 Dr. Zarchin, our chief of schools. Next slide,                  13 please.                  14 DR. ZARCHIN: So we continue to prioritize                  15 our focus on areas -- focus areas this academic year                  16 to support our students in the learning process. We                  17 use student data to inform instructional decisions.                  18 We monitor multiple indicators of progress, such as                  19 student work samples, unit tests, and performance                  20 assessments. We also respond to students' skills and                  21 knowledge by providing opportunities for reinforcement</p>	<p style="text-align: right;">Page 72</p> <p>1 the pandemic continues to subside this school year, we                  2 have experienced a variety of seasonal illnesses that                  3 have impacted student attendance and combine to add                  4 precaution towards sending students to school with                  5 symptoms.                  6 In addition to the physical illness that                  7 students and staff have contended with, we believe                  8 that the lingering effects of trauma are continuing to                  9 impact both students and staff. This part of our                  10 presentation will focus on student attendance.                  11 DR. BOSWELL-McCOMAS: Thank you. Next                  12 slide. Regular attendance, we all know, is critical                  13 for student success. And yet we see in our second                  14 quarter that our families and our students exhibited                  15 some challenges to demonstrating strong attendance.                  16 While typically we do see second quarter is impacted                  17 by winter colds, our BCPS health team of nurses have                  18 indicated that during second quarter, we saw parents                  19 exercise increased precaution when deciding to send                  20 their child either to school or to keep them at home,                  21 if they were exhibiting cold-like symptoms.</p>
<p style="text-align: right;">Page 71</p> <p>1 and enrichment through small group instruction.                  2 As a community, we are committed to                  3 monitoring and discussing in our schools, and here in                  4 open session, student performance and data-informed                  5 decision making. We recognize data as a flashlight                  6 and look forward to expanding our vision and                  7 understanding our students when taken in context.                  8 Next slide, please.                  9 DR. BOSWELL-McCOMAS: The Compass guides us                  10 to increase student achievement for all students while                  11 preparing them for a variety of pathways to become                  12 college and career ready over the course of their time                  13 with us. This evening, we will focus on two aspects                  14 of the Compass, learning accountability and results                  15 and safe and supportive school environments. And most                  16 specifically, we will address attendance, student                  17 belonging and outcomes -- course outcomes for the                  18 second marking period. Next slide please.                  19 DR. ZARCHIN: Promoting high attendance                  20 rates for all students is an important part of growth                  21 and achievement over time. While we're grateful that</p>	<p style="text-align: right;">Page 73</p> <p>1 Additionally, we saw a commingling of                  2 COVID, flu and RSV as reasons for students to be out                  3 of school. This did result in higher-than-normal                  4 absences due to student -- to illnesses. We saw                  5 similar bumps in absences during the 2009/2010 school                  6 year because of the H1N1. Additionally, our PPWs are                  7 doing -- were doing many things urgently to address                  8 the attendance during second quarter. Our PPWs worked                  9 with each school teams' attendance committee to                  10 identify those students who are chronically absent and                  11 to apply interventions.                  12 Specifically, students that receive Tier 1                  13 interventions, our PPWs worked with schools to bring                  14 awareness of benefits of positive school attendance                  15 and they also support recognizing and incentivizing                  16 attendance. For students who need a layer -- a Tier 2                  17 level of intervention, our PPWs met with groups of                  18 secondary students to stress the importance of regular                  19 attendance. And they provide students with a letter                  20 to take home and a list of resources that may help to                  21 eliminate barriers for students and families, ensuring</p>

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1 that their students can attend school. We'll talk  
 2 about Level 3 in the next slide.

3 DR. ZARCHIN: School attendance teams are  
 4 an important part of the work in schools. They  
 5 monitor attendance and identify actions as needed.  
 6 Actions include proactive strategies, as well as  
 7 interventions. Interventions begin with calls home to  
 8 parents and caregivers to understand what are the  
 9 challenges that are being faced, and then helping  
 10 students attend more regularly.

11 Although we have moved away from perfect  
 12 attendance recognition, schools are working to  
 13 creatively monitor and celebrate increased attendance  
 14 in school. Overall, we recognize that student  
 15 engagement, both in the classroom and in  
 16 extracurricular activities, are important to ensure  
 17 that students are well connected to schools in  
 18 meaningful ways. Next slide, please.

19 DR. BOSWELL-McCOMAS: A student is  
 20 concerned chronically absent when their attendance  
 21 rate reaches or falls below 90 percent. This does

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1 include both excused and unexcused absences. Many of  
 2 our pupil personnel workers report following factors  
 3 that contribute to the increase in chronic  
 4 absenteeism. One, as mentioned previously, we are  
 5 seeing families exercise heightened precaution when  
 6 students exhibit symptoms and kept students home more  
 7 readily.

8 Additionally, we're recognizing a change or  
 9 an altered perception of what constitutes attendance,  
 10 as many assignments can be accessed virtually or  
 11 electronically completed and submitted online. Our  
 12 PPWs are working and talking with families about the  
 13 importance of being present in school and that  
 14 accessing work through the learning management system  
 15 alone does not constitute attendance. So we've been  
 16 working hard on adjusting mindsets following the  
 17 disruption of the last couple of years.

