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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

SEPTEMBER 12, 2023

Transcribed by:
CRC Salomon, Inc.

<p style="text-align: right;">Page 2</p> <p>1 BOARD MEMBERS: 2 Jane Lichter, Board Chair 3 Robin Harvey, Vice Chair 4 Tiara Booker-Dwyer 5 Maggie Domanowski 6 Tiffany Lashawn Frempong 7 Julie C. Henn 8 Rodney R. McMillion 9 Christina Pumphrey 10 Dr. Brenda Savoy 11 Felicia Stolusky 12 Emory Young 13 Kayla Drummond, Student Member 14 15 16 17 18 19 20 21</p>	<p style="text-align: right;">Page 4</p> <p>1 Superintendent's Report - Dr. Myriam 2 Yarbrough Rogers 40 3 Chair's Report - Jane Lichter 47 4 Student Board Member's Report - Kayla Drummond 52 5 Unfinished Business - Board Policies 54 6 Proposed FY 2025 State Capital Budget Request56 7 Consideration of Campfield Early Learning 8 Center program closure 90 9 New Business - Action Taken in Closed Session 10 Mr. Darren Burns, Esq. 106 11 New Business - Contract Awards110 12 Report on Academic Achievement, 2023 Opening 13 of Schools 138 14 Board Member Comments and Agenda Setting192 15 Announcements 200 16 Adjournment 200 17 18 19 20 21</p>
<p style="text-align: right;">Page 3</p> <p>1 INDEX 2 Call to Order 5 3 Pledge of Allegiance/Silent Meditation 5 4 Consideration of Agenda 5 5 New Business, Personnel Matters 8 6 New Business, Administrative Appointments12 7 Public Comment 19 8 CATEGORY 1 - SCHOOL SYSTEM-AFFILIATED GROUPS: 9 Claire Cabral (Baltimore County Student 10 Council) 23 11 CATEGORY 2 - UNIONS: 12 None. 13 CATEGORY 3 -- NONPROFIT COMMUNITY GROUPS: 14 Marietta English (NAACP of Baltimore County26 15 Tara Thompson (Mothers for Liberty of 16 Baltimore County)29 17 CATEGORY 4 - INDIVIDUAL CITIZENS OR STUDENTS: 18 Sharon Saroff 32 19 Bash Pharoan 34 20 Judy Deese. 36 21 Helene Groves39</p>	<p style="text-align: right;">Page 5</p> <p>1 PROCEEDINGS 2 MS. LICHTER: Jane Lichter and I now call to 3 order the meeting of the Board of Education of Baltimore 4 County for Tuesday, September 12, 2023. I invite you to 5 recite the Pledge of Allegiance to the flag to be led by 6 Ms. Frempong. We will then have a moment of silence in 7 recognition of those who have served education in 8 Baltimore County. 9 (Pledge of Allegiance.) 10 MS. LICHTER: Thank you. 11 Tonight's Board of Education meeting is being 12 broadcast through the BCPS Online Live media broadcast and 13 on BCPS Xfinity Channel 73 and Verizon FiOS Channel 34. 14 In order to efficiently conduct this meeting, all voting 15 items this evening will be done by roll call vote. 16 The first item on the agenda is the 17 consideration of the September 12th agenda. 18 Dr. Yarbrough, are there any additions or 19 changes to tonight's agenda? 20 DR. YARBROUGH ROGERS: I would like to defer. 21 I would like to defer to Ms. Harvey.</p>

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1 MS. LICHTER: Ms. Harvey?
 2 MS. HARVEY: Thank you, Madam Chair. I move to
 3 add contract MWE-801-21 Modification, Reading Intervention
 4 for Secondary Schools, as Agenda Item N-9 under New
 5 Business Contract Awards.
 6 MS. LICHTER: Thank you. Do I have a second?
 7 MR. YOUNG: Second, Young.
 8 MS. LICHTER: Thank you, Mr. Young. Any
 9 discussion? May I have a roll call -- discussion about
 10 adding it to the agenda?
 11 MS. DOMANOWSKI: Yes.
 12 MS. LICHTER: Okay.
 13 MS. DOMANOWSKI: Will we be discussing it once
 14 it's added -- the contract?
 15 MS. LICHTER: You mean during contracts?
 16 MS. DOMANOWSKI: Yes.
 17 MS. LICHTER: Okay.
 18 MS. DOMANOWSKI: Yes.
 19 MS. LICHTER: Okay, may I have a roll call
 20 vote, please?
 21 MS. GOVER: Ms. Domanowski?

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

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1 MS. GOVER: Excuse me. Ms. Lichter?
 2 MS. LICHTER: Yes.
 3 MS. GOVER: Thank you.
 4 MS. LICHTER: The revised agenda is approved.
 5 Thank you.
 6 Earlier this evening, the Board met in closed
 7 session pursuant to the Open Meetings Act for the
 8 following reasons: to discuss the appointment,
 9 employment, assignment, promotion, discipline, demotion,
 10 compensation, removal, resignation, or performance
 11 evaluation of appointees, employees or other officials
 12 over whom it has jurisdiction, or any other personnel
 13 matter that affects one or more specific individuals;
 14 consult with counsel to obtain legal advice and consult
 15 with staff, consultants, or other individuals about
 16 pending or potential litigation. The summary of the
 17 closed session and open session information summary can be
 18 found on BoardDocs under this Board meeting agenda date.
 19 The next item on the agenda is personnel
 20 matters, and for that I call on Mr. McCall.
 21 Good evening.

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1 MR. McCALL: Good evening, Chair Lichter, Vice
 2 Chair Harvey, and to our illustrious Superintendent, Dr.
 3 Rogers. I would like the Board's consent for the
 4 following personnel matters: terminations, retirements,
 5 resignations, leaves, deceased recognition of service and
 6 certificated appointments.
 7 MS. LICHTER: Do I have a motion to approve the
 8 personnel matters as presented in Exhibit D-1?
 9 MS. PUMPHREY: So moved, Pumphrey.
 10 MS. LICHTER: Do I have a second?
 11 MS. FREMPONG: Second, Frempong.
 12 MS. LICHTER: Thank you. Any discussion? May
 13 I have a roll call vote, please?
 14 MS. GOVER: Ms. Domanowski?
 15 MS. DOMANOWSKI: Yes.
 16 MS. GOVER: Mr. Young?
 17 MR. YOUNG: Yes.
 18 MS. GOVER: Ms. Stolusky?
 19 MS. STOLUSKY: Yes.
 20 MS. GOVER: Ms. Frempong?
 21 MS. FREMPONG: Yes.

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1 MS. GOVER: Ms. Henn?
 2 MS. HENN: Yes.
 3 MS. GOVER: Ms. Harvey?
 4 MS. HARVEY: Yes.
 5 MS. GOVER: Ms. Pumphrey?
 6 MS. PUMPHREY: Yes.
 7 MS. GOVER: Dr. Savoy?
 8 DR. SAVOY: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. McMILLION: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer?
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Ms. Lichter?
 14 MS. LICHTER: Yes.
 15 MS. GOVER: Thank you.
 16 MS. LICHTER: Do I have a motion to approve the
 17 personnel matters as presented in Exhibits D-2 through D-
 18 6?
 19 MS. STOLUSKY: So moved, Stolusky.
 20 MS. LICHTER: Thank you. Do I have a second?
 21 MS. FREMPONG: Second, Frempong.

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1 MS. LICHTER: Thanks. Any discussion? May I
 2 have a roll call vote, please?
 3 MS. GOVER: Ms. Domanowski?
 4 MS. DOMANOWSKI: Yes.
 5 MS. GOVER: Mr. Young?
 6 MR. YOUNG: Yes.
 7 MS. GOVER: Ms. Stolusky?
 8 MS. STOLUSKY: Yes.
 9 MS. GOVER: Ms. Frempong?
 10 MS. FREMPONG: Yes.
 11 MS. GOVER: Ms. Henn?
 12 MS. HENN: Yes.
 13 MS. GOVER: Ms. Harvey?
 14 MS. HARVEY: Yes.
 15 MS. GOVER: Ms. Drummond?
 16 MS. DRUMMOND: Yes.
 17 MS. GOVER: Ms. Pumphrey?
 18 MS. PUMPHREY: Yes.
 19 MS. GOVER: Dr. Savoy?
 20 DR. SAVOY: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. McMILLION: Yes.
 2 MS. GOVER: Ms. Booker-Dwyer?
 3 MS. BOOKER-DWYER: Yes.
 4 MS. GOVER: Ms. Lichter?
 5 MS. LICHTER: Yes.
 6 MS. GOVER: Thank you.
 7 MS. LICHTER: The next item on the agenda --
 8 thank you, Mr. McCall. The next item on the agenda is
 9 administrative appointments and for that, I call on Dr.
 10 Rogers.
 11 DR. YARBROUGH ROGERS: Madam Chair Lichter,
 12 Vice Chair Harvey and members of the Board. I'm bringing
 13 forward the following administrative appointments for your
 14 approval: Director, Risk Management Manager, Office of
 15 Position Management, Classification and Human Resources
 16 Information Systems; Supervisor, Career and Technical
 17 Education; Senior Supervisor, Construction, Office of
 18 Facilities; Specialist, School Improvement, Office of
 19 World Languages and ESOL; Human Resources, Officer, Office
 20 of Staffing; Pupil Personnel Worker, Office of Pupil
 21 Personnel Services; and Senior Operations Supervisor,

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1 Office of Transportation.
 2 MS. LICHTER: Do I have a motion to approve the
 3 administrative appointments as presented in Exhibit E-1?
 4 MS. FREMPONG: So moved, Frempong.
 5 MS. LICHTER: Thank you. Do I have a second?
 6 MS. PUMPHREY: Second, Pumphrey.
 7 MS. LICHTER: Thank you. Any discussion? May
 8 I have a roll call vote, please?
 9 MS. GOVER: Ms. Domanowski?
 10 MS. DOMANOWSKI: Yes.
 11 MS. GOVER: Mr. Young?
 12 MR. YOUNG: Yes.
 13 MS. GOVER: Ms. Frempong?
 14 MS. FREMPONG: Yes.
 15 MS. GOVER: Ms. Stolusky?
 16 MS. STOLUSKY: Yes.
 17 MS. GOVER: Ms. Henn?
 18 MS. HENN: Yes.
 19 MS. GOVER: Ms. Harvey?
 20 MS. HARVEY: Yes.
 21 MS. GOVER: Ms. Drummond?

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1 MS. DRUMMOND: Yes.

2 MS. GOVER: Ms. Pumphrey?

3 MS. PUMPHREY: Yes.

4 MS. GOVER: Dr. Savoy?

5 DR. SAVOY: Yes.

6 MS. GOVER: Mr. McMillion?

7 MR. McMILLION: Yes.

8 MS. GOVER: Ms. Booker-Dwyer?

9 MS. BOOKER-DWYER: Yes.

10 MS. GOVER: Ms. Lichter?

11 MS. LICHTER: Yes.

12 MS. GOVER: Thank you.

13 MS. LICHTER: Thank you. Dr. Yarbrough?

14 DR. YARBROUGH ROGERS: Thank you.

15 Our first appointee this evening is David

16 Andreucci (phonetic). David, please stand. He is

17 attending this evening and be -- is being appointed to the

18 position of Manager in the Office of Position Management,

19 Classification and Human Resources Information Systems.

20 With almost six years of prior experience in Baltimore

21 County Public Schools. His previous experiences include

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1 Supervisor, Office of Position Management, Fiscal Analyst

2 3 in the Office of Budget and Reporting. His prior

3 experiences include operational data analyst, financial

4 analyst and management analyst. Congratulations.

5 (Applause.)

6 Next appointment this evening is Jessica Ey.

7 She is attending this evening with her children, Mason and

8 Madison. Please stand.

9 She's being appointed to the position of Human

10 Resources Officer in the Office of Staffing with 16 years

11 of service in Baltimore County Public Schools. Her

12 previous experiences include human resources analyst,

13 administrative assistant, Administrative Secretary in the

14 Office of Staffing, and Administrative Secretary in the

15 Office of Support Services.

16 Her prior experiences include Director of

17 Marketing, Marketing Associate and Marketing Coordinator.

18 Congratulations.

19 (Applause.)

20 Our next appointment is Trevor Hicks.

21 (Applause.)

Page 16

1 Trevor is attending this evening and is being

2 appointed to the (inaudible) construction in the Office of

3 Facilities Construction and Improvement with seven years

4 of service in Baltimore County public schools. His

5 previous experience include senior project manager and

6 project manager and assistant project manager.

7 Congratulations.

8 (Applause.)

9 Our next appointment is Carly Kopec.

10 (Applause.)

11 Carly Kopec is attending this evening with her

12 husband, Joseph Kopec, BCPS principal.

13 (Applause.)

14 And is being appointed to the position of

15 Specialist, School Improvement, Office of World Languages

16 and ESOL with 14 years of service outside of BCPS.

17 Carly's experiences include English language development

18 teacher, classroom teacher in Anne Arundel County Public

19 Schools. Congratulations and welcome to Team BCPS.

20 (Applause.)

21 Our next appointment is Sylvina Springer

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1 Brewster. She is attending --

2 (Applause.)

3 She is attending this evening with her husband,

4 Jefferson Brewster, and Erica Hamlet, Coordinator of the

5 Office of Pupil Personnel Services. She is being

6 appointed to the position of pupil personnel worker with

7 two years of service in Baltimore County Public schools.

8 Her previous experience includes school community

9 facilitator at Martin Boulevard Elementary School. Prior

10 to that, she was an ESOL teacher in Montgomery County

11 Public Schools and a classroom teacher in Charles County

12 Public Schools, Montgomery County, Prince George's and the

13 District of Columbia. Congratulations.

14 (Applause.)

15 MS. LICHTER: You got any more?

16 DR. YARBROUGH ROGERS: Yes. Our next

17 appointment is Renee Stout (phonetic). Renee is attending

18 this evening with her husband, Ryan Sackett, and daughter,

19 Vivian Sackett.

20 (Applause.)

21 She is being appointed to the position of

Page 18

1 Supervisor, Career and Technical Education in the Office
 2 of Career and Technical Education and Fine Arts, with 21
 3 years of service outside of BCPS. Her previous
 4 experiences include Assistant Principal in Anne Arundel
 5 County Public Schools, reading and English teacher in Anne
 6 Arundel and language arts teacher in Prince George's
 7 County Public Schools and Talbot County Public Schools.
 8 Congratulations and welcome to Team BCPS.
 9 (Applause.)
 10 Our next appointment is Ryan Trexler.
 11 (Applause.)
 12 Ryan is attending this evening and is being
 13 appointed Director Risk Management in the Office of Risk
 14 Management with almost 27 years of experience outside of
 15 BCPS. His previous experiences include independent
 16 consultant, vice president of risk and quality, manager of
 17 marketing and promotions, senior director and association
 18 director of development. Congratulations and welcome to
 19 team BCPS.
 20 (Applause.)
 21 Our final appointment this evening, watching

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1 virtually, is David Wright. David Wright is being
 2 appointed to the position of Senior Operations Supervisor
 3 in the Office of Transportation with over 37 years'
 4 experience outside of Baltimore County Public Schools.
 5 His previous experiences include executive vice president,
 6 regional director, terminal manager and air operations
 7 supervisor. Congratulations and welcome to team BCPS.
 8 (Applause.)
 9 MS. LICHTER: Thank you and congratulations to
 10 everyone.
 11 Our next item is public comment. This is one
 12 of the opportunities the Board provides to hear the views
 13 and receive the advice of community members. The members
 14 of the Board appreciate hearing from interested citizens.
 15 As appropriate, we will refer your concerns to the
 16 Superintendent for follow-up by his -- by her staff.
 17 Online registration was open to the public one
 18 week prior to tonight's Board meeting and was closed at
 19 3:00 p.m. yesterday for anyone wishing to speak at this
 20 evening's meeting. Each speaker is allowed three minutes
 21 to address the Board and no speaker substitutions will be

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1 allowed.
 2 Based on policy 8350 -- 8315, which was amended
 3 on July 11th of this year, representatives from the
 4 following categories are invited to address the Board
 5 during the public comment period of the Board's meeting.
 6 A maximum of five spaces will be allocated in each of
 7 these categories: school system affiliated groups,
 8 unions, nonprofit community groups and individual citizens
 9 or students.
 10 So that a diversity of viewpoints receives the
 11 opportunity to address the Board, when there are more
 12 requests than available spaces in any of the categories,
 13 first priority will be given to those groups or
 14 individuals who have not yet spoken during the two prior
 15 board meetings.
 16 When the space is reserved and any of the four
 17 categories are not filled, those spaces will be offered on
 18 a first come, first serve basis through the waitlist sign-
 19 up sheet.
 20 In accordance with recommendations from the
 21 Baltimore County Police Department Homeland Security Unit

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1 and the Office of School Safety, we've implemented the
 2 following safety and security protocols to enhance the
 3 safety of all attendees. Participants should be seated in
 4 the room during meetings. Individuals who need to stand
 5 should go out in the hall to do so. Participants should
 6 not approach the table as called upon to speak and should
 7 not approach the dais.
 8 While we appreciate the creativity many have
 9 shown during their presentations, materials brought to the
 10 table are limited to electronic devices, presentation
 11 papers and posters no larger than 11 by 14 inches. Other
 12 items should be left in your seats.
 13 Information to be given to the Board is to be
 14 handed to the staff member who is seated in the front area
 15 of the meeting space. Information for other participants
 16 is to be left on the designated table outside in the hall.
 17 In the event of an emergency that requires an
 18 emergency response, such as a lockdown, lockout or
 19 evacuation, staff from the Office of School Safety will
 20 direct participants. If evacuating, participants will
 21 exit through the rear or front door in an orderly manner,

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1 leaving the building and crossing over to the parking lot
 2 or other safe distance as warranted.

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

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

18 I ask speakers to observe the three-minute
 19 clock, which will let you know when your time is up.
 20 Please conclude your remarks when you hear the tone or see
 21 that time has expired. The microphone will be turned off

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1 at the end of your time and it could be turned off if a
 2 speaker addresses specific student or employee matters or
 3 is commenting on matters not related to public education
 4 in Baltimore County.

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

10 I now call on our school system affiliated
 11 groups to speak, and our first speaker is Claire Cabral
 12 from the Baltimore County Student Council.

13 Good evening.

14 MS. CABRAL: Good evening, esteemed members of
 15 the Board of Education. My name is Claire Cabral and I am
 16 a current senior at Hereford High School. This past
 17 April, I was elected as the President of the Baltimore
 18 County Student Councils, more commonly referred to as
 19 BCSC. I'm excited to be here with you tonight to share
 20 updates regarding some of our organizations, initiatives
 21 and opportunities to connect with students this year.

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1 First and foremost, BCSC is excited to welcome
 2 over 30 new student members into our Executive Board with
 3 a variety of new positions ranging from mental health
 4 affairs coordinators to regional representatives. These
 5 student leaders will connect with various personnel and
 6 BCPS and provide a unique student perspective that we are
 7 thrilled to share this year.

8 We continue partnerships with our sister
 9 organization, the Baltimore County Junior Councils, or
 10 BCJC, who proudly boast a diverse board of middle school
 11 students, as well, from across the county. Many other
 12 secondary school students have been appointed into
 13 committee roles, ranging from student resources and
 14 wellness to environmental to diversity and equity and to
 15 our SMOB outreach committee. We have so many amazing
 16 student leaders this school year and cannot wait for the
 17 year ahead.

18 Furthermore, BCSC is proud to announce the
 19 first-ever workshop certification program in partnership
 20 with the Maryland Association of Student Councils, which
 21 will be held on October 21st at Hereford High School.

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1 This opportunity is available to all students
 2 involved in student council in BCPS who wish to improve
 3 their leadership skills and gain certifications at the
 4 county and state level to present at student conferences.
 5 This event will serve as a model for many other counties
 6 in the state of Maryland, and we are thrilled to pilot
 7 this program.

8 In addition, the board of selected students or
 9 BOSS has recently opened applications for students. BOSS
 10 is a group of secondary school students who meet monthly
 11 to represent their schools' viewpoints, discuss and create
 12 projects to improve their student experience, and are a
 13 key component in dispersing the information they receive
 14 back to their respective communities. Every student in
 15 BCPS is eligible to apply.

16 I encourage any and all interested board
 17 members to reach out to Ms. Stacy Wade if interested in
 18 connecting with students and hearing more about their
 19 experiences and BCPS through this group. We anticipate
 20 every secondary schools -- secondary school to have a
 21 representative this year.

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1 Lastly, BCSC and BCJC are taking a more
 2 conscious approach to serving every student in BCPS. Our
 3 main goal for this year is to provide equitable
 4 opportunities for every student who would like to be
 5 involved at the county level. We anticipate a great year
 6 ahead full of student leadership, student voice and strong
 7 advocacy. Thank you for your time.

8 MS. LICHTER: Thank you, and thank you for your
 9 leadership. We don't have any unions speaking this
 10 evening, so Category 3 is nonprofit community groups, and
 11 our first speaker is Marietta English from the NAACP of
 12 Baltimore County.

13 Good evening.

14 MS. ENGLISH: Evening. Been a while.

15 MS. LICHTER: Yeah.

16 MS. ENGLISH: So some things happened since I
 17 was here last time. So good evening, Chairperson Lichter
 18 and Vice President Harvey and Superintendent Yarbrough,
 19 but I heard you called another name today. So I'm just
 20 going to call you Yarbrough, because that's the name I
 21 know.

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1 Members of the Board, I am Marietta English and
 2 I chair ACT-SO for the Baltimore County branch of the
 3 NAACP, and I'm also their education chair.

4 I would like to begin by thanking you for your
 5 support of the ACT-SO program, and for those who don't
 6 know what ACT-SO stands for. It's the Academic Cultural,
 7 Technological, Scientific Olympics.

8 We had a very successful trip to the national
 9 competition in Boston this summer. We won a bronze medal
 10 in modern dance, but I think he was robbed because he
 11 should have won a gold, a gold medal in sculpture and a
 12 gold medal in playwriting. Our Playwriter, Corinne Branch
 13 (phonetic), as you might remember, won gold for her poem
 14 last year and was offered a full scholarship to Coppin
 15 State University and was featured in the Baltimore Sun.

16 This year, Corinne will be featured in the Afro
 17 American newspaper and the President of Coppins Alumni
 18 Association would like to try to have her play performed
 19 at Coppin and she is just a sophomore. Let's give these
 20 girls and boys a hand.
 21 (Applause.)

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1 You know, she has a bright future and we know
 2 that we also had a student win a \$10,000 scholarship for
 3 essays she wrote about telling her story. So Baltimore
 4 County students are excellent. They are outstanding, and
 5 we should celebrate them all time -- all the time. We
 6 never hear about the good things that they are doing. And
 7 she also won a gold medal for her sculpture.

8 We will begin our program in October and I hope
 9 I can count on your continued support. We have great
 10 students, as I've said before, and we need to celebrate
 11 them every opportunity we get.

12 My other hat is chair of the Education
 13 Committee. And Dr. Yarbrough, I will contact Ms. Sifter
 14 (phonetic) to schedule a meeting to discuss some of the
 15 concerns we expressed in our other meeting. Voter
 16 registration of our high school students, the teen summit
 17 in November and African American studies. Thank you so
 18 much for your attention.

19 MS. LICHTER: Thank you.
 20 (Applause.)
 21 Our next speaker is Tara Thompson from the

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1 Mothers for Liberty of Baltimore County.

2 Good evening.

3 MS. THOMPSON: Good evening. Can you all hear
 4 me?

5 MS. LICHTER: Mm-hm.

6 MS. THOMPSON: Okay. Superintendent Rogers,
 7 Chair Lichter, Vice Chair Harvey and members of the Board.
 8 Tonight, I'd like to speak on Policy 6002, Selection of
 9 Instructional Materials, which states, "Instructional
 10 materials is defined as instructional content approved for
 11 system-wide use. This includes, but is not limited to,
 12 textbooks, supplementary readers, materials of instruction
 13 and visual and auditory aids."

14 The BCPS Board of Ed is responsible for the
 15 selection and purchase of these instructional materials.
 16 School library media collections are selected and
 17 evaluated consistent with this policy. There are many,
 18 many parents and community members that want to ensure
 19 that all instructional materials available in the BCPS
 20 school setting are free of obscene words and imagery,
 21 pornography, vulgarity, and sexually explicit language and

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1 graphics. Minors are a protected class and should be free
 2 to learn in a safe environment without exposure to adult
 3 issues and themes.

4 My recent Public Information Act request
 5 revealed that in the past year alone, 17 library books
 6 have been challenged in BCPS, with 12 listed as removed
 7 from the system. Ten of the twelve were Doctor Seuss
 8 books. Of those 17 books, it was decided that Gender
 9 Queer would be retained within BCPS libraries.

10 My question for this Board, in regards to 6002
 11 policy, are gender queer took 11 months to be reviewed.
 12 How many days does the review process take after receiving
 13 a request? This needs to be clear. During the 11 months
 14 of review for Gender Queer, additional copies were ordered
 15 by three schools. Is the curriculum book being pulled
 16 from the schools during this time frame? This needs to be
 17 clear.

18 Why is the list of 6002 requests not online for
 19 the public to see which books have been reviewed, which
 20 are being reviewed, and the decision of each request?
 21 This needs to be clear. If someone requests a book to be

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1 reviewed that has already been removed, will the book be
 2 reviewed again, or is the decision to remove the book
 3 final? This needs to be clear.

4 Are these sexually explicit library books being
 5 used in the classroom by the teachers? This needs to be
 6 clear.

7 Stated in the curriculum review policy, the
 8 curriculum review forms a process that is to assess the
 9 appropriateness of measurable outcomes, and it's linked to
 10 achievement at all levels. These sexually explicit books
 11 do not achieve this, and if they do, I would like to see
 12 the data to support it.

13 The school system's mission is to raise the
 14 academic bar and close achievement gaps. These books do
 15 not achieve this and the data that we do have shows that
 16 the academic bar is being lowered and the achievement gaps
 17 are widening and that is simply not acceptable.

18 We have a lot to do to clean up our schools so
 19 that we are focusing on the main goals of education, which
 20 are reading, writing and math, and those three things
 21 alone are the most important areas and they're not being

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1 met and the data shows this.

2 Please consider this as your review -- as you
 3 review future 602 forms. Thank you.

4 MS. LICHTER: Thank you. Our next speaker is
 5 Sharon Saroff.

6 Good evening.

7 MS. SAROFF: Good evening. I wish to alert the
 8 school system to some things that we should not be
 9 starting the school year with. Students without a
 10 placement. Students sitting at home because they don't
 11 have an appropriate placement to be in.

12 I started the school year off this year with
 13 seven of those. I still have a couple left that are not
 14 in appropriate schools, that are not even in a
 15 schoolhouse. This is not acceptable because these
 16 students who are special needs lose vital time when they
 17 don't have themselves in a schoolhouse.

18 Some of these -- some of the reasons that we
 19 are seeing this still is because of the way we look at
 20 progress. I've had people from central office, people
 21 from compliance, telling me and my clients what we can and

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1 cannot say in a meeting, particularly if I raise the issue
 2 of grades. Oh, we can't talk about that in an IEP
 3 meeting.

4 Why not? You talk about it. Why am I -- why
 5 are my clients, the parents, being censored? But I can't
 6 censor you. Why can you talk about look how well the
 7 student is doing? They're getting As and Bs. But I can't
 8 say to you, excuse me, my child doesn't know
 9 multiplication and division, and you're telling me they're
 10 getting an A in geometry on the high-school level.

11 Tell me, does -- do we require rocket science
 12 to understand that there's a problem there? We have to
 13 stop making a boundary around grades and special Ed.
 14 Because they are one in the same thing.

15 You can't tell me that if you're looking --
 16 that you're not looking at progress from year to year,
 17 you're only looking at it in isolation and say to me the
 18 child is making progress and the child's in the correct
 19 placement.

20 I have students right now sitting at home not
 21 getting instruction for three weeks. And they don't see

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1 themselves getting into a class.

2 MS. LICHTER: Thank you. Our next speaker is

3 Bash Pharoan.

4 Good evening.

5 DR. PHAROAN: Evening. Congratulations, Dr.

6 Rogers. I might make a mistake and call you with the

7 previous name. All right. Good evening to all. I have

8 three points for you that I hope you will consider.

9 Policy 8260 still talks that you are the body

10 politic, body politic, line 56. I objected to it and last

11 time I had the opportunity, I really think it's the wrong

12 word. You are the Board of Education. This is your task.

13 Politic is a bad word to use even though that COMAR uses

14 that phrase.

15 Your focus should be really on the students to

16 face the world. Today, both Chinese, Indian and

17 Vietnamese students are already in AI. Those -- our

18 students are going to compete with them.

19 Second point is about 9/11. We must not really

20 forget 9/11, but I really don't know how the school system

21 teaches about 9/11. I lived through the era of

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1 Islamophobia, Arab phobia, after 9/11 for a long time.

2 Recently, there has been a declassified report by the

3 Commissioners of 9/11, some of them, that the White House

4 knew long time about it and did not do anything. So the

5 reason I bring this to you is it is really important to

6 teach 9/11 by facts. Students needs to know the facts.

7 All their facts.

8 Last but not least, I really remembered you

9 when I went up to the Empire State on the weekend. I was

10 in a medical conference in New York. Building has been for

11 almost 100 years solid, strong history. And for you, the

12 Board of Education, you are like building an Empire State,

13 but each block of it is a student. We cannot graduate

14 students that are not really up to par to face the world

15 outside us. Especially the Indians, the Chinese,

16 Vietnamese.

17 If you know about industry, electric vehicles

18 are being exported from China and Vietnam in massive

19 amounts to Western Europe and they will be hitting the

20 United States. They have the intellect, they have the

21 organization, they have the fervor. So when we graduate

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1 students, just remember they are not going to compete with

2 Kentucky.

3 MS. LICHTER: Thank you. Our next speaker is

4 Judy Deese.

5 Good evening.

6 MS. DEESE: Good evening. Well, hello

7 everyone. My name is Judy Deese and I'm currently a

8 resident of Baltimore County, and I have nine

9 grandchildren and six of which are in the Baltimore County

10 Public School System. And it's an honor to come out and

11 speak to everyone.

12 So I have a few questions for all of you today

13 concerning the bathroom policies, the locker room policies

14 and the sports programs where you now have allowed trans

15 students to enter the safe spaces of the opposite sex. My

16 first question is, how could you be so enticed to listen

17 to the opinions of a few to change policies that put all

18 of our children in danger?

19 My second question is, what has captivated all

20 of you to go against what has always been, such as

21 separate facilities for our boys and girls, to turn it

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1 upside down?

2 I don't understand and I would love an

3 explanation. For you have a grand responsibility, every

4 one of you here and it's on your shoulders. You all have

5 a due diligence to this community of parents, staff and

6 children.

7 See, no one comes to me to remind me to do my

8 due diligence in my profession, for it is my

9 responsibility to serve lawfully and implement safety

10 measures as I see fit for all persons involved.

11 Just as I am selling a home to a client and

12 I've noticed that the foundation is sinking in the home,

13 it is now my responsibility and due diligence to warn my

14 clients that there is a potential hazard in their future.

15 It is my job to serve them and to keep them safe from

16 potential danger and financial future hardship. So my

17 question is, why are you setting up a potential hazard for

18 our children when it is your job to protect them?

19 Anytime you create a pitfall, someone is going

20 to fall into it and we know that because of these

21 policies. Students are going to get hurt or damaged or

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1 traumatized and it's inevitable. Your responsibility now
 2 is to keep our children safe. All of them.
 3 I'm asking today for the board to reconvene and
 4 to open up new conversation again amongst yourselves about
 5 these policies, to truly analyze the potential for harm,
 6 the potential for danger, and to do your due diligence to
 7 protect our children.
 8 As I am not physically able to be present in
 9 the locker room with my 13-year-old granddaughter at the
 10 moment to shield her while she is changing her clothes,
 11 getting ready for her gym class. Us parents need your
 12 help. We really, really need you guys and my prayer is
 13 that you consider my words today. And my prayer is that
 14 my words will penetrate your heart in Jesus' name. Thank
 15 you.
 16 MS. LICHTER: Thank you.
 17 Since there are speaker spaces available, we
 18 are going to call from the wait list. So Ms. Helene
 19 Groves is our next speaker.
 20 Good evening.
 21 MS. GROVES: Hi, how are you? It's always the

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1 nice, comfy chair. My name is Helene Groves, and
 2 initially I had come out to speak on behalf of Campfield
 3 Early Learning Center this evening. I have taught there
 4 for almost a decade, and I've taught in Baltimore County
 5 for 16 years.
 6 However, many of you have already heard what I
 7 and many of the community members in the Northwest have
 8 had to say. I know that you'll take it into account as we
 9 continue with the boundary study.
 10 Instead, I feel moved to speak honestly, as a
 11 parent of two children enrolled in public school, as well
 12 as an SEL teacher and a special educator. I wanted to
 13 take a moment to publicly thank the Board of Education,
 14 all of you and Dr. Rogers, for your tireless devotion to
 15 championing, supporting and promoting equitable access to
 16 instruction and instructional materials for all students
 17 and all families.
 18 It is so important for representation of all
 19 students and all stakeholders to be found in our
 20 curriculum and in our libraries, and I thank you for
 21 taking into account the guidance from MSDE as you evaluate

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1 policies that can often be very controversial.
 2 Again, this was not what I came out to say to
 3 this evening, but I do want to thank you because you do
 4 not get that often enough, and I appreciate as a parent
 5 that you do value all of our children and all of our
 6 educators. I feel safe in my work environment and I know
 7 that my families do, as well.
 8 I'm going to leave the rest alone. That's it.
 9 Thank you so much.
 10 MS. LICHTER: Thank you. That concludes our
 11 public speaking comments. So thank you to everyone who
 12 came out to speak this evening.
 13 The next item on the agenda is the
 14 Superintendent's report and for that, I call on Dr.
 15 Rogers.
 16 DR. YARBROUGH ROGERS: Thank you. If the
 17 slides come up, we'll get started. Good evening again,
 18 Chair Lichter, Vice Chair Harvey, members of the Board of
 19 Education. I'm pleased to share information this evening
 20 regarding budget season as we open schools today. All
 21 members of Team BCPS -- next slide, please.