18 Additionally, our PPWs are urgently  
 19 applying Tier 3 interventions. Some things that  
 20 included in Tier 3 interventions are making home  
 21 visits, referring families to Project Attend,

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1 leveraging legal protocols for noncompliance with  
 2 compulsory attendance laws where necessary.

3 DR. ZARCHIN: Multi-tiered systems of  
 4 support address student engagement and attendance in  
 5 the schoolhouse in a variety of ways. As mentioned  
 6 previously, student attendance teams monitor students  
 7 struggling with regular attendance, and partner with  
 8 parents and caregivers to improve the students'  
 9 attendance. These supports increase with intensity,  
 10 leveraging the PPW, up to and including court action  
 11 when appropriate. Next slide, please.

12 DR. BOWELL-McCOMAS: Throughout this  
 13 evening's presentation, I will also highlight data  
 14 from our virtual learning program. referred to as VLP.  
 15 The VLP, as all of you know, is in its second year and  
 16 currently serves over 1,000 students in grades 1  
 17 through 12. And we recognize that it is only a  
 18 fraction of our overall student enrollment. Students  
 19 are considered to be present for their VLP classes if  
 20 they log into their synchronous Google Meets class  
 21 session with their teachers.

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1 Every level of the VLP, elementary, middle  
 2 and high, did experience attendance growth when  
 3 comparing marking period one to marking period two.  
 4 It is also noted that the elementary and middle school  
 5 levels of VLP have met the 94 percent District target.  
 6 And for the high school VLP, we've reached 90.5  
 7 percent. Every LP faculty administration do follow  
 8 the same protocols and approaches to proactive  
 9 engagement and interventions as our traditional  
 10 schools follow, as well. Next slide.

11 DR. ZARCHIN: The past four years, Dr.  
 12 Williams has led with the charge to ensure that each  
 13 student has an adult advocate in the schools. This  
 14 work has become even more important as we continue to  
 15 address the lingering social emotional wellbeing  
 16 concerns that were elevated as a result of the  
 17 pandemic. Next slide, please.

18 DR. BOWELL-McCOMAS: Last quarter, we  
 19 shared student belonging data from our annual  
 20 stakeholder climate survey, and our stakeholder  
 21 climate survey for this school year just closed on

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1 Friday, March 3, 2023. And from this, we will  
 2 calculate updated student belonging data which will be  
 3 available in future presentations.

4 Overall, we do want to let you know that to  
 5 support our students in developing a sense of  
 6 belonging, we use the castle framework, which is a  
 7 process through which all young people and adults  
 8 acquire and apply knowledge, skills and attitudes to  
 9 develop healthy identities, manage their emotions,  
 10 achieve personal collective goals, feel and show  
 11 empathy for others, establish and maintain supportive  
 12 relationships, and make responsible and caring  
 13 decisions.

14 Additionally, as Dr. Zarchin has mentioned,  
 15 we use a multitiered system of support for students  
 16 paired with a student support team process. We  
 17 additionally engage students in a Mind over Matters  
 18 campaign where they focus on activities that support  
 19 awareness of social emotional, mental, and physical  
 20 wellness. And we proactively engage students in a  
 21 six-year planning process with our school counselors

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1 to help them chart out a vision for their future as  
 2 they move through BCPS and on to college and career  
 3 readiness. Next slide, please.

4 In terms of student suspensions, there are  
 5 some patterns over time for us to consider.

6 Suspension rates are typically lowest in the first and  
 7 fourth marking periods and greatest during the second  
 8 and third marking periods. Systemically, we use a  
 9 framework of prevention intervention, consequences,  
 10 and restoration to address misbehavior.

11 DR. ZARCHIN: While our goal is to keep  
 12 students in school and engaged in learning, it is  
 13 necessary to suspend students who just demonstrate  
 14 disruptive or dangerous behaviors. Also, when  
 15 students cause major incidents as outlined in our  
 16 Student Handbook. School teams work with Central  
 17 Office staff to identify appropriate consequences,  
 18 while putting into action preventative and restorative  
 19 practices.

20 The safety of every student and staff  
 21 member is our priority, and of the greatest importance

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1 of our daily work. The table shown in blue displays  
 2 this suspension rate for the first and second marking  
 3 period of this school year by grade level. Overall,  
 4 student suspension rates for second marking period are  
 5 similar to the suspension rate shown for the first  
 6 marking period, with a slight increase in specific  
 7 grade levels. Prior data analysis by marking period  
 8 and from year to year indicates the suspension rates  
 9 are typical for students who are in their transition  
 10 years. That's grade six and nine.

11 The graph shows a comparison of the second  
 12 marking period suspension rates for 2021 to '22 and  
 13 2022 to '23 school years. The suspension rates for  
 14 students in grade 5,6,9, and 11 are slightly greater  
 15 for Marking Period 2 in 2022/'23 compared to the  
 16 Marking Period 2 suspension rate in the previous  
 17 school year. Next slide, please.

18 DR. BOSWELL-McCOMAS: We recognize the  
 19 importance of building a strong sense of belonging  
 20 among our students in a climate in which our schools  
 21 are safe places for our students to learn, grow and to

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1 thrive. To that end, we have the following system  
 2 structures in place. As all of you know, we have our  
 3 safety assistants. We have mentoring programs. We  
 4 have after-school programs, climate committees,  
 5 additional support from our pupil personnel workers,  
 6 our social workers, our social emotional learning  
 7 teachers, and high levels of wraparound supports for  
 8 students who benefit the most from it from additional  
 9 resources.