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1 Today, all members of Team BCPS received a
 2 correspondence from me about budget season. I wanted to
 3 talk about the highlights of that letter. The first thing
 4 is making sure that everyone understand that our budget
 5 season is a year-long process. In our year-long process,
 6 we engage offices, schools, leaders and stakeholders to
 7 receive input and feedback about our next steps.
 8 With that being said, everyone knows that with
 9 the pandemic we have -- all schools across the United
 10 States have received additional funding, and with those
 11 additional funds come challenges as September 30, 2024 is
 12 the last date to spend all of the ESSER funding. Millions
 13 of dollars have been provided to schools to provide
 14 supports to students.
 15 Additionally, as in the state of Maryland, as
 16 we move forward with implementing the Blueprint, making
 17 sure that the pillars are implemented with fidelity, that
 18 comes with a price tag. And so we are going to work
 19 across offices and across divisions to identify potential
 20 savings to offset some of those needs and challenges that
 21 we see coming ahead of us in fiscal year 2025.

<p style="text-align: right;">Page 42</p> <p>1 And so this is an opportunity for all members 2 of Team BCPS to really engage with us, for all members to 3 understand how we put together a budget, how I'll put it 4 together with my team of budget to recommend to the Board 5 for approval before going to the County Executive and the 6 County Council. 7 Several opportunities will be available this 8 year, including a survey for all stakeholders across Team 9 BCPS, community forums, Area Council meetings, public 10 hearings and we will be launching a new budget 101 11 website. And so I am looking forward to working across 12 zones, across schools, across offices with all members of 13 Team BCPS to develop a strong budget for fiscal year 2025. 14 Next slide, please. 15 And so if we rewind just three weeks ago, we 16 opened schools, 20,000 staff members came back and more 17 than 111,000 students. It was truly a great first day. 18 Some of you joined me before 5:30 a.m. as we welcomed our 19 students to great sounds and the buses rolling, teachers 20 coming in, everyone with a smile. And so we want you to 21 take a quick look at how we opened schools in Team BCPS.</p>	<p style="text-align: right;">Page 44</p> <p>1 UNIDENTIFIED SPEAKER: First day, very 2 exciting. Great to be here at Pikesville Middle. We got 3 a lot of new families today. Our 6th grade families are 4 nervous but excited, and we're excited. We're ready to 5 get this year started off on a great start. 6 UNIDENTIFIED SPEAKER: I have all the same 7 emotions. I'm nervous. I'm excited. Because it's a 8 fresh start every year. Like, I have new friends to meet, 9 new curriculum this year, so it's all new to me, too. 10 UNIDENTIFIED SPEAKER: Excitement was in the 11 air as Team BCPS welcomed back more than 111,000 students 12 into our 176 schools, centers and programs. 13 DR. YARBROUGH ROGERS: I am most excited about 14 our students welcoming all of our students back to school, 15 making sure that they have a wonderful year. I'm very 16 excited about our staff, the training and the support that 17 they're going to receive this year and most excited about 18 how we're all going to work together to make sure that we 19 improve academic achievement for our students. 20 UNIDENTIFIED SPEAKER: Everyone made sure that 21 the students felt welcomed and were ready for a great</p>
<p style="text-align: right;">Page 43</p> <p>1 Please go to video. 2 MS. LICHTER: It's that awkward pause, 3 everybody breathe. 4 DR. YARBROUGH ROGERS: They're working on it. 5 Well, while we're waiting for it to start -- 6 while we're waiting for the photo and the sound to start, 7 I am very excited to share that the voices you hear will 8 be of student interns, and earlier today we had our lead 9 for CTE with us, Doctor Grubbs, and part of the 10 apprenticeship program has some interns in our 11 Communications office. They are working around the clock 12 with us and you will hear their voices debut and here we 13 go. 14 MS. LICHTER: Good fill-in. 15 DR. YARBROUGH ROGERS: There we go. 16 (Video is played.) 17 UNIDENTIFIED SPEAKER: Welcome, guys. Welcome, 18 welcome. Welcome. Tackle hug. Oh, that worked. Thank 19 you for waking me up. I appreciate that. 20 UNIDENTIFIED SPEAKER: Good morning. It's good 21 to see you back, sweetie.</p>	<p style="text-align: right;">Page 45</p> <p>1 start to the school year. 2 UNIDENTIFIED SPEAKER: In your school and your 3 community, but it also becomes your family for 180 days. 4 And if you don't have that welcoming feeling when you walk 5 at someone's door, you are going to struggle to come every 6 single day. So it's that first initial we welcome you 7 back. 8 UNIDENTIFIED SPEAKER: I'm excited to see the 9 maturity and growth that is taking place with our students 10 over the summer. I'm excited to continue to engage with 11 them. 12 I'm looking forward to continuing to supervise 13 teaching and learning, and my hope is to just continue to 14 see more academic progress with our students this year. 15 UNIDENTIFIED SPEAKER: I'm most excited about 16 working on the morning announcements, and I have a class 17 called Advanced Tech Application and I'll be making videos 18 for the morning announcements there and I'm excited about 19 making some friends in that class. And I'm looking 20 forward to a good school year. 21 UNIDENTIFIED SPEAKER: Since freshman year,</p>

<p style="text-align: right;">Page 46</p> <p>1 I've been in the ECP program, the early college program, 2 I'm working to get my associate's degree. So by the time 3 I graduate high school, I have my associate's and my 4 diploma. I hope this year that I can take classes that 5 will help me better in the future, that help me go towards 6 that journalism degree.</p> <p>7 UNIDENTIFIED SPEAKER: Have a wonderful 8 Woodlawn day.</p> <p>9 UNIDENTIFIED SPEAKER: Goals and objectives 10 were set. Students and their teachers were focused and 11 everyone was ready for new beginnings.</p> <p>12 (End of video.) 13 (Applause.)</p> <p>14 DR. YARBROUGH ROGERS: I want to thank the 15 communications team for that video and I can share and 16 thank all the members of the board who joined me at 17 several school visits, truly, that those feelings, those 18 sounds were in all of our schools, at all levels, across 19 all zones.</p> <p>20 Want to thank the cabinet members who've worked 21 tirelessly to make sure that we were ready for the first</p>	<p style="text-align: right;">Page 48</p> <p>1 I wasn't just focusing on my classroom or my school, or 2 even the principals I was supporting.</p> <p>3 This year, I looked at the opening of our 4 system, our system as a whole, and I am so pleased to 5 share that the 300,000-foot view is just as exciting, if 6 not more. The excitement and the passion for the start of 7 this new school year has been palatable and evident in 8 many ways, from the positive reactions and deep engagement 9 of staff at a powerful ANS meeting that focused on 10 celebrating our system leader and Dr. Rogers' message 11 emphasizing teaching and learning, to Stuff the Bus to 12 collect needed school supplies, to multiple media press 13 conferences to tell the Team BCPS story, to Board members 14 meeting with our County Executive to form a stronger 15 collaborative relationship. To opening week visits, the 16 excitement and the optimism for the future of our 17 students, staff and families is definitely there.</p> <p>18 The accessibility of our Superintendent has 19 created a spark in our staff, quickly igniting a positive 20 climate and culture. When we visited schools, principals 21 were excited to show off their buildings and their</p>
<p style="text-align: right;">Page 47</p> <p>1 day of school, the lawmakers who joined us on those first 2 week visits. A special thanks to the 20,000 staff members 3 who were there to welcome our students in schools and in 4 offices supporting schools, as well as the families of our 5 111,000 students who reported to school on that Monday. 6 We had a successful opening and we appreciate the 7 communication and look forward to a great year. Thank 8 you.</p> <p>9 MS. LICHTER: Thank you, Dr. Rogers. 10 Next on the agenda is the chair report, and 11 that I call on me. So I have experienced the start of the 12 school year as a BCPS employee in many roles, including 13 special educator and school principal. This year, I had 14 the unique opportunity and the tremendous privilege to 15 start the school year as a BCPS Board member. While there 16 was similarities, the excitement of seeing students, staff 17 and families, deciding what to wear, worrying about waking 18 up at the right time and making sure I had coffee ready to 19 go at 5:30 a.m., there were some differences.</p> <p>20 As the Chair of the Board, the opening of the 21 23-24 school year meant looking at BCPS as a whole entity.</p>	<p style="text-align: right;">Page 49</p> <p>1 learning environments. Teachers were starting teaching 2 and learning while building relationships on day one. 3 Students were smiling -- most of the students were smiling 4 and excited to see their friends and meet their new 5 teachers. Everywhere we visited, this energy existed.</p> <p>6 The short time spent in each school was never 7 enough time. Everyone was eager to share the work that 8 they had accomplished to start the school year right. I 9 want to thank all of the school-based leaders who opened 10 their doors for the Superintendent, elected officials and 11 staff, especially all those first-year principals who 12 somehow got selected.</p> <p>13 I also want to thank Dr. Rogers for creating 14 this renewed sense of purpose throughout our system. The 15 future is bright for BCPS.</p> <p>16 The future also involves tough decisions for 17 this Board and school system as we enter in a season of 18 boundary study forums and capital project meetings. I 19 want to thank members of the Team BPCS community for their 20 advocacy on behalf of their school communities.</p> <p>21 I want to acknowledge and thank the Campfield</p>

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1 Community for their present at the recent hearing and for
 2 the letters they have sent to Board members. While Board
 3 members are unable to provide immediate response at public
 4 hearings, we, the Board, do hear your voice. We heard and
 5 we read your passion for Campfield Early Learning Center.
 6 It is obvious that your school provides a
 7 nurturing and supportive environment for our youngest
 8 learners. Your school community is built on trust,
 9 collaboration and communication among families and staff.
 10 You embrace the welcoming community provided, the family
 11 atmosphere and, most important, a continuum of services
 12 that ensures that learners are successful while at
 13 Campfield, but also when they transition to their home
 14 schools.
 15 So thank you again for your passion and for
 16 communicating with us as a Board as we deliberate on this
 17 very important decision.
 18 I also want to thank the Office of School
 19 Climate and Culture for the Here Forward campaign. This
 20 extremely vital campaign is working to create a culture of
 21 daily on-time attendance for all of our students. With

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1 academic achievement being our top priority, students
 2 attending school each and every day is a priority of the
 3 utmost importance. We need our students in school for
 4 them to achieve at high levels.
 5 It's been great to follow our schools on social
 6 media as they embrace this campaign and use the resources
 7 provided to encourage and reinforce the importance of
 8 daily attendance through the use of school-based
 9 attendance teams, friendly competitions within schools and
 10 across schools, clever and motivating incentives,
 11 reviewing expectations with students, increased
 12 communication with families, and even through the use of
 13 attendance fairies at Roswell Boulevard. The Here Forward
 14 campaign is taking off with great success.
 15 And lastly, thank you to our area advisory --
 16 Area Education Advisory Councils. Last night, there was
 17 an introductory meeting with multiple councils to provide
 18 information concerning the Councils and to encourage
 19 increased participation by the public. If you are
 20 interested in learning more about joining a council or
 21 attending their meetings, please search AEAC on the BCPS

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1 website.
 2 So thank you, BCPS, for an excellent start to
 3 what I truly believe will be a wonderful school year.
 4 And next on the agenda is our Student Board
 5 Member's report, and for that I call on Ms. Drummond.
 6 MS. DRUMMOND: Good evening, everyone.
 7 Although I'm not here for today's meeting, I'm so excited
 8 to be here. These past few weeks have given me such an
 9 amazing look into the position while still trying to
 10 slowly acclimate myself to everything. I attended the
 11 administrative and supervisory meeting to say the Pledge
 12 of Allegiance and met some amazing current and past BCPS
 13 students.
 14 I finished out the rest of my too-short summer
 15 and got ready for my senior year with both feet on the
 16 ground. With this position, I never realized how many
 17 people would know or look up to me as they have. So many
 18 students have already told me about when they saw me run
 19 or staff telling me that their children voted for me. I
 20 have -- I've even had one student looking for advice on
 21 applying for themselves.

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1 The range that this position has is so much
 2 larger than I could have ever imagined. I have very proud
 3 parents, but my dad especially posts me on his Facebook
 4 every chance he gets. My dad's side family reunion that I
 5 attended about two weeks ago, everywhere I turned were
 6 relatives expressing how surprised they were by my
 7 speaking skills or my confidence in running for this
 8 position.
 9 They compared me to the shy little girl I once
 10 was, who hid behind her parents. Those stories showed me
 11 how powerful we, the students of BCPS, are with the amount
 12 of resources and support we have to become the best
 13 versions of ourselves. While it can definitely be
 14 improved and more evenly distributed throughout the
 15 county, my experience has made me who I am and I can't
 16 wait to see what the future holds for the 111,000 future
 17 leaders we are so lucky to have. Thank you.
 18 MS. LICHTER: Thank you, Ms. Drummond.
 19 The next item on the agenda is unfinished
 20 business, consideration of board policies. This is the
 21 second reader for this policy, and for that I call on Ms.

Page 54	<p>1 Christina Pumphrey, chair of the Policy Review Committee.</p> <p>2 MS. PUMPHREY: Thank you. Members of the</p> <p>3 Board, the Policy Review Committee asks that the Board</p> <p>4 accept the committee's recommendation to readopt Board</p> <p>5 Policy 8260, Duties and Responsibilities, Authority of</p> <p>6 Individual Board Members. This policy is presented to you</p> <p>7 on tonight's agenda as Exhibit J.</p> <p>8 MS. LICHTER: May I have a motion to accept the</p> <p>9 recommendation of the Board's Policy Review Committee for</p> <p>10 Board Policy 8260?</p> <p>11 MS. STOLUSKY: So moved, Stolusky.</p> <p>12 MS. LICHTER: Thank you. No second is needed</p> <p>13 since the recommendation comes from the committee. Is</p> <p>14 there any discussion?</p> <p>15 May I have a roll call vote, please?</p> <p>16 MS. GOVER: Ms. Domanowski?</p> <p>17 MS. DOMANOWSKI: Yes.</p> <p>18 MS. GOVER: Mr. Young?</p> <p>19 MR. YOUNG: Yes.</p> <p>20 MS. GOVER: Ms. Frempong?</p> <p>21 MS. FREMPONG: Yes.</p>	Page 56	<p>1 consideration of the proposed FY 2025 state capital budget</p> <p>2 request. And for that, I call on Dr. Grim and Mr. Dixit.</p> <p>3 And Mr. Plait.</p> <p>4 MR. DIXIT: Good evening, Chair --</p> <p>5 MS. LICHTER: Good evening.</p> <p>6 MR. DIXIT: -- Lichter, Vice Chair Harvey,</p> <p>7 Superintendent Dr. Rogers and members of the Board. My</p> <p>8 name is Pete Dixit. I'm executive director for Facilities</p> <p>9 Management and Strategic Planning. I'm joined here with</p> <p>10 Dr. Grim, Chief Operating Officer, and Mr. Plait, who's</p> <p>11 the Director of Construction and Improvement.</p> <p>12 As you'll recall, on August 8th, we introduced</p> <p>13 to the Board our fiscal year 2025 special -- state capital</p> <p>14 budget request. A work session was conducted on August</p> <p>15 22nd. All the questions that were raised during the</p> <p>16 meeting and that we received in writing, we answered those</p> <p>17 questions.</p> <p>18 Later on after that, a row was added to the</p> <p>19 capital request that we presented to you, adding Southeast</p> <p>20 Area High School, Middle school and/or elementary school</p> <p>21 and was shared with the Board on September 1st.</p>
Page 55	<p>1 MS. GOVER: Ms. Stolusky?</p> <p>2 MS. STOLUSKY: Yes.</p> <p>3 MS. GOVER: Ms. Henn?</p> <p>4 MS. HENN: Yes.</p> <p>5 MS. GOVER: Ms. Harvey?</p> <p>6 MS. HARVEY: Yes.</p> <p>7 MS. GOVER: Ms. Drummond?</p> <p>8 MS. DRUMMOND: Yes.</p> <p>9 MS. GOVER: Ms. Pumphrey?</p> <p>10 MS. PUMPHREY: Yes.</p> <p>11 MS. GOVER: Dr. Savoy? Dr. Savoy?</p> <p>12 DR. SAVOY: Yes.</p> <p>13 MS. GOVER: Mr. McMillion?</p> <p>14 MR. McMILLION: Yes.</p> <p>15 MS. GOVER: Ms. Booker-Dwyer?</p> <p>16 MS. BOOKER-DWYER: Yes.</p> <p>17 MS. GOVER: Ms. Lichter?</p> <p>18 MS. LICHTER: Yes.</p> <p>19 MS. GOVER: Thank you.</p> <p>20 MS. LICHTER: Thank you. Motion passes.</p> <p>21 The next item on the agenda is the</p>	Page 57	<p>1 We are here tonight to ask for your approval so</p> <p>2 that we can start preparing the big book to be presented</p> <p>3 to the state.</p> <p>4 MS. LICHTER: Okay. May I have a motion to</p> <p>5 approve the FY 2025 state capital budget request as</p> <p>6 presented?</p> <p>7 MS. HENN: Ms. Lichter?</p> <p>8 MS. LICHTER: Yes, Ms. Henn?</p> <p>9 MS. HENN: I have a motion to amend the current</p> <p>10 request.</p> <p>11 MS. LICHTER: And your motion is?</p> <p>12 MS. HENN: My motion is to amend line item 1,</p> <p>13 the Northeast Area High to update the area from TBD to</p> <p>14 northeast and to update the project to new. And thirdly,</p> <p>15 to ask the Superintendent to work with the County</p> <p>16 Executive to identify a Northeast site.</p> <p>17 MS. LICHTER: Okay. Do you want to? Of</p> <p>18 course, yeah. Is there a second for the -- for Ms. Henn's</p> <p>19 amended motion?</p> <p>20 MS. FREMPONG: Second, Frempong.</p> <p>21 MS. LICHTER: Okay. So may I have a -- any</p>

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1 discussion, Ms. Henn? Did you want to speak to your
 2 amended motion?
 3 MS. HENN: Sure. Last year's state capital
 4 request, we -- the Board decided to seek alternative
 5 locations for this project in the northeast. The County
 6 Council asked us to review one potential site at the
 7 Lafarge site that was deemed unacceptable or unusable.
 8 So I'm reopening the request to seek a more
 9 acceptable site, also based on the need for seats in the
 10 Northeast area, as well as the Central area. The
 11 recommendation of the My iPass recommendations is that
 12 seats are needed in both areas. So in order to fully
 13 address the needs for seats in the Northeast, I'm seeking
 14 support in identifying a site in the Northeast for this
 15 project. Thank you, Madam Chair.
 16 MS. LICHTER: Thank you. Any further
 17 discussion about the amended motion?
 18 Ms. Booker-Dwyer?
 19 MS. BOOKER-DWYER: Why was it in this item that
 20 we're looking at, why was it first deemed as a replacement
 21 versus new?

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1 MR. DIXIT: So in the past, we have talked
 2 about replacing an existing school to a new school to add
 3 the capacity to the existing school. The issue is that
 4 the sites are difficult to find in that area and the need
 5 is urgent. Our projections indicate that by fiscal year -
 6 - by school year '25, there will be seats needed that will
 7 exceed several hundred students. So we request the Board
 8 to include our recommendation.
 9 Also after the Board meeting last time, we
 10 started a site study for other schools to see if there are
 11 other schools in the Northeast area that might be more
 12 suitable. And when we come back to you for the county
 13 budget, we'll talk about those site study, too.
 14 MS. LICHTER: Dr. Rogers?
 15 DR. YARBROUGH ROGERS: Yes, thank you.
 16 Ms. Henn, I just wanted to share with everyone
 17 that part of our regular practice is ongoing meetings with
 18 the County Executive and his team, capital meetings, and
 19 both the Northeast and the Southeast are on our list, as
 20 well as the Northwest CTE Center. And so that's part of
 21 ongoing work. We just met as recently as last week.

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1 And so I just wanted to put that, you know, on
 2 the record. These are meetings that we have on a regular
 3 basis and this is part of our commitment to move forward
 4 with both the Northeast area and the Southeast area and
 5 the Northwest CTE center.
 6 MS. HENN: Thank you, Dr. Rogers.
 7 MS. LICHTER: Thank you for that.
 8 Ms. Pumphrey?
 9 MS. PUMPHREY: Just a comment that may clarify
 10 a little bit because I was part of this initial amendment
 11 back at a prior Board meeting. This initially, through My
 12 iPass, listed Loch Raven High School as a replacement
 13 school and that was changed to be to be determined just
 14 for clarification, and I believe the site was assessed and
 15 deemed not -- inappropriate for building.
 16 MS. LICHTER: Thank you for that, Ms. Pumphrey.
 17 Other --
 18 MS. HARVEY: And I have a question.
 19 MS. LICHTER: Ms. Harvey?
 20 MS. HARVEY: So just a clarification on the
 21 information you just provided. We know that Lafarge was

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1 deemed inappropriate, that there was an issue with Lock
 2 Raven. Is there -- and you just said that there is
 3 ongoing assessment of other schools in the Northeast area.
 4 So is the current project deemed to be a new
 5 project or could it possibly still be a replacement
 6 project? I'm trying to understand the language.
 7 MR. DIXIT: So good question, very good
 8 question. So as we had shared with the Board last time
 9 that when we take an existing school and add seats to it,
 10 we get a higher share of state participation. So since
 11 the seats needed are only few hundred seats, 300, 500,
 12 whatever those seats are, it will be in our interest to
 13 take an existing school on existing site, expand that and
 14 that's what we had proposed for Loch Raven last time and
 15 that's what we are considering for other schools, if
 16 there's any other potential school.
 17 If we go on a new site, there may not be enough
 18 state funds to justify the project.
 19 MS. HARVEY: Thank you.
 20 MS. LICHTER: Thank you.
 21 Mr. Emory? Mr. Young?

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1 MR. YOUNG: So on this document, it's listed as
 2 a replacement. So is this a replacement, as in building a
 3 new school? Or is this a more of a renovation with an
 4 addition that we're looking towards? Because I know you
 5 said the immediate need is a few hundred seats by school
 6 year '25 versus -- and how does that compare with trying
 7 to build a new school and the timeline with that?
 8 MR. DIXIT: So the reason it is indicated as
 9 replacement because at this time, what we know that we may
 10 be able to replace an existing school for the reason that
 11 I just shared. But when the more scope is determined as
 12 we study the process, it will perhaps be more likely
 13 replacement with added seats.
 14 So if we take an existing school for 1,200 with
 15 1,200 seats and then expand it to 1,500 and replace that
 16 school, that's what perhaps we'll wind up doing. But more
 17 study is needed to get to that point.
 18 MR. YOUNG: So right now this is just an
 19 initial (indiscernible)?
 20 MR. DIXIT: That's right.
 21 MS. LICHTER: Ms. Henn?

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1 MS. HENN: Thank you, Madam Chair. May I
 2 withdraw my motion to make an edit to the motion on the
 3 floor?
 4 MS. LICHTER: Yes, if there's no motion on the
 5 floor.
 6 UNIDENTIFIED SPEAKER: There is.
 7 MS. LICHTER: There is.
 8 MS. HENN: Yes, and it was seconded.
 9 MS. LICHTER: You are amending your amendment?
 10 MS. HENN: By Miss Frempong. I'm withdrawing
 11 my motion and making it a revised motion based on the
 12 discussion.
 13 MS. LICHTER: Okay, go ahead.
 14 MS. HENN: I move to amend the fiscal year 2025
 15 state capital budget request by amending line item 1 by
 16 updating the area to Northeast and by updating the project
 17 to TBD, and asking the Superintendent to continue to work
 18 with county government to identify a suitable site in the
 19 northeast.
 20 MS. LICHTER: Okay. So do we need a second for
 21 that amended motion? Is there a second?

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1 MS. STOLUSKY: Second, Stolusky. If it's
 2 needed.
 3 MS. LICHTER: If it's needed. Do -- we do need
 4 a second for that, correct, Mr. Burns?
 5 MR. BURNS: Yes. Point of order --
 6 MS. LICHTER: Yes.
 7 MR. BURNS: -- point of order, Madam Chair.
 8 Just to make sure that you have your motion straight. You
 9 have -- has anybody moved to adopt the budget request as
 10 presented?
 11 MS. LICHTER: Well, I made -- I said that
 12 statement, but before we voted on it, Ms. Henn made her
 13 amended motion.
 14 MR. BURNS: Okay, so there hasn't been a
 15 primary motion yet. You so far have a request to amend
 16 the request.
 17 MS. LICHTER: Correct.
 18 MR. BURNS: Okay.
 19 MS. LICHTER: But well, there was the original,
 20 there was the amendment and now there's the --
 21 MR. BURNS: Well, no, there was the -- there

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1 was no original.
 2 MS. LICHTER: Okay.
 3 MS. HENN: My motion was primary as there was
 4 no primary.
 5 MS. LICHTER: Okay. Okay, so I never said may
 6 I have a motion to approve? I thought we said that but
 7 got stopped.
 8 MS. HARVEY: We -- you said --
 9 MS. LICHTER: That we stopped it. Okay.
 10 MR. BURNS: And you'd want a second on that.
 11 And that's -- you asked about the second. So I want to go
 12 back to the original.
 13 MS. LICHTER: Okay. I thought the amendments
 14 go -- you go first before the original. No? Okay. So
 15 you want me to go back to the original, Mr. Burns?
 16 MR. BURNS: Yeah, and that -- you want -- again
 17 --
 18 MS. LICHTER: We need a second. So --
 19 MR. BURNS: Yes, there you go.
 20 MS. LICHTER: So may I have a motion to -- may
 21 I have a second to approve the FY 2025 state capital

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1 budget as presented, correct?

2 MR. BURNS: She can do it.

3 MS. HENN: There was not a first.

4 MS. LICHTER: Okay.

5 UNIDENTIFIED SPEAKER: There wasn't a first.

6 MS. HENN: There wasn't a first --

7 MS. LICHTER: Okay.

8 MS. HENN: -- and there's a motion on the floor

9 that we need to process first.

10 MS. LICHTER: The new motion.

11 MS. HARVEY: But the motion on the floor is an

12 amendment.

13 MR. BURNS: It was phrased as an amendment.

14 That's why when you say you withdrew.

15 MS. LICHTER: At least when they have an issue,

16 I know it's not me.

17 Can we rewind the tape and I'll say?

18 MR. BURNS: One of the members just talked

19 about withdrawing a motion. The point of order is there

20 was never a motion to adopt a primary original motion to

21 adopt, so there was -- couldn't be an amendment because

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1 there's no primary motion. There could be a motion, but

2 there couldn't be an amendment to a primary because

3 there's been no primary.

4 So if you wanted to reset and then look at

5 possible amendments, you would simply withdraw any pending

6 motions and go back to making your primary motion and then

7 that could be amended.

8 MS. HENN: Okay, so it should have been an

9 amendment to the primary motion rather than --

10 MR. BURNS: Which had not yet been made.

11 MS. LICHTER: Just a little too quick. Right.

12 Okay. So I'm going to call for the primary motion. May I

13 have a motion to approve the FY 2025 state capital budget

14 request as presented?

15 MS. PUMPHREY: So moved, Pumphrey.

16 MS. LICHTER: Is there a second?

17 MS. HARVEY: Second, Harvey.

18 MS. LICHTER: Thank you. Any discussion?

19 MS. HENN: Now I --

20 MS. LICHTER: Now Ms. Henn will go to your --

21 go ahead.

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1 MS. HENN: Thank you. Thank you, Madam Chair.

2 I move to amend the fiscal year 2025 state capital budget

3 request by amending line item 1 by updating the area to

4 Northeast and by updating the project to TBD and asking

5 the Superintendent to work with county government to

6 identify a suitable site in the Northeast.

7 MS. LICHTER: Is there a second to Ms. Henn's

8 amended motion?

9 MS. DOMANOWSKI: Second, Domanowski.

10 MS. LICHTER: Thank you. Any discussion?

11 Ms. Henn, do you want to -- or you already

12 spoke to it.

13 MS. HENN: I've spoken to it.

14 MS. LICHTER: Okay.

15 MS. HENN: If there any questions, I can --

16 MS. LICHTER: Ms. Pumphrey?

17 MS. PUMPHREY: I just have a quick question.

18 The initial My iPass had the school set at Loch Raven to

19 be in the Central area, but it was still to alleviate

20 overcrowding in the Northeast area. Is that correct? Was

21 it also to alleviate overcrowding in the Central area?

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1 And if by moving it to the Northeast, will that take away

2 that option?

3 MS. HENN: Madam Chair, may I speak to that?

4 MS. LICHTER: Was that a staff answer?

5 DR. YARBROUGH ROGERS: It's (indiscernible)

6 staff.

7 MS. LICHTER: Right.

8 DR. YARBROUGH ROGERS: Really want staff --

9 Pete, if you could speak to what the Loch Raven site did

10 in the Central location?

11 MR. DIXIT: So Loch Raven's side is on the

12 Northeast part of the county. But Northeast -- but Loch

13 Raven, also. And Mr. Plait, I need your help on that, is

14 part of the Central planning region.

15 MR. PLAIT: Correct.

16 MR. DIXIT: Is that correct?

17 MR. PLAIT: Yes.

18 MR. DIXIT: So it is part of the Central

19 planning region but it is located in the Northeast part of

20 the county.

21 So when -- in the My iPass, our understanding

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1 is that the school is needed or capacity is needed in the
 2 Northeast part of the county.
 3 MS. PUMPHREY: Thank you.
 4 MR. LICHTER: Ms. Domanowski?
 5 MS. DOMANOWSKI: I just want to make sure. So
 6 when we put replacement, that means eventually or
 7 potentially we're going to have to close another school so
 8 we can replace it with a bigger facility to -- with more
 9 seats. Is that correct?
 10 MR. DIXIT: So more study is needed, but from
 11 what we know at this time, it appears that the current
 12 school can function. The site is large enough that
 13 another school can be constructed, while the -- this
 14 current school is functioning.
 15 MS. DOMANOWSKI: Right. But I'm just trying to
 16 understand the difference between replacement and new. If
 17 you're calling it a replacement, that means it's going to
 18 replace another school, so it's going to close another
 19 school.
 20 MR. DIXIT: So replacement is a state
 21 terminology, as part of the state terminology. If you are

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1 building a new school where no school existed, state
 2 defines it as new school. If you are building a school
 3 where school exists but you are replacing it or making it
 4 larger, state defines it as replacement.
 5 MS. DOMANOWSKI: Okay. So my other question
 6 would be if we need more seats and the studies show that,
 7 you know, smaller class sizes are actually better. Why
 8 wouldn't we entertain the idea of a new school as opposed
 9 to a replacement school?
 10 MR. DIXIT: So the replacement school will be a
 11 new school in the proposed budget. It will not be
 12 existing school. The existing school will be demolished
 13 upon completing -- building a new school.
 14 MS. DOMANOWSKI: Correct. But it would be
 15 adding the additional seats to the same school. I mean,
 16 it's a new school, but it -- really, it's the same school,
 17 just bigger.
 18 MR. DIXIT: Yeah.
 19 MS. DOMANOWSKI: So it's going to make -- and
 20 then so instead of just -- all I'm saying is, why can't --
 21 as to Ms. Henn's point, look at both sides instead of

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1 trying to make a really big school with a lot of kids in
 2 one area when we know when we're going to need the space.
 3 Look at it as, okay, we'll keep this school and have --
 4 and look for a site for another school where we can fill
 5 the seats and maybe have more room because all we keep --
 6 seem to be doing is expanding.
 7 MR. DIXIT: So there are two issues in there
 8 that I know right now. One is that the new school will
 9 have limited state support. So when we -- when state
 10 counts the seat, so if we convert a 1,200-seat school to
 11 1,500, we get funded state share for all 1,500. But if we
 12 build a new school and we can only justify 300 additional
 13 seat, then state will not fund because the seats are
 14 already there in an existing school. So that's one
 15 reason.
 16 The other reason is that it's difficult to find
 17 that larger site in that part of the county.
 18 MS. DOMANOWSKI: Yes, it would be difficult to
 19 find for 1,500 students, but say 700 or 800 students. I -
 20 - I'm not saying a 300 high school is -- you know, that's
 21 children's elementary school is bigger than that. It's

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1 just I don't understand why we wouldn't fight with the
 2 state to say, hey, this is a better idea to do 800 in this
 3 and the 1,000 in this or 800 and 900 as opposed to going
 4 from 1,200 to 1,500 students in one building.
 5 MR. DIXIT: So the process with the state is
 6 that they are very clear about they will provide funding
 7 for the additional seats. They will provide funding for
 8 if you expand the school for the previous seats, plus
 9 expanded seats. That's not our process. That's state's
 10 process.
 11 MS. DOMANOWSKI: Okay.
 12 MR. DIXIT: And it could be tens of millions of
 13 dollars of potential state funding. So yes, there is
 14 another way to do it. Just ignore the state funding and
 15 build it, but then county will have to carry the
 16 additional load. And the need, as the Board knows, we
 17 have a need of \$4 billion in capital improvement area. So
 18 we are careful about proposing options that are not cost
 19 effective.
 20 MS. HENN: Madam Chair?
 21 MS. LICHTER: Yes, Ms. Henn?