10 DR. ZARCHIN: Across our schools, we offer  
 11 a wide range of extracurricular activities based on  
 12 student interest such as robotics, theater, band,  
 13 orchestra, and chorus, just to name a few. As you  
 14 know, we have a strong athletics program at both the  
 15 middle and high school levels.

16 We also want to note that our allied  
 17 sports program for students with special needs is  
 18 getting stronger every year, and we're very proud of  
 19 that. We know the more a student is positively  
 20 engaged in the school community, the more likely they  
 21 will thrive socially, emotionally, and academically.

<p style="text-align: right;">Page 82</p> <p>1 Next slide, please.</p> <p>2 In addition to attendance and student</p> <p>3 belonging, we progress monitor student course grades.</p> <p>4 The next section of this evening's presentation will</p> <p>5 focus on course performance for the second quarter.</p> <p>6 Next slide, please.</p> <p>7 DR. BOSWELL-McCOMAS: As a community, we</p> <p>8 routinely monitor multiple data points as illustrated</p> <p>9 on the screen, and we specifically review quarterly</p> <p>10 grades as leading data points throughout the year. In</p> <p>11 the next several slides, we will review course grades</p> <p>12 by grade levels and subject areas. It's important to</p> <p>13 recognize that with each quarter, the rigor of skills</p> <p>14 and knowledge builds upon the previous units of study,</p> <p>15 as students work across the entire year to master the</p> <p>16 grade level standards and content standards.</p> <p>17 Each school has a student support team, in</p> <p>18 addition to intervention programs and supports, and</p> <p>19 where designate, some schools have the additional</p> <p>20 community schools resources to help children. Next</p> <p>21 slide, please.</p>	<p style="text-align: right;">Page 84</p> <p>1 focus on as we look to build instructional practices.</p> <p>2 This involves professional development on a</p> <p>3 regular basis based on the trends that we see through</p> <p>4 those observations. Instructional core team classroom</p> <p>5 observations are collaborative, and they identify</p> <p>6 themes that provide a map for the professional</p> <p>7 development throughout the school year.</p> <p>8 In elementary schools, middle schools and</p> <p>9 high schools, staff, school administrators and Central</p> <p>10 Office leaders are monitoring student performance and</p> <p>11 participation in core course pathways that support</p> <p>12 success in college and career. Next slide, please.</p> <p>13 DR. BOWELL-McCOMAS: The middle school</p> <p>14 course grade distribution and the percentage of</p> <p>15 students earning grades of C or better are displayed</p> <p>16 for Marking Period 2. To support our middle school</p> <p>17 achievement, systemically we engage students in the</p> <p>18 six-year planning process that begins in middle school</p> <p>19 with our school counseling program.</p> <p>20 Additionally, as previously mentioned, at</p> <p>21 the beginning of each unit, our teachers have access</p>
<p style="text-align: right;">Page 83</p> <p>1 The chart shows the percentage of students</p> <p>2 earning grades of C or better for our children in</p> <p>3 grades four and five, for the four core content areas</p> <p>4 of English language arts, mathematics, science and</p> <p>5 social studies. We see rates of elementary students</p> <p>6 earning a C or better in English language arts and</p> <p>7 mathematics were over 87 percent and over 93 percent</p> <p>8 for students in social science and social studies.</p> <p>9 Systemically, we provide diagnostic</p> <p>10 assessments at the beginning of each unit for teachers</p> <p>11 to use to identify where students may have gaps or</p> <p>12 also where they may be ahead of the game. We also</p> <p>13 systemically provide academic interventions and social</p> <p>14 emotional behavioral supports, as mentioned earlier.</p> <p>15 DR. ZARCHIN: This school year, the</p> <p>16 instructional core team efforts have been a critical</p> <p>17 part of our work. The instructional core team has a</p> <p>18 collaborative partnership between Central Office</p> <p>19 leaders, school administration, and teachers where</p> <p>20 classroom observations and reflective discussions</p> <p>21 identify instructional themes to identify areas to</p>	<p style="text-align: right;">Page 85</p> <p>1 to diagnostic materials to help identify strengths and</p> <p>2 needs of our students going into each unit. This data</p> <p>3 should support our teachers in driving small-group</p> <p>4 instruction.</p> <p>5 Additionally, we have interventions and</p> <p>6 enrichments available for teachers and school teams to</p> <p>7 match to student needs based on diagnostics and</p> <p>8 student performance throughout a unit.</p> <p>9 DR. ZARCHIN: This school year, our middle</p> <p>10 school executive directors have led the responsive</p> <p>11 middle school professional development program. Here,</p> <p>12 we use research-based practices that are grounded in</p> <p>13 best practices, correlating with increases in</p> <p>14 achievement. The instructional core team, classroom</p> <p>15 observations, and collaborative work to identify those</p> <p>16 instructional themes I mentioned earlier as also a</p> <p>17 critical part of middle school professional</p> <p>18 development, and how we improve teaching and learning</p> <p>19 on a regular basis. Next slide, please.</p> <p>20 DR. BOSWELL-McCOMAS: The high school</p> <p>21 course grade distribution chart and a percentage of</p>