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1 MS. HENN: Thank you. To Ms. Pumphrey's
 2 question because this was my amendment, and I'd like to
 3 speak to it, if I may.
 4 MS. LICHTER: Okay. Go ahead.
 5 MS. HENN: My iPass never recommended a mega
 6 Loch Raven as the solution for Central seats and Northeast
 7 area seats. It was proposed to address our need for
 8 Central area seats. The study also recommended a
 9 solution, whether that be an addition or expansion or a
 10 new school in the Northeast area to address the need for
 11 those seats so they were always two separate projects
 12 according to My iPass.
 13 However, we rely on our county partners for
 14 funding. So my proposal is to address the need for the
 15 seats where they are. We need to address Central, we need
 16 to address Northeast. They're not mutually exclusive.
 17 The Towson project, the Dulaney projects, those will
 18 assist with the seats that are needed in the Central area.
 19 Loch Raven is still a possibility on the table.
 20 What my motion attempts to do is address the Northeast
 21 seats without disrupting so many families between Loch

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1 Raven and Eastern Area Baltimore County by addressing that
 2 particular need along the Northeast and Eastern corridor.
 3 So hopefully, that helps. Thank you.
 4 MS. LICHTER: Did you want to say something,
 5 Superintendent?
 6 DR. YARBROUGH ROGERS: I think Ms. Domanowksi,
 7 are you okay with the fiscal implications? Okay, yeah. I
 8 think she --
 9 MS. LICHTER: Ms. Harvey?
 10 MS. HARVEY: I think Ms. Stolusky is --
 11 MS. LICHTER: Okay.
 12 MS. HARVEY: So I just have a quick
 13 clarification. The initial plan to -- that identified
 14 Loch Raven was based on the fact that although it is in
 15 the Central zone for the school system's purposes, it is
 16 physically north -- it is physically located in the
 17 Northeast part of the county. So when we use terms like
 18 Central versus Northeast versus Northwest, that is the
 19 system's classification, not necessarily a geographical
 20 location.
 21 So in terms of a Northeast Area high school,

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1 Loch Raven is in the Northeast part of the county. Is
 2 that my -- am I understanding that correctly?
 3 MR. DIXIT: Everything you said is consistent
 4 with what we understand it to be.
 5 MS. HARVEY: Okay, I just needed that
 6 clarification. Thank you.
 7 MR. DIXIT: Yes, yes.
 8 MS. LICHTER: Ms. Stolusky? Do you still have
 9 a question?
 10 MS. STOLUSKY: Thank you. I know that land is
 11 scarce, but in thinking about the proposal for a,
 12 relatively speaking, smaller high school. Do we have,
 13 like, sort of a map display to show what land would be
 14 available and if that suggestion for a, relatively
 15 speaking, smaller high school, would that even be
 16 possible?
 17 MR. DIXIT: So I'd like to remind Board that
 18 before we came to the Loch Raven option, an independent
 19 study by a consultant was done to just answer those issues
 20 that you're talking about, and they looked at all
 21 potential sites. We worked with our county partners. We

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1 looked at every potential site that might be available,
 2 and that's their recommendation, that site. And now we
 3 are following up with another study to look at other
 4 schools in the Northeast and see if there's any other site
 5 that is within the Northeast side. But the conversation
 6 here is that why Loch Raven? Because it's in the
 7 Northeast part of the county. And because it will provide
 8 the maximum state support if we expand or make a school
 9 larger than what it was, and those are the two primary
 10 factors.
 11 MS. LICHTER: Okay, Mr. Young?
 12 MR. YOUNG: Ms. Frempong was --
 13 MS. LICHTER: Ms. Frempong? Okay.
 14 Ms. Frempong?
 15 MS. FREMPONG: Thank you. So I guess I'm
 16 trying to understand and clarify because this whole
 17 Northeast/Central, when that study was done and I remember
 18 you came to the advisory in the Northeast in December and
 19 spoke about, like, the different options. At that time,
 20 was there an option to expand any actual Northeast
 21 schools?

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1 And so I understand what you say about
 2 geographically, that Loch Raven is in the Northeast. But
 3 when we think about the Northeast Corridor, we're talking
 4 about, like, Perry Hall, Parkville. And so also, you'd
 5 have to consider those students would be traveling pretty
 6 far from where they are now if we talk about putting in a
 7 high school in Loch Raven.

8 MR. DIXIT: So yes, it was done. And not only
 9 that, we are following up with another study to take a
 10 second look to see if there is any other school. Perry
 11 Hall is a large high school as it is. So yes, we are
 12 studying and if you could find another school, we'll come
 13 back to you and we'll share that with you.

14 MS. FREMPONG: Okay.

15 MS. LICHTER: Okay, Mr. Young?

16 MR. YOUNG: So on this budget request. Items 4
 17 and 5, Towson and Dulaney. It has area Central or C for
 18 Central. The item 1, the school, Northeast Area High
 19 school. Ms. Henn's request is to have the area go from
 20 TBD to Northeast, so looking at not geography that Loch
 21 Raven or whatever school is in the Northeast portion of

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1 the county. But in that area that we've defined as one of
 2 the five geographical areas.

3 With that being said, if we do make that
 4 Northeast, what's the impact on your ability to complete
 5 the studies to determine where the best place to put the
 6 school is?

7 MR. DIXIT: So we are in the process of doing
 8 that. Like I said, we are taking another look at it. But
 9 time is also against us, so the longer we take to identify
 10 a site, the longer it will take to provide those seats.
 11 So yes, we are looking at other schools, also.

12 MR. YOUNG: But so, okay, I guess my question
 13 is if we say you're limited now to only what is defined as
 14 the northeast area. The -- what is the impact on what --
 15 your ability to look at this process as a whole? You
 16 know, are we now tying your hands to prevent you from
 17 looking for the best solution?

18 MR. DIXIT: Somewhat.

19 DR. YARBROUGH ROGERS: Mr. Dixit, if I might.

20 MR. YOUNG: Thank you.

21 DR. YARBROUGH ROGERS: Mr. Young. It

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1 absolutely reduces flexibility. However, that doesn't
 2 mean it's impossible. I think where we need the greater
 3 flexibility is reflected in Ms. Henn's proposed revision
 4 to the amendment, where the project is TBD, where it can
 5 be a replacement, or it can be a new project. That's
 6 where we need maximum flexibility so we can explore the
 7 existing options, as well as if there are any new options
 8 that, you know, didn't come to light with the first study.

9 You know, as you pointed out, No. 4 and 5 are
 10 clear in terms of, you know, which geographic region of
 11 the county, but the type of project is where we need the
 12 maximum flexibility.

13 MS. LICHTER: Ms. Booker-Dwyer?

14 MS. BOOKER-DWYER: So I feel like for this
 15 project we need maximum on top of maximum flexibility
 16 because this gets at the larger issue of the boundaries in
 17 Baltimore County where we keep looking at the historical
 18 boundaries instead of with a future-forward focus. We
 19 know that there's limited land. And so we need to, you
 20 know, we really do need to take a holistic look at the
 21 boundaries.

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1 And so I would want to see the area TBD. I
 2 want to see the project TBD because we need to seriously
 3 do a holistic boundary study for Baltimore County and look
 4 at all of our schools and to see the best options for
 5 them. So I wouldn't want to limit you in the area or the
 6 project. If the school has to enter into, you know, part
 7 of the Central area then so be it. But let's look
 8 holistically at these boundary studies so, okay. So let's
 9 get ready.

10 MS. LICHTER: So let's do a roll call vote --
 11 oh, (indiscernible).

12 MS. BOOKER-DWYER: No, wait, because I have an
 13 amendment.

14 MS. LICHTER: Oh, you've got an amendment?
 15 Okay.

16 MS. BOOKER-DWYER: So --

17 MS. LICHTER: Right. Well, if you look at what
 18 Ms. Henn wrote, I think you have part of it.

19 MS. BOOKER-DWYER: We have part of it, so I
 20 want to amend that to include for the area, I want to keep
 21 it as TBD. So area TBD, project TBD. So I move that we

<p style="text-align: right;">Page 82</p> <p>1 amend the proposed amendment to TBD area, project to TBD 2 and the area to TBD. Does that make sense? 3 MS. LICHTER: So one's already TBD, so I think 4 you just -- 5 MS. BOOKER-DWYER: No, not in (indiscernible). 6 MS. LICHTER: Oh, you're amending the 7 amendment, not the initial. Okay. Okay. So -- 8 MS. HARVEY: Second. 9 MS. LICHTER: Okay, Ms. Henn second. Do you 10 want to speak to it or you just did? It's Harvey. 11 MS. HARVEY: I just seconded. 12 MS. LICHTER: You just spoke to it. 13 MS. BOOKER-DWYER: I just spoke to it. 14 MS. LICHTER: Okay. Now discussion. 15 Ms. Henn? 16 MS. HENN: Thank you. So I appreciate your 17 comments, Ms. Booker-Dwyer. The My iPass study did take a 18 holistic look at all of our high schools across the county 19 and recommended separate solutions they recommended by 20 area. That's how they chose to structure the study. But 21 they looked at -- they didn't look exclusively at any one</p>	<p style="text-align: right;">Page 84</p> <p>1 MS. LICHTER: Other questions or comments to 2 Ms. Booker-Dwyer's -- go ahead. 3 MS. BOOKER-DWYER: So just as a response to 4 that, I appreciate that clarity. So in the modified 5 amendment, Loch Raven is on the table, as well as 6 everything else. And so when we are thinking about 7 innovation, when we are thinking about reimagining 8 learning spaces for our -- to best meet the needs of our 9 students, we don't want to limit the staff for Baltimore 10 County Public Schools to put the best thinking and the 11 best resources available. So that's why I would like the 12 amendment to be the TBD, both TBDs. That way, we can 13 maximize the thinking and bring the best thinking to bear 14 here. 15 MS. LICHTER: Thank you. 16 Ms. Gover, may I have a roll call vote on Ms. 17 Booker-Dwyer's amendment? 18 MS. GOVER: Ms. Domanowski? 19 MS. DOMANOWSKI: No. 20 MS. GOVER: Mr. Young? 21 MR. YOUNG: Yes.</p>
<p style="text-align: right;">Page 83</p> <p>1 given area. They did look holistically county wide. 2 If Mr. Dixit is saying that Loch Raven is in 3 the Northeast area, my original motion does not take Loch 4 Raven off the table. It -- you know, if we end up moving 5 forward with that, that's the best site. Then it goes as 6 originally planned. So by limiting it to Northeast 7 doesn't remove Loch Raven off the table, either. 8 May limit, you know, schools in the Northwest 9 or, you know, elsewhere. We just completed a very 10 difficult boundary study that included a wide area of the 11 county. I would hate to disrupt as many families 12 unnecessarily if we can come up with two capital projects 13 that make sense and provide the needed Central area seats, 14 as well as the Northeast area seats. 15 Yes, there's going to be some overlap and we're 16 not going to say, oh no, you're in the Central, you're in 17 the Northeast so you can't be affected. At the same time, 18 I don't think a one-size-fits-all to address the Central 19 and Northeast is the right solution here, so I will be 20 supporting my original motion only because it leaves Loch 21 Raven on the table.</p>	<p style="text-align: right;">Page 85</p> <p>1 MS. GOVER: Ms. Frempong? 2 MS. FREMPONG: No. 3 MS. GOVER: Ms. Stolusky? 4 MS. STOLUSKY: No. 5 MS. GOVER: Ms. Henn? 6 MS. HENN: No. 7 MS. GOVER: Ms. Harvey? 8 MS. HARVEY: Yes. 9 MS. GOVER: Ms. Pumphrey? 10 MS. PUMPHREY: No. 11 MS. GOVER: Dr. Savoy? 12 DR. SAVOY: Yes. 13 MS. GOVER: Mr. McMillion? 14 MR. McMILLION: No. 15 MS. GOVER: Ms. Booker-Dwyer? 16 MS. BOOKER-DWYER: Yes. 17 MS. GOVER: Ms. Lichter? 18 MS. LICHTER: Yes. 19 MS. GOVER: Favor is five. 20 MS. LICHTER: So Ms. Booker-Dwyer's motion did 21 not pass. Now we are voting on -- could we have a roll</p>

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1 call vote on Ms. Henn's amended motion?
 2 MS. HARVEY: I'm sorry, can you read that so
 3 that we?
 4 MS. LICHTER: Right. I move to amend the FY
 5 2025 state capital budget request by amending line item 1
 6 by updating the area to Northeast and by updating the
 7 project to TBD and asking the Superintendent to work with
 8 county government to identify a suitable site in the
 9 Northeast.
 10 MS. GOVER: Ms. Domanowski?
 11 MS. DOMANOWSKI: Yes.
 12 MS. GOVER: Mr. Young?
 13 MR. YOUNG: No.
 14 MS. GOVER: Ms. Frempong?
 15 MS. FREMPONG: Yes.
 16 MS. GOVER: Ms. Stolusky?
 17 MS. STOLUSKY: Yes.
 18 MS. GOVER: Ms. Henn?
 19 MS. HENN: Yes.
 20 MS. GOVER: Ms. Harvey?
 21 MS. HARVEY: No.

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1 MS. GOVER: Ms. Pumphrey?
 2 MS. PUMPHREY: Yes.
 3 MS. GOVER: Dr. Savoy?
 4 DR. SAVOY: No.
 5 MS. GOVER: Mr. McMillion?
 6 MR. McMILLION: Yes.
 7 MS. GOVER: Ms. Booker-Dwyer?
 8 MS. BOOKER-DWYER: No.
 9 MS. GOVER: Ms. Lichter?
 10 MS. LICHTER: No.
 11 MS. GOVER: Favor is six.
 12 MS. LICHTER: So that also does -- it passes
 13 because Ms. Drummond, right? Okay, so that motion passes.
 14 So we still have one more vote, which is on the original
 15 motion for the entire document, correct? As amended.
 16 Okay. So may we have a roll call vote on the --
 17 Mr. McMillion?
 18 MR. McMILLION: Can I ask Mr. Pete one
 19 question?
 20 MS. LICHTER: Yes.
 21 MR. McMILLION: In regards to the addition of

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1 the Southeast Area elementary school, middle school and
 2 high school, it says Priority 2. What do you mean by
 3 Priority 2?
 4 MR. DIXIT: That is exactly what it is. It is
 5 the second priority, subject to meeting all other
 6 requirement. If the funding is available from the state
 7 and county, if the design work is completed, that will be
 8 the second priority. All of these priorities are based on
 9 funding by state and county. And as you can see, for
 10 Northeast and Southeast Area high school, middle school
 11 and elementary school, there is no funding at this point.
 12 MR. McMILLION: So all of them are Priority 2.
 13 MR. DIXIT: No. All -- 1 and 2 are, but in
 14 other -- in Priority 3, there are funds associated with
 15 that.
 16 UNIDENTIFIED SPEAKER: So the intent, Mr.
 17 McMillion, is that both the Northeast and the Southeast
 18 projects will move forward together at the same time.
 19 MR. DIXIT: Yeah.
 20 MS. LICHTER: Okay. May we have a motion to
 21 approve the amended FY 2025 state capital budget request

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1 as amended?
 2 MS. GOVER: Ms. Domanowski?
 3 MS. DOMANOWSKI: Yes.
 4 MS. GOVER: Mr. Young?
 5 MR. YOUNG: Yes.
 6 MS. GOVER: Ms. Frempong?
 7 MS. FREMPONG: Yes.
 8 MS. GOVER: Ms. Stolusky?
 9 MS. STOLUSKY: Yes.
 10 MS. GOVER: Ms. Henn?
 11 MS. HENN: Yes.
 12 MS. GOVER: Ms. Harvey?
 13 MS. HARVEY: Yes.
 14 MS. GOVER: Ms. Pumphrey?
 15 MS. PUMPHREY: Yes.
 16 MS. GOVER: Dr. Savoy?
 17 DR. SAVOY: Yes.
 18 MS. GOVER: Mr. McMillion?
 19 MR. McMILLION: Yes.
 20 MS. GOVER: Ms. Booker-Dwyer?
 21 MS. BOOKER-DWYER: No.

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1 MS. GOVER: Ms. Lichter?
 2 MS. LICHTER: Yes.
 3 MS. GOVER: Thank you.
 4 MS. LICHTER: So motion passes. Thank you.
 5 And thank you for answering all of our questions.
 6 The next item on the agenda is the
 7 consideration of Campfield Early Learning Center program
 8 closure and for that, I call on Mr. -- on Dr. Grim and Mr.
 9 Dixit and Mr. Taylor.
 10 MR. DIXIT: So good evening again. I'm not
 11 going to introduce. Since you are -- Mr. Taylor is the
 12 new person here, and you all know him. He's Director of
 13 Strategic Planning.
 14 So on Campfield on August 8, 2023, a
 15 recommendation to close the Campfield Early Learning
 16 Center was presented to Board. The proposed closure is a
 17 part of comprehensive plan in the Northwest region to
 18 reduce overcrowding in elementary schools in that area and
 19 provide better facilities for student and to hopefully
 20 improve the program at -- for the Campfield student.
 21 This plan is supported by four capital projects

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1 that will add capacity to that region. We anticipate that
 2 the projects will be completed in four years. A public
 3 hearing for the closure was held on August 23 and some of
 4 you had attended that meeting. There were six speaker who
 5 spoke, very passionate about the support of the program.
 6 And Dr. Grim and I and Mr. Taylor, we were all there.
 7 The closure plan includes the return of
 8 kindergarten program to the home schools. And return of
 9 the four-year-old pre-K and three-year-old preschool
 10 program to the student of home schools or the regional
 11 centers.
 12 So at this time, we are asking for your
 13 approval to close the Campfield Early Learning Center.
 14 MS. LICHTER: May I have a motion to approve
 15 the Campfield Early Learning Center program closure?
 16 MS. DOMANOWSKI: So moved, Domanowski.
 17 MS. LICHTER: Thank you, Ms. Domanowski. Is
 18 there a second?
 19 MS. FREMPONG: Second, Frempong.
 20 MS. LICHTER: Thank you. Okay, any discussion?
 21 Ms. Domanowski?

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1 MS. DOMANOWSKI: So my -- I went to that
 2 meeting and I listened to the teachers and the parents
 3 talk. And my concern is that this center is for, you
 4 know, some of our most special needs children and their
 5 needs are being met in this school. So it's hard for me
 6 to justify closing such a school.
 7 MS. LICHTER: Dr. Rogers?
 8 DR. YARBROUGH ROGERS: Thank you, Ms.
 9 Domanowski. One of the things that we need to elevate
 10 for, you know, our public and all members of the Board is
 11 with the plan for the expansion of capital projects. We
 12 will have, I think it's 650 or more full-day pre-K three
 13 and pre-K four seats.
 14 And when we're speaking about our special
 15 education programs, they're all going to be serving
 16 students in their home schools. So we currently have
 17 outside general education and inside general education
 18 programs for three-year olds and four-year olds in
 19 Campfield. Those programs are not going away.
 20 They will be going to the home schools with
 21 those expanded capital projects for the students. The

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1 only area that we have at Campfield that right now we
 2 haven't designated a space, but the team has already
 3 started works -- working on is the Judy Center. We have a
 4 Judy Center at the Campfield Early Learning Center which
 5 provides a lot of resources to our families and we want to
 6 make sure that that's still accessible. Years down the
 7 line, when or if the Board, you know, approves the closure
 8 that we're still providing those resources to all of the
 9 families in that geographic region.
 10 MS. LICHTER: Ms. Domanowski?
 11 MS. DOMANOWSKI: So my only thing with that is
 12 we keep talking about needing more seats and building
 13 bigger schools, and this is a smaller school for a reason.
 14 These kids need that more individualized attention. I
 15 know they can -- they'll get it in a smaller classroom,
 16 but it's still going to be a much bigger school and I'm
 17 worried about that for them.
 18 So I just -- I'm really hard -- it's a really
 19 hard decision for me to make on this one. That's all.
 20 MS. LICHTER: Thank you.
 21 Ms. Stolusky?

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1 MS. STOLUSKY: Yes, good evening and thank you
 2 for all of the work that went into determining possible
 3 closure.
 4 I was also at the hearing and in listening to
 5 community members, the one thing that I can't wrap my head
 6 around is that the new programs for all of the children
 7 that go to this amazing community school, it just would
 8 not replicate itself, and my heart is just speaking of how
 9 important it is to put children first and it just seems
 10 that -- I can't wrap my head around a rational reason why
 11 the replacements would give all of those students an equal
 12 experience to what they currently have.
 13 MS. LICHTER: Thank you.
 14 Ms. Harvey?
 15 MS. HARVEY: Yes. So I attended the hearing
 16 and I think we all agree that the staff at Campfield are
 17 amazing, that they work really hard to build relationships
 18 with families and to care about students.
 19 To hear stories like a teacher carried a
 20 student from the bus to the class every day for a week
 21 because he wanted to relieve that child's anxiety is the

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1 bar that we want to set for every student at every BCPS
 2 school.
 3 And so I hear what my colleagues are saying
 4 about. If this is a gem in our system, why are we making
 5 a possible decision to close it? And I've heard that --
 6 I've heard the recommendation, but I'd like the team to
 7 speak to why we're making that recommendation.
 8 I also want to stress that I explicitly trust
 9 the leadership of Dr. Rogers and should we come to a
 10 decision that we have to close Campfield and open these
 11 programs in the home schools, that those wonderful
 12 teachers will be following those students in some of those
 13 schools, hopefully, and that we can replicate the services
 14 within those classrooms.
 15 Because these are some of our most vulnerable
 16 students and we have an obligation to care for them, so
 17 can the team speak to why we're making this
 18 recommendation?
 19 DR. YARBROUGH ROGERS: Thank you, Ms. Harvey.
 20 And I think with the passion that you spoke to about what
 21 every child deserves in Baltimore County is exactly what

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1 we need to be doing with this. I, too, have heard staff
 2 members and family members speak about their experience,
 3 but it shouldn't be an experience that only happens at
 4 Campfield Early Learning Center. They -- the staff and
 5 the students and the families have created a very
 6 positive, welcoming atmosphere that at any school that you
 7 go to in Baltimore County, you should experience.
 8 Additionally, with some of that -- because of
 9 the welcoming atmosphere, we're able to overlook some of
 10 the challenges that exist, like transportation. Having
 11 some of our youngest learners taking very long bus rides
 12 to get to and from Campfield Early Learning Center and the
 13 transition that occurs after you have finished the pathway
 14 of Campfield Early Learning Center and you have to
 15 transition to another school.
 16 And so I think our challenge, our
 17 responsibility is to communicate but also to minimize
 18 transitions and to create the atmosphere that every
 19 student should experience in their school. Like you said,
 20 the teachers, you know, will go to other schools. The
 21 other schools -- the capital projects have been developed.

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1 Funding has been provided based on accounting for those
 2 numbers of students to return to their schools. And part
 3 of the students returning is that you need the staffing
 4 with the teachers, which would be in very close proximity.
 5 And so I think it's a complicated response
 6 about why this decision was made when capital projects
 7 were being designed, you know, before my time. The school
 8 of thought about bringing students back to their home
 9 school for that whole community from age 3 to 5th grade,
 10 was part of the thinking. But what we have heard loud and
 11 clear is there is a sense of community and a atmosphere
 12 that we must provide in all of our elementary schools, so
 13 that every parent has the same level of connection in
 14 terms of the services that their students are receiving in
 15 schools.
 16 And so I appreciate you highlighting, you know,
 17 the messages that you've heard from families and giving us
 18 the opportunity to speak to whether or not it would be
 19 different. These are our youngest learners and there's a
 20 phasing process and so as a three-year old, you would
 21 start in the school that you would stay in until you were

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1 in the 5th grade. And our policy, you know, has some
 2 stipulations to allow students and families to make that
 3 choice to stay and phase out that we're not causing
 4 interruptions in the middle.
 5 So those are some of the considerations that
 6 we're making as we try to take a holistic view on
 7 improving these capital projects across Team BCPS and
 8 create the best circumstance for all students.
 9 MS. HARVEY: Thank you.
 10 MS. LICHTER: I just wanted to make a comment.
 11 I understand. I've visited Campfield. I work with a lot
 12 of the people at Campfield, and I understand the want to
 13 keep that school opened. But as a former principal of a
 14 comprehensive elementary school that had a three-year-old
 15 program and had a four-year-old program, you can replicate
 16 the feeling, the atmosphere of the programs that are
 17 taking place at Campfield in a comprehensive school.
 18 To Ms. Harvey's point and to Dr. Yarbrough's
 19 point and this -- the timing of this is good that we have
 20 time. We have time to make sure that when we send -- when
 21 we close Campfield that the schools that will receive new

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1 three-year-old programs and four-year-old programs are
 2 ready to receive those students and are ready to give them
 3 that successful experience that they are having right now
 4 at Campfield.
 5 The other thing is as the principal, I wanted
 6 my babies with me. I wanted my threes and fours and
 7 kindergarten students in my building. I wanted to get to
 8 know them right away. I didn't want to get to know them
 9 as a kindergartener or first grader. I wanted that early
 10 childhood piece.
 11 So while there is a lot of wonderful things
 12 about the current Campfield, it is incumbent on us to be
 13 able to replicate those experiences and that success, and
 14 it can be done. We have examples of it taking place right
 15 now throughout our county. We just had -- we need the
 16 time to make sure that our teachers, our administrators
 17 and our communities are ready to embrace those kids when
 18 they get back.
 19 Any other questions or comments?
 20 Mr. Young?
 21 MR. YOUNG: Mr. Dixit. I think what you've

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1 heard all of us are sort of torn about this, but my
 2 question to you is when we look at Campfield, when we look
 3 at the age of the building. Can you speak to, you know,
 4 first the age and then what would be required to maintain
 5 that building as is?
 6 Because I know in earlier in Dr. Rogers'
 7 report, she talked about, you know, the fiscal cliff that
 8 we're approaching and that, you know, yes, there are
 9 limited funds, but -- so can you speak to us about the
 10 impact of trying to keep the building open with its age?
 11 MR. DIXIT: So it's a difficult question, but
 12 I'm going to give you as good an answer as I know.
 13 Campfield is an old building. Campfield needs
 14 improvement, but it is safe right now. It is being -- we
 15 have put maintenance dollars to make it safe. The quality
 16 of buildings that we are replacing it with, like Dr.
 17 Rogers indicated, is the -- Campfield doesn't -- it is
 18 nowhere close to that quality.
 19 The physical environment that will be provided
 20 to our kids in the new building is far superior, and it's
 21 not only to those kids, but all kids in their

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1 neighborhood. So if you're looking about the quality of
 2 space, the newer space will -- they are far better.
 3 MS. LICHTER: Ms. Domanowski?
 4 MS. DOMANOWSKI: I just have one question. Is
 5 this site going to be -- and consider if this is closed,
 6 are you -- is it going to be in consideration for the new
 7 Northwest CTE Center?
 8 MR. DIXIT: That determination has not been
 9 made yet. But that is one of the potential use. Offices
 10 are always needed. That's another potential use. But
 11 Superintendent hasn't made that decision, and our funding
 12 partners have not funded any of the things. So that is
 13 still under consideration. Before we do anything, we'll
 14 come to you and we'll share that.
 15 MS. DOMANOWSKI: It's not under consideration
 16 right now, but it's a possibility that it could be.
 17 UNIDENTIFIED SPEAKER: All options are under
 18 consideration right now. Yeah, for that site. So the
 19 site will be -- the term we use is repurposed and that
 20 repurposing will be identified based on the goals that are
 21 consistent with the other capital projects that we have in

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1 the area.

2 So all of the four capital projects that we

3 have underway to expand all the seats in the area play

4 into this plan to alleviate Campfield. And if this is --

5 if the closure of this physical school building is

6 approved, that in concert with these other decisions will

7 determine what options that we have for the current

8 Campfield site. So the CTE center is one option among

9 others that the Board can choose to make. Hope that

10 answers your question.

11 MS. DOMANOWSKI: Yes. Thank you.

12 MS. LICHTER: Ms. Booker-Dwyer?

13 MS. BOOKER-DWYER: And so if the vote is not to

14 close Campfield, then that impacts the funding, the

15 capital funding for the other schools in the area, like

16 Deer Park Elementary, that expansion. So all the seats

17 that have been accounted for with the potential of the

18 Campfield students going to those schools, it would impact

19 those capital projects, correct?

20 MR. DIXIT: That's correct. At least one

21 project.

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1 MS. BOOKER-DWYER: At least one, so to the

2 point where that project may not proceed or may not even

3 happen. So the closure of Campfield is dependent on --

4 the renovation of a school is dependent on the closure of

5 Campfield.

6 MR. DIXIT: That's true.

7 MS. BOOKER-DWYER: Okay. And has there ever

8 been any analysis done of how the student performance and

9 -- so those students coming from Campfield and how they

10 perform when they're -- when they enter into a

11 comprehensive high school versus the students who were in

12 a comprehensive high school -- not high school, elementary

13 school for, you know, great for being three-year olds up,

14 has that type of analysis ever been done to see if

15 Campfield is producing students that are --

16 MS. LICHTER: More successful?

17 MS. BOOKER-DWYER: More successful, yeah.

18 DR. YARBROUGH ROGERS: That's not information

19 that I'm aware of. We can certainly follow up.

20 MS. LICHTER: Okay. Ms. Frempong?

21 MS. FREMPONG: So I may be a little bit early

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1 in saying this, but I'm just going to say the comment. So

2 I think a lot of the concerns is that, again, we have a

3 great school. It sounds like great students and the

4 supports that they need. And so the concern is we're

5 taking them into the unknown.

6 And so if we do make the decision to close

7 Campfield, I guess I'm doing a early -- I'm jumping ahead.

8 But an agenda item as far as agenda setting, I think it

9 would be good to continue to hear throughout these

10 meetings what are the steps that are being taken to, if

11 you want to say, ensure or try to replicate that we have

12 that same type of support programs, et cetera, for these

13 students.

14 I know we have Padonia and Honeygo, like you

15 mentioned, Chair Lichter, about having schools that have

16 that spectrum. But again, I think if the parents, the

17 public, the staff are able to hear what is it that we're

18 really doing to try to make sure that we take care of our

19 babies and give them the supports that they need and

20 opportunities to be successful. I think that will help,

21 as well.

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1 MS. LICHTER: Thank you for that.

2 May I have a roll call vote on the motion to

3 approve the Campfield Early Learning Center program

4 closure?

5 MS. GOVER: Ms. Domanowski?

6 MS. DOMANOWSKI: No.

7 MS. GOVER: Mr. Young?

8 MR. YOUNG: Yes.

9 MS. GOVER: Ms. Frempong?

10 MS. FREMPONG: No.

11 MS. GOVER: Ms. Stolusky?

12 MS. STOLUSKY: No.

13 MS. GOVER: Ms. Henn?

14 MS. HENN: No.

15 MS. GOVER: Ms. Harvey?

16 MS. HARVEY: Yes.

17 MS. GOVER: Ms. Pumphrey?

18 MS. PUMPHREY: Yes.

19 MS. GOVER: Dr. Savoy?

20 DR. SAVOY: Yes.

21 MS. GOVER: Mr. McMillion?

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1 MR. McMILLION: Yes.

2 MS. GOVER: Ms. Booker-Dwyer?

3 MS. BOOKER-DWYER: No.

4 MS. GOVER: Ms. Lichter?

5 MS. LICHTER: Yes.

6 MS. GOVER: Favor is six.

7 MS. LICHTER: So the motion does pass, correct?

8 Yes. Okay, so the motion does pass. Thank you, everybody.

9 I know it was a very difficult decision and vote.

10 Thank you, staff.

11 The next item on the agenda is action taken in

12 closed session and for that, I call on Mr. Burns.

13 MR. BURNS: Madam Chair, Superintendent Rogers,

14 members of the Board, in your closed session earlier this

15 evening, the Board considered two administrative appeals,

16 H.E. 23-25, H.E. 23-39. You took an action on them, and

17 this would be appropriate time to move to confirm the

18 action you took in closed session.

19 MS. LICHTER: May I have a motion to approve

20 the action taken in closed session on Hearing Examiner's

21 Cases H.E. 23-25 and H.E. 23-39 and authorize Ms. Gover to

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1 sign for those board members not physically present?

2 MS. HENN: So moved, Henn.

3 MS. LICHTER: Thank you. Is there a second?

4 MS. FREMPONG: Second, Frempong.

5 MS. LICHTER: Thank you. Any discussion?

6 May I have a roll call vote, please?

7 MS. GOVER: Ms. Domanowski?

8 MS. DOMANOWSKI: Yes.

9 MS. GOVER: Mr. Young?

10 MR. YOUNG: Yes.

11 MS. GOVER: Ms. Frempong?

12 MS. FREMPONG: Yes.

13 MS. GOVER: Ms. Stolusky?

14 MS. STOLUSKY: Yes.

15 MS. GOVER: Ms. Henn?

16 MS. HENN: Yes.

17 MS. GOVER: Ms. Harvey?

18 MS. HARVEY: Yes.

19 MS. GOVER: Ms. Drummond?

20 MS. DRUMMOND: Yes.

21 MS. GOVER: Ms. Pumphrey?

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1 MS. PUMPHREY: Yes.

2 MS. GOVER: Dr. Savoy?

3 DR. SAVOY: Yes.

4 MS. GOVER: Mr. McMillion?

5 MR. McMILLION: Yes.

6 MS. GOVER: Ms. Booker-Dwyer?

7 MS. BOOKER-DWYER: Yes.

8 MS. GOVER: Ms. Lichter?

9 MS. LICHTER: Yes.

10 MS. GOVER: Thank you.

11 MS. LICHTER: May I have a motion to approve

12 the action taken in closed session with respect to MDL

13 2913JCCP4546 and JCCP5052?

14 MS. FREMPONG: So moved, Frempong.

15 MS. LICHTER: Thank you. Is there a second?

16 MS. PUMPHREY: Second, Pumphrey.

17 MS. LICHTER: Thank you. Any discussion?

18 May I have a roll call vote, please?

19 MS. GOVER: Ms. Domanowski?

20 MS. DOMANOWSKI: Yes.

21 MS. GOVER: Mr. Young?

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1 MR. YOUNG: Recuse.

2 MS. GOVER: Ms. Frempong?

3 MS. FREMPONG: Yes.

4 MS. GOVER: Ms. Stolusky?

5 MS. STOLUSKY: Yes.

6 MS. GOVER: Ms. Henn?

7 MS. HENN: Yes.

8 MS. GOVER: Ms. Harvey?

9 MS. HARVEY: Yes.

10 MS. GOVER: Ms. Drummond?

11 MS. DRUMMOND: Yes.

12 MS. GOVER: Ms. Pumphrey?

13 MS. PUMPHREY: Yes.

14 MS. GOVER: Dr. Savoy?

15 DR. SAVOY: Yes.

16 MS. GOVER: Mr. McMillion?

17 MR. McMILLION: Yes.

18 MS. GOVER: Ms. Booker-Dwyer?

19 MS. BOOKER-DWYER: Yes.

20 MS. GOVER: Ms. Lichter?

21 MS. LICHTER: Yes.

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1 MS. GOVER: Thank you.

2 MS. LICHTER: Thank you.

3 The next -- thank you, Mr. Burns. The next

4 item on the agenda is contract awards, and for that I call

5 on Ms. Harvey, chair of the Buildings and Contracts

6 Committee.

7 MS. HARVEY: Thank you. Thank you, Madam

8 Chair. Members of the Board's Building and Contract

9 Committee met on Monday, September 11th. I am asking for

10 items N-1 through N-8 to be forwarded to the full Board

11 for approval, separating items N-9 for discussion, as

12 requested by Ms. Domanowski.