<p style="text-align: right;">Page 86</p> <p>1 students earning grade C or better are displayed for                  2 Marking Period 2. To support our high school students                  3 systemically, we support schools with data, literacy,                  4 professional learning to help our teachers and our                  5 school leaders leverage the data they have access to                  6 routinely. We monitor on track for graduation, and we                  7 send home written communication to parents of their                  8 student progress towards graduation requirements.                  9       And again, as previously mentioned, we have                  10 a menu of academic interventions and social emotional                  11 behavioral supports. And additionally, throughout the                  12 high school years, we work with students in project                  13 graduation to keep them on track as they're working                  14 towards graduation requirements.                  15       DR. ZARCHIN: As we do in elementary and                  16 middle school, the instructional core teams have                  17 played an important role in high school. The                  18 graduation monitoring is also important as we look at                  19 short and long-term planning for our students and                  20 teaching focus areas for success in college and                  21 career. Next slide, please.</p>	<p style="text-align: right;">Page 88</p> <p>1 importance of the partnership with parents and                  2 caregivers when it comes right down to student                  3 success. To that end, we encourage our parents and                  4 caregivers to check Schoology routinely, and talk with                  5 students about how they're progressing, check with                  6 teachers regarding progress, and utilize the parent                  7 university resources.                  8       Before we close the presentation, we would                  9 like to share the progress academic achievement                  10 reports that we have had and will have as we move                  11 forward through the year. Thank you very much.                  12       MS. LICHTER: Thank you. Questions or                  13 comments?                  14       Ms. Harvey?                  15       MS. HARVEY: Thank you for this                  16 information. I just have a few questions. One is,                  17 you said that there's an adult advocate in the schools                  18 for each student. And each student is aware of who                  19 their advocate is?                  20       DR. ZARCHIN: No, so that --                  21       MS. HARVEY: No? How does this work?</p>
<p style="text-align: right;">Page 87</p> <p>1       DR. BOSWELL-McCOMAS: The charts before you                  2 illustrate our VLP second quarter course performance,                  3 and overall we see growth and stability and student                  4 success in the VLP. As noted previously, VLP serves                  5 an overall small percentage of our student population.                  6 VLP does utilize the same response protocols as                  7 traditional in-person schools do when we see students                  8 are struggling, either with attendance or with course                  9 performance. Next slide.                  10       The VLP high school students earning grade                  11 C or better are displayed for Marking Period 2 and                  12 reflect the challenges during second quarter. The VLP                  13 continues to explore ways to further support students,                  14 particularly those who are placed in VLP as an                  15 alternative placement. Our VLP staff continues to                  16 monitor student performance and conduct conferences                  17 with families to connect students and families with                  18 the resources and supports, just as we would with in-                  19 person learning. Next slide, please.                  20       DR. ZARCHIN: So we've talked a lot about                  21 the role of staff in schools. We also understand the</p>	<p style="text-align: right;">Page 89</p> <p>1       DR. ZARCHIN: -- that is a goal that Dr.                  2 Williams really challenged us to do in schools. And                  3 that adult advocate can be any staff member. What we                  4 want to ensure is that if you can picture a student                  5 coming off the bus or walking into school, getting out                  6 of a car, we want to make sure that they are --                  7 they're known, they're greeted by name, and welcomed                  8 into the learning environment. With that, the                  9 framework and foundation for success is set.                  10       As easy as that sounds, that has been a                  11 challenge. It's a challenge because we've got                  12 students who are entering the building with all kinds                  13 of things going on in their lives. So we don't                  14 specifically call a person out to work with an                  15 individual student, although some schools have come up                  16 with ways to try to make sure that every student has a                  17 connection with an adult in the building. It's really                  18 a challenge that Dr. Williams gave all schools to make                  19 sure that no one walks into that building feeling like                  20 they're alone, they're isolated, and they're not                  21 welcome to the schoolhouse.</p>

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1 MS. HARVEY: So am I understanding you  
 2 correctly to mean that every school has adult  
 3 advocates in the school, but there's not necessarily  
 4 each student can say, you know, Dr. Williams is my  
 5 advocate. Dr. McComas is my advocate.  
 6 DR. ZARCHIN: No, the students wouldn't  
 7 necessarily know who -- so it's -- we want to make  
 8 sure that everyone in the school, from teacher,  
 9 building service worker, administrator, cafeteria  
 10 worker, understands the importance of those  
 11 connections. That's the charge.  
 12 MS. HARVEY: Okay.  
 13 DR. ZARCHIN: Sometimes it's done more  
 14 formally than others.  
 15 DR. BOSWELL-McCOMAS: If I may just add to  
 16 Dr. Zarchin's point around how we're all called. I  
 17 will say in going -- if I may expand a little bit on  
 18 our middle school -- responsive middle school work,  
 19 that is really following the research of the National  
 20 Middle School Association around middle-year learners.  
 21 And one of the pieces of that is advisory, and so I

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1 guess I would like to offer that to Dr. Zarchin's  
 2 point.  
 3 While we are all, everyone, called to be an  
 4 advocate for students, and certainly all people in a  
 5 school building develop certain relationships with  
 6 students, it's unavoidable and it's part of what keeps  
 7 us coming back every day are those meaningful  
 8 relationships. There are -- schools have different  
 9 systems and structures to manage that.  
 10 So to your point, to have a student know  
 11 who is my person that I go to, and who's that person  
 12 who checks in on me? This is Mary, you know, I can  
 13 tell something's not right. What's going on and what  
 14 is it we need to do? Our responsive middle school  
 15 work really talks around advisory and, again, each  
 16 middle school principal and their teacher leadership  
 17 team is crafting what that is in their building. Some  
 18 buildings may do that as sort of an extended home  
 19 room. Some students -- some buildings do it where  
 20 students have time to go to, I don't want to say like  
 21 a club, but they're identified by a common interest.