13 MS. LICHTER: Do I have a motion to approve

14 items N-1 through N-8?

15 MS. FREMPONG: So moved, Frempong.

16 MS. LICHTER: No second is needed since the

17 recommendation comes from the committee. Any discussion

18 on N-1 through N-8?

19 May I have a roll call vote, please?

20 Who made the move for this couple?

21 UNIDENTIFIED SPEAKER: Ms. Frempong.

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1 MS. LICHTER: Ms. Frempong.

2 MS. GOVER: Ms. Domanowski?

3 MS. DOMANOWSKI: Yes.

4 MS. GOVER: Mr. Young?

5 MR. YOUNG: Yes.

6 MS. GOVER: Ms. Frempong?

7 MS. FREMPONG: Yes.

8 MS. GOVER: Ms. Stolusky?

9 MS. STOLUSKY: Yes.

10 MS. GOVER: Ms. Henn?

11 MS. HENN: Yes.

12 MS. GOVER: Ms. Harvey?

13 MS. HARVEY: Yes.

14 MS. GOVER: Ms. Drummond?

15 MS. DRUMMOND: Yes.

16 MS. GOVER: Ms. Pumphrey?

17 MS. PUMPHREY: Yes.

18 MS. GOVER: Dr. Savoy?

19 DR. SAVOY: Yes.

20 MS. GOVER: Mr. McMillion?

21 MR. McMILLION: Yes.

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1 MS. GOVER: Ms. Booker-Dwyer?

2 MS. BOOKER-DWYER: Yes.

3 MS. GOVER: Ms. Lichter?

4 MS. LICHTER: Yes.

5 MS. GOVER: Thank you.

6 MS. LICHTER: Do I -- okay. Do I have a motion

7 to approve item N-9?

8 MS. PUMPHREY: So moved, Pumphrey.

9 MS. LICHTER: No second is needed. Any

10 discussion?

11 Ms. Domanowski?

12 MS. DOMANOWSKI: Yes. We also went over this

13 in great length in the Curriculum Committee, and there was

14 a lot of concerns and some questions that we'd asked to

15 get answers for. I don't know if Ms. Shay wants to come

16 forward.

17 DR. YARBROUGH ROGERS: Actually, can we have

18 Doctor DiDonato? Dr. Craft. And Ms. Shay can come

19 forward.

20 MS. LICHTER: Sorry, you were hiding back

21 there, Ms. Shay. She couldn't see you.

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1 DR. YARBROUGH ROGERS: We're joined by Dr.

2 DiDonato, Chief Academic Officer, Ms. Shay, Executive

3 Director of Teaching and Learning, and Dr. Craft, Director

4 of English Language Arts.

5 MS. LICHTER: Ms. Domanowski, do you have a

6 particular question or just?

7 MS. DOMANOWSKI: Yes, I do. First off, did you

8 -- were you able to find how many teachers we have

9 certified or retraining for the Wilson Reading System?

10 UNIDENTIFIED SPEAKER: Yes, we do. Okay. So

11 the Wilson Reading certification, the full certification

12 requires 135 hours of additional training. We have

13 offered that to teachers to complete at this time. We

14 have one staff member who is in process to complete that.

15 However, we have 32 teachers who have completed

16 that at this time.

17 MS. DOMANOWSKI: Okay. And for the Orton-

18 Gillingham, how many teachers do we have certified for

19 secondary instruction?

20 UNIDENTIFIED SPEAKER: We have 32 secondary

21 special educators trained in Orton-Gillingham and 15

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1 teachers are in process.

2 MS. DOMANOWSKI: And going over the contract,

3 this -- the 180, it was started in 2020 as a one year 4-

4 year extension, so five years all together. And do we

5 have any -- I mean, so it's been in play for three years

6 now. Do we have any data that shows it's improving our

7 students at the tier 2 level? Of reading and, you know,

8 subtraction.

9 UNIDENTIFIED SPEAKER: So as we shared at

10 Contract Committee, some of those highlights of data

11 points, when students are receiving the program,

12 consistency with fidelity over time, we have seen up to

13 1.7- and 1.9-years' growth in a single school year.

14 However, that relies on consistent implementation of the

15 program, and that is a absolute focus for the current

16 school year, with additional training and support for both

17 school administrators, as well as teachers at the school

18 level so that we can ensure that that's happening.

19 MS. DOMANOWSKI: So how do we ensure that's

20 happening? Because we spent two -- almost 2.5 million,

21 and you're asking for another million and we don't know

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1 unless -- and we don't have -- it's not a certification,

2 so it's not like it's just going to be certified and we

3 know they're teaching it with fidelity. How do we ensure

4 that this is going to be taught with Fidelity?

5 DR. YARBROUGH ROGERS: MS. Domanowski, if I

6 can, thank you for that question. As you know, academic

7 achievement is one of our priorities. The Board also

8 passed a contract approximately 3 years ago with a

9 professional learning system that allows us to roster the

10 professional learning that teachers have to receive.

11 The importance of that is there is

12 accountability, that if you're on the roster, only after

13 you engage in the professional learning are we able to see

14 a record of that as well as vice versa. If you're not, if

15 you don't take the training that's necessary, or if you're

16 a new hire and you come in, we see that you haven't taken

17 the training. We are able to work with not only our Chief

18 Academic Officer, but also our Chief of Schools to

19 communicate that information directly to principals with

20 clear expectations about training.

21 So, you know, that is part of our work that

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1 we're doing this year. We have those systemwide

2 professional development days. We're looking at the data

3 that we have for rosters, whether we're talking about ESOL

4 literacy or mathematics to identify where those gaps are

5 and then making those training opportunities mandatory,

6 that we're working with principals directly and executive

7 directors.

8 Because part of the questions that you're

9 asking, and rightfully so, Read 180 is based on site

10 licenses for individual students. We have the data

11 showing that we have students in need at the secondary

12 level of this comprehension, support in schools. But we

13 have to implement it with fidelity to see the growth that

14 Read 180 as a former principal, both middle school and

15 high school, I used it. It was scheduled in my buildings.

16 There are Lexile regular, you know, assessments

17 that you give the students so that you can see their

18 progress and their growth. I think what we need to do is

19 to make sure that we have all of those systems in place.

20 We're able to see from the system view what the Lexiles

21 are looking like of our students, whether or not it's

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1 showing growth, so we can make an informed decision when

2 it comes time to the spring of whether or not this is a

3 program that we need to continue or whether we need to

4 take a look at a different product.

5 But our first step needs to be ensuring

6 implementation with fidelity at the secondary level across

7 our schools based on our student data.

8 MS. DOMANOWSKI: So my only concern with that

9 is we -- our data is showing that our students are not --

10 are below where they should be on an average in the

11 secondary level, and we've had this for three years.

12 And you're saying that if it's taught with

13 fidelity, there is the growth, but that's a smaller --

14 it's a smaller group of students as opposed to on the

15 whole.

16 So I'm just concerned about throwing more money

17 into this when we don't know that it's actually working.

18 For all the students, not just the ones that are getting

19 it with fidelity, but for all those students, and are we

20 categorizing the tier or are we evaluating Tier 2? Are

21 they maybe needing Tier 3, and not this Tier 2?

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1 DR. YARBROUGH ROGERS: So I would ask Dr. Craft
 2 to speak to Tier 2 versus Tier 3, how we make those
 3 specific determinations. But I can share with you in
 4 terms of Read 180 and the data, for the -- I -- you have
 5 to double-check the numbers, but a large percentage of the
 6 students you're going to see at least 1-1/2 years of
 7 growth.
 8 And when I talk about implementation with
 9 fidelity, I'm saying that it can't be a pullout group. It
 10 can't be when it's convenient. It needs to be in your
 11 schedule. A teacher that is trained, that you're teaching
 12 the lessons, that you're doing the centers, that you're
 13 doing the regular assessments to make sure that your
 14 students are meeting, you know, making progress as you go
 15 throughout the year.
 16 That's what we can't sit at the Board table
 17 right now and say that across the board in all of our
 18 schools, we can guarantee you that Read 180 was taught
 19 with fidelity in all of our secondary schools. What we
 20 can say is that we have the data based on test scores and
 21 other pieces of data that Dr. Craft and Ms. Shay can speak

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1 to specifically that identify students who have needs in
 2 comprehension, which are, you know, those Tier 2 and then
 3 you go to the Tier 3 where you were speaking about Orton-
 4 Gillingham, as well as I believe we have at least one
 5 other Tier 3 programs that we're providing.
 6 Many times for our students who have
 7 individualized education programs, IEPs, where there is a
 8 monitoring system and a requirement that is more stringent
 9 than the Tier 2, that this is part of our work. As we
 10 move forward with increasing academic achievement that we
 11 have to make sure that we're providing the resources to
 12 our teachers. We're giving them the time, and we're
 13 providing the feedback and the support, as well as
 14 ensuring that our administrators are well versed so they
 15 know what they're looking for and that they're going into
 16 the classroom giving feedback.
 17 But I would invite Dr. DiDonato, Dr. Craft, Ms.
 18 Shay to share specifics around Tier 2 versus Tier 3.
 19 UNIDENTIFIED SPEAKER: So thank you. These are
 20 all great questions. So I'm going to try to go through
 21 them, but if I missed one, just come back to it.

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1 So how do we know it's working? And so I would
 2 say that we have some evidence of efficacy in looking at
 3 not only the amount of growth in terms of Lexile, which
 4 also correlates to grade level. So how many grade levels
 5 did they grow?
 6 But we also look at other things like Map R.
 7 We look at things like their CBAs. So we look at
 8 multiplitude (sic) of things, including GPAs. Do we start
 9 to see what's happening in reading, transfer to other
 10 places? And so we look at several things. We don't want
 11 to just look at any one thing, but we want to look
 12 holistically.
 13 What I can say about Read 180, having actually
 14 taught Read 180 myself, is that it does breed success, and
 15 I have seen students at the high-school level use Read 180
 16 and go on to college and placed into college-level English
 17 and not need remedial courses.
 18 It is also listed on the ESSA evidence database
 19 as one of the only secondary reading interventions that is
 20 approved. And so if there are pockets where it's not
 21 working, I would suggest that we have some work to do

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1 around is there implementation fidelity? Is the -- have
 2 all the scheduling considerations been made? And so those
 3 are the things that we've been leaning in on.
 4 And so each year I would say we're doing a
 5 little bit better, and you're right. We have been doing
 6 it for a couple of years. The first year was a very small
 7 pilot. And then the second year was actually the tutoring
 8 grant. And so most of our money was spent towards that
 9 tutoring grant for reading, which is it was a very
 10 different model. That was that after-school model, not
 11 the, you know, class period.
 12 And so I would just offer that there's a couple
 13 of different things which is like the first year we had
 14 three schools that were doing it. And so you're not going
 15 to see -- so when you say our secondary scores still don't
 16 look good, right? It was a very small pilot tutoring
 17 grant and then now I would say we're actually in a really
 18 good routine.
 19 And so some of the things that we've done to
 20 ensure that we are helping students move is what is the
 21 placement? How do we place them? How do we exit them?

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1 What data sources are we using? And the other thing
 2 that's really exciting and we have partnered really
 3 closely with the schools to do data meetings three times a
 4 year.
 5 And so the administrator and the reading
 6 contact are there. We review beginning of the year data,
 7 mid-year data and end of the year data which allows us to
 8 not wait for a whole year to pass and say I don't think
 9 something's working, so we really can course correct mid-
 10 year if we see something's not happening.
 11 And so while we shared the overall data for the
 12 end of the year, we also looked at mid-year. We look at
 13 how many minutes are students on the software? What are
 14 they doing? How are they progressing? Have they
 15 completed a zone? All of those things are indicators to
 16 success.
 17 So then for your other question about Tier 2
 18 versus Tier 3, so Read 180 actually qualifies as a Tier 2
 19 or Tier 3. What is going to change between a Tier 2 and
 20 Tier 3 is intensity, so that could be the amount of time
 21 that they get it. So instead of being a period every

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1 other day, they would get it every day.
 2 You could also reduce class size. So instead
 3 of having a class of 18 to 21, you might say we're going
 4 to have 8 to 10 students and really have it intensely, and
 5 so it can be used for both. We also know it's not -- it
 6 doesn't meet everyone's need and so progress monitoring is
 7 a really important part of that. And that we don't
 8 continue to do something that is not moving student data
 9 and not just holistically, but for each individual
 10 student.
 11 Is this working for this student in particular?
 12 And so those are a couple of things that we are doing to
 13 ensure that students have what they need and if they need
 14 it a Tier 3, if Tier 2 is not working, we always go back
 15 and say, well, what do they need? And as a team approach,
 16 we say do they need Tier 3?
 17 And one of the things that we do is if they
 18 need a Tier 3 and if for some reason there is not a
 19 teacher trained in the Tier 3, we don't say, oh well,
 20 we're going to offer that training in September. We
 21 actually will offer that training right then because we're

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1 not going to wait until the next year to say, okay, well,
 2 I think they need a Tier 3.
 3 If we decide mid-year they need a Tier 3, we're
 4 going to put in place what they need at that moment and
 5 we've done that. We've done -- we did that last year and
 6 we have done things from, you know, individually to
 7 training teachers if we have the certification ourselves
 8 to getting them into a national training, to whatever that
 9 is, so that students have what they need in the moment.
 10 MS. DOMANOWSKI: My only other thing is, we're
 11 not looking to have this replace any of the other Tier --
 12 UNIDENTIFIED SPEAKER: No.
 13 MS. DOMANOWSKI: You're not going to say --
 14 UNIDENTIFIED SPEAKER: 100 percent no. And we
 15 will always need a menu of support and while I can say
 16 great things about Read 180, it doesn't work for everyone.
 17 And so there's lots of thing -- and so I will never say,
 18 well, Read 180 is going to work for everyone that meets
 19 this kind of profile. Not really.
 20 And so that's our responsibility to say if it's
 21 -- it will work for a majority and we know that. We have

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1 the efficacy behind it. ESSA has said it is highly rated.
 2 It actually has a strong evidence base and we also know
 3 that it's not going to work for everyone and we need to
 4 know what are our other options, if it's not working. and
 5 that we're not going to let an entire year pass before
 6 we're like, oh, wait, that didn't work. We're not going
 7 to waste students' time.
 8 MS. DOMANOWSKI: And then from what you've
 9 heard from teachers and students, they like this program.
 10 They want to continue it. They don't see a need for an
 11 improvement or a change. That this is what they want to
 12 continue doing.
 13 UNIDENTIFIED SPEAKER: Yeah. And I think the -
 14 - and so we offer two different Tier 2 comprehension
 15 interventions at secondary. And what I will tell you is
 16 that 36 of our secondary schools offer Read 180.
 17 And so I think that just -- and they get to
 18 select. So we will go and we'll say so here is, you know,
 19 Program A in Read 180, here's program B and we'll talk
 20 about, you know, that, you know, how they're structured.
 21 You know what they need. And then schools get to select,

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1 if they don't already have something in place, which Tier
 2 2 comprehension do we want.

3 And so the topics are high interest and so when
 4 you say do the students love it? I mean, do students love
 5 being in reading intervention? I mean, I'm not going to
 6 lie to you and say that's -- then maybe not.

7 However, there are high-interest topics and
 8 they are -- they really do try to do real-world
 9 connections. So one of the things that they do,
 10 obviously, they have to publish a book and, you know, as
 11 soon as you publish, you start to date things. But what
 12 they do is for every single module, they come up with
 13 things that have come -- that they have vetted that have
 14 come out in the news in the, you know, past month.

15 And so a teacher can go in and say, okay, well,
 16 we're doing this on cyber security but -- and you know
 17 with this published 2 years ago, but I can give you
 18 something that was published last week.

19 And so I think that there is a both ends. So
 20 no, I don't think all of our students love being in
 21 reading intervention. And I do think that there is high-

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1 interest material and that there's enough choices. And in
 2 a bonus thing, in addition to trying to be engaging for
 3 students, is it's building background knowledge for their
 4 science and their social studies classes so that when they
 5 get to that content, they have seen it before. They've
 6 built vocabulary. They've built background knowledge
 7 which we like to think, then will also increase their
 8 success when they're in their content classes.

9 MS. LICHTER: Thank you. Other questions?
 10 Ms. Stolusky?

11 MS. STOLUSKY: Thank you so much for your
 12 dedication to reading. You guys work extremely, extremely
 13 hard. I just have a question about the training and then
 14 the teachers that have completed it, just based on need.
 15 And obviously, 135 hours of training is pretty intense.
 16 How many teachers do you need to complete the training?
 17 I'm just trying to figure out like what kind of scarcity
 18 there is for the students that need to get in this
 19 program.

20 UNIDENTIFIED SPEAKER: If I can just make one
 21 distinction. So when we are specifically referencing

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1 Wilson, there's a difference between the three-day
 2 training that we've trained. That's the 32 number of
 3 teachers that have gone through that. The certification,
 4 which is an important distinction for those Tier 3
 5 interventions like Wilson, that's the 135 hours.

6 And so that's just one thing to certainly
 7 understand. So we do make sure training. Ideally, we
 8 would love to have more teachers that go through 135
 9 hours, but we also have to remember that's 135 hours
 10 they're not in classrooms teaching really important
 11 evidence-based interventions.