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1 And so that can take many different forms. And so I  
 2 just wanted to expand on that.  
 3 DR. ZARCHIN: Thank you.  
 4 DR. BOWELL-McCOMAS: You're welcome.  
 5 MS. HARVEY: And my second question is you  
 6 mentioned with the suspension data that we know that  
 7 suspensions typically increase in the second and third  
 8 marking periods. So how are our strategies, our  
 9 strategies modified for those marking periods if we  
 10 know that the rates typically increase during those  
 11 marking periods? And do we have any data or  
 12 information, qualitative or quantitative, that tells  
 13 us why second and third marking periods see an  
 14 increase?  
 15 DR. BOSWELL-McCOMAS: Well, I will talk --  
 16 I'll speak anecdotally. So often, it is pretty common  
 17 that as we go into third quarter, right, right in that  
 18 late January/February time period when we're ending  
 19 second quarter, schools often do a reset. It's time  
 20 to reestablish those routines and procedures with  
 21 students that begin to slide as the school year moves

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1 on.  
 2 Additionally, some schools do change  
 3 schedules, which resets, as well. So that's one of  
 4 the sort of baked-in adjustments that we make every  
 5 year in that time of year. For anyone who's been a  
 6 classroom teacher, you do need to redo seating plans.  
 7 We do need to go over with students' expectations to  
 8 kind of remind everybody of how we need to function to  
 9 be productive and positive together. They're just  
 10 some of the routines.  
 11 I don't know if, Dr. Zarchin, there's  
 12 anything you'd like to add at that point.  
 13 DR. ZARCHIN: No, I think it's helpful.  
 14 Again, beyond individual staff members reaching out to  
 15 students, counselors often serve as, you know, the  
 16 contact, in addition to teachers. And just kind of  
 17 knowing where the students are and what's going on for  
 18 individuals, as well as the group of students in a  
 19 building. Just having a pulse of what's going on is  
 20 helpful.  
 21 MS. HARVEY: So just so I'm clear, is there



<p style="text-align: right;">Page 94</p> <p>1 a change in the strategy for second and third marking                  2 period? Or is the strategy the same throughout the                  3 year?                  4 DR. BOSWELL-McCOMAS: So I would say the                  5 strategy is really renewing our routines and                  6 procedures. And so in that regard. I would say                  7 there's not a change in strategy. It's really a                  8 refreshing, a refreshment of routines and                  9 expectations. We do find often that during the winter                  10 months, there is many holiday breaks and interruptions                  11 to learning, which is part of where routines and                  12 procedures start to slide, and resetting those                  13 routines and procedures.                  14 MS. HARVEY: Thank you.                  15 DR. ZARCHIN: Thanks.                  16 MS. DOMANOWSKI: I just had one kind of                  17 comment, observation about attendance. Especially as                  18 a mom, after COVID, everything, you know, trying to be                  19 safe with your kids, not wanting to send your kid to                  20 school sick. And a lot of times, you know, you erred                  21 on cautious. You kept your kids home. So they end up</p>	<p style="text-align: right;">Page 96</p> <p>1 comfort level of, like, you're going to be okay. You                  2 know, use your good manners with tissue and things                  3 like that.                  4 I think it will take us time. I think                  5 being in communication with our school health nurse.                  6 You know, call and talk through with the nurse what                  7 symptoms you're having and what is it that you're                  8 worried about.                  9 You know, families always have the option                  10 to do home testing, if you're concerned that it may be                  11 COVID. I know that symptoms for COVID really exhibit                  12 in the same way that sometimes sinus infections and                  13 cold symptoms do. So you can always do the home                  14 testing. I would always say you're welcome to call                  15 the school nurse and consult with the school nurse.                  16 And there's always things like masking, if we think                  17 it's a mild symptom, that's an option, certainly not a                  18 requirement. But there's some of the things that I                  19 would encourage us to think about as we move forward.                  20 You know, we're all moving past what was                  21 really rather dramatic and traumatic for many people.</p>
<p style="text-align: right;">Page 95</p> <p>1 missing more school, plus, you know, some parents, you                  2 know, their jobs don't align with the breaks that are                  3 in school, so taking their kids on vacation might not                  4 align with the time that they're allowed, so they're                  5 going to take out for that reason.                  6 How do we -- or what can we do to help, you                  7 know, parents or some, like, I feel like there's more                  8 absences because of illnesses now, less because the                  9 child's truly sick and should be out of school, and                  10 more because, you know, they don't want to send their                  11 kid with the sniffles or normal, you know, everyday                  12 stuff. Because they're -- they don't want to, I don't                  13 know, be labeled or the stigmatism. I don't -- I'm                  14 not saying it right, but I think you understand what                  15 I'm saying.                  16 DR. BOWELL-McCOMAS: I do, and I think                  17 that's exactly what our school nurses have                  18 communicated, right? Because they call and talk to                  19 parents, and parents want to be precautious. They                  20 want to be responsible. And I think, quite genuinely,                  21 we're all finding our way forward around where is that</p>	<p style="text-align: right;">Page 97</p> <p>1 And we're all trying to figure out what is okay again.                  2 So it's not a simple answer, but they are some of the                  3 commonsense things that we can do as a community to                  4 support each other.                  5 MS. DOMANOWSKI: I guess the only other                  6 thing, is there any other thought to putting out some                  7 new standards, updated standards as far as -- because                  8 I think a lot of kids or parents might be afraid to                  9 test their kid for COVID because they might have to                  10 stay home for five days or, you know, and it's really,                  11 like, we don't really know where we are with COVID                  12 right now as far as how it's going to affect certain                  13 people. And I don't know. I just -- I feel like                  14 maybe an update schoolwide, countywide with, you know,                  15 administrations and parents and community health-wise                  16 to start, you know, relieving that fear and letting                  17 our kids go back to school with the sniffles.                  18 DR. BOSWELL-McCOMAS: Thank you. I'll take                  19 that back to the team. I would agree that                  20 communication and helping families understand where we                  21 are, what is health department saying, and what are --</p>

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1 what fears we can, you know, stand down or alleviate.  
 2 You know, anything we could do to keep each other  
 3 clear on how to move forward is good. Thank you.  
 4 MS. DOMANOWSKI: Thank you.  
 5 MS. LICHTER: Other questions or comments?  
 6 Ms. Harvey? It's okay.  
 7 MS. HARVEY: Thank you. I have a question  
 8 about the tiers. Is Tier 2 an intervention prior to  
 9 when a student -- or when a student is approaching  
 10 chronic absenteeism? Is that Tier 2?  
 11 DR. BOSWELL-McCOMAS: Yes.  
 12 MS. HARVEY: Okay. And one of the  
 13 interventions was a letter given to the student to --  
 14 DR. BOSWELL-McCOMAS: Right --  
 15 MS. HARVEY: -- go home --  
 16 DR. BOSWELL-McCOMAS: Yeah, so --  
 17 MS. HARVEY: Is that communicated in other  
 18 ways besides a letter in the backpack about the  
 19 absenteeism? Is that communicated to parents in other  
 20 ways?  
 21 DR. BOSWELL-McCOMAS: Yes. So when a

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1 student is brought to the attendance committee,  
 2 there's phone calls. There starts to become routine  
 3 phone calls to have conversations, home visits as  
 4 things progress. The letter and those resources are  
 5 sent home, not just through a student, but they're  
 6 also mailed and shared with parents as ways to support  
 7 families in helping to make sure that their student  
 8 gets to school.  
 9 And so it's really like a menu of these are  
 10 some resources. How can we help you? These may be  
 11 some things you haven't thought about. So -- but I do  
 12 hear you, that sending it home through the backpack  
 13 with a student who may not be the most reliable is not  
 14 the only method to use.  
 15 MS. HARVEY: Yeah. And then the last  
 16 thing, and this really isn't for -- necessarily for  
 17 you to comment. It's a very complicated issue, is our  
 18 students who are experiencing out-of-home placement  
 19 and may be living in congregate settings. And how the  
 20 system works with them where they may not have  
 21 traditional parents involved in their lives to that

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1 degree, how we work with them to make sure they're  
 2 successful, as well.  
 3 DR. BOSWELL-McCOMAS: Thank you.  
 4 DR. ZARCHIN: Thank you.  
 5 MS. LICHTER: So I have a couple questions.  
 6 I know that the achievement in the presentation  
 7 focused on grades, but also the winter MAP results  
 8 were posted, so would you be okay answering the  
 9 questions about --  
 10 DR. BOSWELL-McCOMAS: Yes.  
 11 MS. LICHTER: Okay. So I know it talked  
 12 about the 61st percentile and then it also talked  
 13 about the growth. So does MAP still give you that  
 14 information as far as growth, like, who, you know, are  
 15 they making high achievement and not growing? Or is  
 16 it low achievement? Do you still get the quadrants  
 17 that will let you know those pieces?  
 18 DR. BOSWELL-McCOMAS: Yes. The schools do  
 19 have access to that level of detail to be able to know  
 20 how to support students instructionally with grouping  
 21 and interventions.

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1 MS. LICHTER: Have we looked at it more  
 2 systemwide to see which groups of kids are growing and  
 3 not growing, versus just looking at it in the  
 4 aggregate?  
 5 DR. BOSWELL-McCOMAS: I would say that we  
 6 are looking at it, really, more at the school level  
 7 than as a system so.  
 8 MS. LICHTER: Okay. And -- that's fine,  
 9 and then with the 61st percentile, the Grade 2 math  
 10 seemed more severe than the other grades as far as the  
 11 negative when you looked at the 3 years and going down  
 12 -- going the wrong direction as far as the percentage  
 13 of kids meeting that 64. So that second grade -- kids  
 14 who are in second grade now, so they were home for  
 15 kindergarten and part of first or --  
 16 DR. BOSWELL-McCOMAS: Oh, if they're in  
 17 second grade now, first grade is when we experienced  
 18 the Omicron and Delta impact. And the year before  
 19 that, the spring semester when they were in  
 20 kindergarten was when we were doing the phase-in  
 21 return to in-person learning, and the fall of their

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1 kindergarten year was when we were fully virtual.

2 MS. LICHTER: Okay, and then when did they

3 start bridges, this current second graders?

4 DR. BOSWELL-McCOMAS: So they would have

5 started -- I don't have my chart --

6 MS. LICHTER: Okay, so they've been --

7 DR. BOSWELL-McCOMAS: -- in front of me.

8 MS. LICHTER: -- okay. It's just that any

9 other ideas why that second grade is so much more

10 discrepant than the other ones as far as the trend

11 going the wrong way? Or the reasons I just --

12 DR. BOSWELL-McCOMAS: I don't -- I --

13 MS. LICHTER: Okay.

14 DR. BOSWELL-McCOMAS: -- would have to get

15 back to you on that.

16 MS. LICHTER: Okay. Thank you. Any other

17 questions? Okay. Did you -- all right. Thank you

18 very much for the presentation.

19 The next item on the agenda is

20 informational items, including the financial report

21 for the month ending January 2023, kindergarten

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1 readiness and update on school legislation.

2 The next item on the agenda is board

3 committee updates, comments, and agenda setting. So

4 first we'll discuss any committee updates. The links

5 to the March committee meetings can be found on

6 BoardDocs under this agenda item.

7 Mr. McMillion, any updates from the Audit

8 Committee?

9 MR. McMILLION: We're going to meet, I'm

10 pretty sure, it's August 11th. It's the next meeting

11 at 4:30. I encourage the public to tune into these.

12 We do numerous -- the audit department reports on

13 numerous studies and reports that they've put

14 together, so you might find that interesting, and I

15 encourage you to join us. Thank you.

16 MS. LICHTER: Thank you.

17 Budget Committee, Ms. Domanowski, any

18 updates?

19 MS. DOMANOWSKI: No. Our next meeting will

20 be April 12th, right after we get back from break.

21 That's it.

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1 MS. LICHTER: Thank you.

2 Ms. Jose, anything about Building and

3 Contracts?

4 MS. JOSE: Our next Building and Contracts

5 Committee meeting is on Monday, April 17, at 5:00 p.m.

6 MS. LICHTER: Thanks. I am Curriculum

7 Committee. I'm not sure when our next one is. It's

8 coming up in April. But staff is doing a really nice

9 job preparing us, making sure that we really

10 understand a little bit more about Teaching Reading so

11 that when the recommendation for the series comes,

12 we're better prepared. So I appreciate staff taking

13 the time to help us with that.

14 Dr. Savoy, the Equity Committee?

15 DR. SAVOY: The next meeting will be after

16 the holiday.

17 MS. LICHTER: Okay.

18 DR. SAVOY: I don't have the exact date at

19 this time. Thank you.

20 MS. LICHTER: Thank you.

21 Ms. Hassan, Legislative and Governmental

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1 Relations Committee?

2 MS. HASSAN: Thank you. The Legislative

3 and Governmental Relations Committee met on March

4 16th. I and Mr. Bazemore have been meeting with the

5 Maryland Association of Boards of Education's

6 Legislative Committee. We just met yesterday, and

7 yesterday, I personally, not on behalf of the Board,

8 testified in support of House Bill 175, which would

9 give the next Student Member of the Vote -- of the

10 Board a vote on the capital and operating budget. So

11 it was a pleasure to spend time in Annapolis and

12 testify on behalf of that.

13 And the next meeting will be on April 20th

14 at 4:00 p.m.

15 MS. LICHTER: Thank you.

16 Policy Review Committee? Ms. Pumphrey?

17 MS. PUMPHREY: You heard some of our

18 policies today, but our next meeting is Monday, April

19 24th.

20 MS. LICHTER: Okay, I'm going to go back --

21 thank you -- to Ms. Domanowski. Do you have anything

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1 else you'd like to add?

2 MS. DOMANOWSKI: I know what you're

3 referring to, and I don't have it --

4 MS. LICHTER: Okay.

5 MS. DOMANOWSKI: -- to go forward. We just

6 received the information requested at the last budget

7 meeting this morning, so we haven't had time to

8 discuss --

9 MS. LICHTER: Okay.

10 MS. DOMANOWSKI: -- whether or not we want

11 to move forward or not. So I will -- it's going to

12 have to be on hold.

13 MS. LICHTER: That's fine. Thank you.

14 Okay, and then next would be Board member

15 comments and agenda items. So is there anyone who has

16 any comments they'd like to make or an agenda item at

17 this time?

18 Oh, Ms. Pumphrey?

19 MS. PUMPHREY: Yes. I would like some

20 information regarding the security of our older

21 buildings. Many of our newer buildings and

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1 (inaudible) double entrance, and I apologize if I'm

2 using the incorrect terminology. But for example,

3 visitors enter through the first set of doors and

4 enter a vestibule before entering a second set of

5 doors with access to the school building.

6 I would like to know how many of our

7 buildings lack this type of entrance and if plans are

8 in place for renovations to update building entrances

9 to make our (inaudible) secure as possible? If plans

10 are in place for renovations, what is the timeline for

11 completion and are there temporary solutions in place

12 to ensure that our buildings are safe?

13 MS. LICHTER: Okay, thank you. Anyone

14 else?

15 Oh, Ms. Jose?

16 MS. JOSE: Thank you. Regardless of

17 whether I'm on the Board, I would like the Board to

18 get an update on the lead in our school water from

19 Office of Facilities on the next or future agenda.

20 MS. LICHTER: Thank you.

21 Ms. Henn?

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1 MS. HENN: Thank you, Madam Chair. I'd

2 like the Board to receive a report on our instruction

3 at the Baltimore County Detention Center, in light of

4 the recent letter about concerns of conditions of

5 juveniles at the center. Thank you.

6 MS. LICHTER: Thank you.

7 Mr. Kuehn?

8 MR. KUEHN: Oh, thank you. I think it

9 would be prudent for us to review the information in

10 the kindergarten readiness report that is in

11 information as an actual agenda item. Thanks.

12 MS. LICHTER: Okay. Thank you.

13 Ms. Domanowski?

14 MS. DOMANOWSKI: I wanted to bring back up

15 the review of personal devices, cell phones, in our

16 schools, how we are, you know, implementing that

17 across the board. I think it has a lot to do with our

18 school safety with our kids, and it would help if we

19 had a conformity in that policy.

20 MS. LICHTER: Okay. Thank you. Anyone

21 else? So my comment is I'd like to thank our four

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1 outgoing Board members. Ms. Sexton seemed to have

2 more definitive answer than I do at this point to

3 where she feels like this -- might be your last

4 meeting. So I will use her timeline. So I'd like to

5 thank Mr. Kuehn, Dr. Hager, Mr. Offerman, and Ms. Jose

6 for sticking it out with us and helping us get a

7 quorum and continuing the work. So thank you very

8 much to all four of those Board members.

9 (Applause.)

10 What did you say? You want to make a

11 comment, Ms. Jose? Go ahead.

12 MS. JOSE: I just want to say thank you to

13 everybody, especially Dr. Williams, staff, and members

14 of the Board. It has truly been an honor to serve on

15 the Baltimore County Board of Education. I have done

16 the best that I could for all children, and I met some

17 wonderful people and friends. And I would like all of

18 the Board members to remember that the reason most of

19 us got on the Board was for children, not just your

20 children or my children or your friend's children, but

21 for all children.

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1 And our decisions impact all of these  
 2 children, especially the least amongst us, and some of  
 3 these decisions are difficult, and I have made them,  
 4 that have been against my own children's schools. I  
 5 have made those decisions. So we have to remember  
 6 that we have to do what's good for all of our children  
 7 and the greater common good, so I hope you always keep  
 8 that in your mind. That was my guiding light. So  
 9 thank you.

10 MS. LICHTER: Thank you for that.  
 11 (Applause.)

12 And if there are no other comments -- oops,  
 13 Dr. Williams?

14 DR. WILLIAMS: I would like to make a  
 15 comment. I first want to thank the Office of  
 16 Communication and the Ed Foundation and thank the  
 17 Board who attended. I didn't hear any comments from  
 18 the Board, but we had our first State of the School  
 19 Address that we didn't have for three years. And so  
 20 that was an opportunity to celebrate the success of  
 21 our schools, our students, our staff. But I want to

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1 thank the staff from the Office of Communications, the  
 2 Ed Foundation and their Board for planning that big  
 3 event.

4 We had it not as big as previous years  
 5 because we were transitioning back, but I would like  
 6 to acknowledge the four Board members who attended,  
 7 Chair Lichter, Vice Chair Harvey, Ms. Pumphrey and Mr.  
 8 McMillion for attending the State of the School  
 9 Address, my first and last State of the School. But I  
 10 definitely want to thank the staff because that was an  
 11 opportunity, and I said it.

12 We hear negative stories about students.  
 13 This was an opportunity to highlight the successes of  
 14 our students and staff. So I just wanted to put that  
 15 out there this evening before we go on spring break.  
 16 Thank you.

17 MS. LICHTER: Yes.  
 18 (Applause.)

19 DR. WILLIAMS: Let's acknowledge the staff.  
 20 Thank you.

21 MS. LICHTER: Thank you. It was wonderful.

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1 I think it was just the right size, to be honest with  
 2 you. So our kids did wonderful and Dr. Williams,  
 3 thank you for the presentation you made at State of  
 4 the Schools. It was very impactful.

5 So at 8:29, I would like to wish everybody  
 6 a wonderful spring break. A lot of celebrations,  
 7 depending on what you celebrate, so enjoy your  
 8 holidays with your family and friends. And I don't  
 9 think our next meeting will be this early, so we'll  
 10 take advantage of it, and we'll say adjourned. Thank  
 11 you.

12 (Meeting adjourned.)

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1 TRANSCRIBER CERTIFICATE

2 I, Vivian Saxe, hereby certify that I transcribed  
 3 from audio file the proceedings to the best of my  
 4 ability in the foregoing-entitled matter; and I  
 5 further certify that the foregoing is a full, true and  
 6 correct transcript of the audio files produced.

7 IN WITNESS THEREOF, I have subscribed my name on  
 8 April 5, 2023.

9  
 10  
 11  
 12 Vivian Saxe

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