12 So last year we were able to try to engage with
 13 teachers based on grant funding to offer -- we were able
 14 to purchase eight seats in the certification course. And
 15 we only had one taker and some of that also we just have
 16 to acknowledge teachers have a lot on their plate and
 17 we're trying to support that in the last several years, as
 18 this Board well knows, with teachers and everything else
 19 they're balancing.

20 So we hope to continue to recruit teachers.
 21 Dr. DiDonato and Dr. Craft and I were talking about

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1 working with partners and HR about ways to incentivize
 2 teachers so that this becomes a value add in the system.
 3 Blueprint talks about the teacher career ladder and
 4 including opportunities for teachers to have within the
 5 system opportunities for teacher leadership where they can
 6 actually have an opportunity to grow. So we think that
 7 might be another source, both of funding and potential for
 8 us to invest in that opportunity for full certification.

9 UNIDENTIFIED SPEAKER: In addition to that, I
 10 would just like to offer that we have 37 secondary
 11 educators that have participated in letters, which is not
 12 Wilson certification, but it is on the science of reading
 13 and it is a very intense course.

14 And so I think that's really exciting to say
 15 that, you know, while we might not have somebody, well, we
 16 have one in the 135-hour certification that we are
 17 continuing our journey of learning around -- learning
 18 science and how the brain learns to read. And so that's
 19 important, and so I think that sometimes we have to think
 20 about it and that it's not a binary, that we -- so at NEO
 21 this year, every single teacher that came in that was --

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1 that is teaching a literacy intervention got an
 2 introduction to the science of reading. Right, just one
 3 step. But we said it's important enough that when they
 4 walk in the doors, we're going to say, let me tell you
 5 about the science of reading.

6 We have the letters cohorts that are going on
 7 that we have encouraged secondary teachers and we have
 8 already have 37 teachers that have done that, and we have
 9 offered multiple opportunities in our professional study
 10 days that we have had over 167 secondary educators
 11 participate in trainings around the science of reading.

12 And so we are going to continue to put those
 13 things together. I'm going to continue to fill up those
 14 seven spots so that maybe in the future, I'll be back here
 15 saying I need some more money so I can get more Wilson
 16 certification level one.

17 But, you know, right now, I think that's where
 18 we are and we continually look to improve and I continue
 19 to ask anybody that has had that initial three-day
 20 training like, has something changed? Would you like to
 21 be interested in that and, you know, we will continue to

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1 really try to get people that are in a place that they can
 2 do it and incentivize it. Like, can we use the blueprint
 3 in our favor? Can we do -- what can we do to say, like,
 4 this is important and we want to recognize if you do 135
 5 hours in something, that you get recognition for that.

6 MS. LICHTER: Thank you. So do I have a motion
 7 to approve item -- oh, there's some more questions.

8 Ms. Pumphrey?

9 MS. PUMPHREY: I just want to go back to
 10 something that Dr. Rogers mentioned. You said about
 11 implementation and accountability and you specifically
 12 mentioned this year. So I just want to be sure that I'm
 13 clear. So what I'm hearing is that there are changes
 14 being made this year as far as implementation and
 15 accountability and implementation with fidelity.

16 DR. YARBROUGH ROGERS: You heard that
 17 absolutely correct.

18 MS. PUMPHREY: Okay. Thank you.

19 MS. LICHTER: Ms. Henn?

20 MS. HENN: Thank you, and thank you for this
 21 presentation and answering our questions and I appreciate

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1 it. The Contracts Committee, as well, because we know we
 2 asked a lot. It sounds as if we definitely need capacity
 3 in terms of offering these interventions to our students.
 4 And can you speak more as to what our challenges are with
 5 doing so?

6 I'm hearing that we're not offering Orton-
 7 Gillingham, that there hasn't been a cohort in months. If
 8 teachers that are motivated and are interested in getting
 9 this, how do they go about it? Is it a funding issue?
 10 We're going into budget season. How can the Board help
 11 get the right services to the right students and all
 12 students?

13 UNIDENTIFIED SPEAKER: I love that question,
 14 especially the way you framed it for help. I know Dr.
 15 DiDonato was checking, but the first thing I wanted -- we
 16 -- I would certainly say any teacher that's contacting you
 17 that's struggling, certainly always point them in our
 18 direction because we have not stopped Orton-Gillingham
 19 training. So I want to clarify that.

20 We have offered cohorts of up to 90 teachers a
 21 year for three years. It was a primary focus of the

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1 Maryland Leads Grant funding that you may recall. So
 2 those are two different questions.

3 I first just want to clearly state we have not
 4 stopped, nor will any funding detract from that plan. So
 5 just so I can dispel that misunderstanding. But the
 6 second question about teachers that are interested if
 7 they're not seeing the cohorts advertised or they need any
 8 additional support, certainly send them our way.

9 UNIDENTIFIED SPEAKER: Right, just to put some
 10 numbers behind that. So as of July 1, 2023, we had 150
 11 licenses for 140 teachers to register for the training, so
 12 120 registered for Orton-Gillingham plus and 24 more -- 24
 13 morphology. So we do have course availability for
 14 teachers. We do have funds to support that, so it is
 15 absolutely moving forward. So again, but what I'm
 16 hearing, though, is what is our communication mechanism
 17 for staff to ensure that they are aware of training
 18 opportunities? How are we communicating with them? And
 19 that is just as important as making it available is that
 20 they're aware of the availability.

21 MS. HENN: Thank you. And ensuring we have the

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1 capacity and that we can meet the demand where our
 2 students are, and I appreciate, Dr. Craft, you saying that
 3 we don't wait to find out that something's not working
 4 because we know how important early intervention is.
 5 UNIDENTIFIED SPEAKER: If we still have a half
 6 a year, there's a lot that can be done in half a year.
 7 And I just want to -- I know we're talking about secondary
 8 tonight. So those numbers sound really small and I just
 9 want to offer that we have 338 elementary, and I know
 10 we're not talking about elementary, but I don't want you
 11 to walk away being, like, that sounds like if you've been
 12 doing it for three years just to -- you know, we'll -- and
 13 I know that you all have invited me back to talk about
 14 elementary, and I'd be happy to. But just to say that we
 15 do have 338 in the elementary that are trained.
 16 So we continue to want to increase the
 17 secondary, but there have been a substantial amount of
 18 educators trained in OG. And, you know, we really want to
 19 work it -- intervention to that -- those numbers we talked
 20 about in our intervention triangle. Right? So at the
 21 secondary level that we have so few students in

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1 intervention because they've gotten what they needed in
 2 elementary and middle. By the time they get to high
 3 school, it's a handful.
 4 UNIDENTIFIED SPEAKER: And (indiscernible) --
 5 MS. HENN: Hopefully, build up bigger numbers
 6 to bring back and it'll show, because I think -- and
 7 hearing your -- the context and the implementation details
 8 really helps put -- this Board put it into perspective.
 9 Because I do think we're asking for more data, but you
 10 know until it's more widely implemented, it's hard to --
 11 you know, those numbers just don't exist, it sounds like,
 12 right?
 13 But when you're asking to increase the spending
 14 authority --
 15 UNIDENTIFIED SPEAKER: But we have a solid plan
 16 this year.
 17 MS. HENN: We want to see --
 18 UNIDENTIFIED SPEAKER: We have an amazing
 19 partnership on the school side with Dr. Jones, with Doctor
 20 DiDonato. We actually had a really exciting meeting today
 21 talking about just kind of a reset, right? And saying

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1 like what is it we expect? How are we going to do it and
 2 how are we going to partner together knowing that
 3 curriculum and schools have to be braided together for
 4 students and teachers to benefit? And so I'm really
 5 invigorated. I'm excited and I already see the steps in
 6 motion.
 7 MS. HENN: Thank you.
 8 MS. LICHTER: Thank you.
 9 So at this point, I'm going to get a roll call
 10 vote on the motion to approve item N-9.
 11 Do I have a motion to approve item N-9?
 12 MS. PUMPHREY: So moved, Pumphrey.
 13 MS. LICHTER: Thank you. No second is needed
 14 since the recommendation came from the committee. May I
 15 have a roll call vote, please?
 16 MS. GOVER: Ms. Domanowski?
 17 MS. DOMANOWSKI: Yes.
 18 MS. GOVER: Mr. Young?
 19 MR. YOUNG: Yes.
 20 MS. GOVER: Ms. Frempong?
 21 MS. FREMPONG: Yes.

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1 MS. GOVER: Ms. Stolusky?
 2 MS. STOLUSKY: Yes.
 3 MS. GOVER: Ms. Henn?
 4 MS. HENN: Yes.
 5 MS. GOVER: Ms. Harvey?
 6 MS. HARVEY: Yes.
 7 MS. GOVER: Ms. Drummond? Ms. Drummond?
 8 MS. DRUMMOND: Yes.
 9 MS. GOVER: Thank you. Ms. Pumphrey?
 10 MS. PUMPHREY: Yes.
 11 MS. GOVER: Dr. Savoy? Dr. Savoy?
 12 DR. SAVOY: (No audible response.)
 13 MS. GOVER: Mr. McMillion?
 14 MR. McMILLION: Yes.
 15 MS. GOVER: Ms. Booker-Dwyer?
 16 MS. BOOKER-DWYER: Yes.
 17 MS. GOVER: Ms. Lichter?
 18 MS. LICHTER: Yes.
 19 MS. GOVER: Thank you.
 20 MS. LICHTER: Okay. The contract passes.
 21 Thank you, and thanks for answering -- if you think that

<p style="text-align: right;">Page 138</p> <p>1 was a lot of questions, you should've seen them at the 2 Curriculum Committee. So that was just a fraction of what 3 we put them through the other day. But it's very good 4 discussion and definitely needed.</p> <p>5 The next item on the agenda is the report on 6 academic achievement, 2023 opening of schools, and for 7 that I call on Dr. Rogers.</p> <p>8 DR. YARBROUGH ROGERS: Thank you. At this 9 time, I'd like to invite Dr. Jones, Chief of Schools, Dr. 10 DiDonato, Chief Academic Officer, and Mr. McCall, Chief 11 Human Resources Officer, to the table.</p> <p>12 We can start with the first slide.</p> <p>13 I want to thank the Board for the opportunity 14 to provide a report on the opening of schools, truly 15 speaking to our four identified priorities. First slide, 16 please.</p> <p>17 As everyone is aware, we've identified our most 18 urgent priorities across Team BCPS. In order to 19 prioritize our student needs and move forward, we must 20 focus on academic achievement, highly effective teachers, 21 leaders and staff, safety and climate in schools and</p>	<p style="text-align: right;">Page 140</p> <p>1 real time, not for future students, but the students that 2 sit in the classes in front of us</p> <p>3 And lastly, the data analysis that needs to 4 happen in schools, as well as in Central offices, requires 5 that we all engage in high-quality practices that reflect 6 high expectations for all students.</p> <p>7 And so our next slide really speaks to how 8 we're going to do the work. This is not new information 9 for Team BCPS. This is our theory of action in all things 10 that we do. We endeavor to make sure that we are 11 embracing and engaging all stakeholders to speak to their 12 experiences, to speak to the needs and authentic 13 collaboration, empowering them to speak freely and also to 14 be a part of the problem solving. And only if we are both 15 engaging and empowering a variety of stakeholders will we 16 be able to move forward and ensure that our students and 17 staff, and ultimately Baltimore County Public Schools, is 18 able to excel.</p> <p>19 So at this time, I turn it over to our Chief 20 Academic Officer to share some of the work of Division of 21 Curriculum and Instruction.</p>
<p style="text-align: right;">Page 139</p> <p>1 offices, and an infrastructure that increases efficiency. 2 Next slide, please.</p> <p>3 If we take a deeper look at academic 4 achievement, we have identified four focus areas for this 5 school year: English language arts, mathematics, ESOL, 6 and special education. We must commit to engaging 7 professional development for all of our teachers, 8 professional development focused on content, focused on 9 leadership and data analysis so that we can respond to the 10 needs of our students.</p> <p>11 We will also continue to move forward with best 12 practices and Dr. Jones will speak about the books and the 13 resources that we are using as leaders across Team BCPS to 14 move forward and implement evidence-based strategies in 15 our schools.</p> <p>16 We must implement curriculum with fidelity. 17 That includes following pacing and making sure that all 18 students have the opportunity to participate in our 19 curriculum-based assessments so we are able to determine 20 their progress and opportunities for us at Central office 21 and at the schools to meet the needs of our students in</p>	<p style="text-align: right;">Page 141</p> <p>1 DR. DIDONATO: Okay, if you could put the slide 2 back up, that would be great. All right. Fantastic. So 3 within the Division of Curriculum Instruction, as you can 4 see, there are four departments: teaching and learning 5 that you've got to meet with Ms. Shay earlier this 6 evening; academic programs and options; our Department of 7 Special Education and our Department of Academic Services.</p> <p>8 Together, the effective implementation of 9 curriculum, the provision of academic programs and options 10 and services to support individual students at schools 11 within the community and throughout their elementary 12 through secondary experience.</p> <p>13 Our goal is to identify and develop those 14 culturally responsive curriculum and instruction for the 15 students, ensure that we are consistently supporting 16 implementing high-quality curriculum, and I think that's 17 been a recurring theme for recurring theme that you've 18 heard this evening about the consistent implementation of 19 curriculum, providing meaningful outcomes and outcome- 20 based professional learning, again measuring the 21 effectiveness of our professional learning.</p>

<p style="text-align: right;">Page 142</p> <p>1 Are we providing staff with the training that</p> <p>2 they need so that we are seeing the outcomes in the</p> <p>3 classroom that we want to see with our students? And then</p> <p>4 examining data to evaluate the implementation of</p> <p>5 curriculum. So that's not only looking at our student</p> <p>6 achievement data, that's looking at observational data</p> <p>7 from our school administrators within school buildings, so</p> <p>8 that, again, we are looking at the quality of the</p> <p>9 professional development that we're providing and how to</p> <p>10 continuously support teachers so that they can better</p> <p>11 instruct and support our students. Next slide.</p> <p>12 Focusing on the four academic areas that Dr.</p> <p>13 Rogers just shared with us, academic achievement for</p> <p>14 English language arts, we've heard a lot about our</p> <p>15 secondary need to support our striving readers. This</p> <p>16 gives you some information about our elementary students.</p> <p>17 As you know, we implemented HMH into reading this school</p> <p>18 year. On the slide, you can see that about approximately</p> <p>19 82 percent of our elementary students -- elementary</p> <p>20 teachers participated in the initial getting started</p> <p>21 professional learning.</p>	<p style="text-align: right;">Page 144</p> <p>1 We are also providing professional development</p> <p>2 to our reading specialists to ensure that those people who</p> <p>3 are in the schools supporting our students and supporting</p> <p>4 our teachers have the same high-quality professional</p> <p>5 development and continue to support the teachers as they</p> <p>6 continue to grow in their content knowledge. Next slide.</p> <p>7 Academic achievement in ESOL, again, another</p> <p>8 initiative that you saw that's come to fruition this</p> <p>9 school year is the decentralization of our ESOL centers.</p> <p>10 On the screen, you'll see a list of the schools that began</p> <p>11 welcoming back their neighborhood students for the 23-24</p> <p>12 school year. Part of that process was ensuring that those</p> <p>13 schools were provided with high-quality professional</p> <p>14 development so that the teachers understood different</p> <p>15 pedagogical approaches that they needed to support English</p> <p>16 language learners within their classroom.</p> <p>17 Two focal areas for us were something called</p> <p>18 SIOP, which is sheltered instruction observation protocol</p> <p>19 that really talks about different instructional strategies</p> <p>20 and pedagogy that can be used, not only in ESOL classes,</p> <p>21 but also throughout all content areas.</p>
<p style="text-align: right;">Page 143</p> <p>1 As of August 22nd, as well as about 80 percent</p> <p>2 of our teachers participating in the second training,</p> <p>3 which is prioritized plan and pace your instruction.</p> <p>4 While we do not have 100 percent of our teachers</p> <p>5 participating, we absolutely have identified that as a</p> <p>6 need. On September 15th as well as September 25th,</p> <p>7 teachers will have the opportunity to complete those</p> <p>8 trainings if they have not done so thus far.</p> <p>9 While the September 15th Professional Study Day</p> <p>10 is a school-based professional study day, many</p> <p>11 administrators have selected to utilize that time to</p> <p>12 ensure those teachers who were unable to attend the</p> <p>13 training or who were hired late will have that opportunity</p> <p>14 at that time. Additionally, we are using a mirror</p> <p>15 learning which is a screening tool. It's part of HMH to</p> <p>16 identify potential skill gaps in the five pillars of</p> <p>17 reading and to ensure that we are providing intervention</p> <p>18 for our youngest students immediately and quickly so that</p> <p>19 we can intervene and we are stopping the progression of</p> <p>20 our students moving to secondary schools who are reading</p> <p>21 below grade level.</p>	<p style="text-align: right;">Page 145</p> <p>1 We were very glad to see that not only did ESOL</p> <p>2 teachers at these schools attend the training, but all</p> <p>3 schools had at least 50 percent of their teachers attend</p> <p>4 day one of the SIOP training, which is again showing the</p> <p>5 commitment of all teachers within the school to embrace</p> <p>6 their multilingual learners as they're returning to their</p> <p>7 neighborhood schools.</p> <p>8 We've also provided professional development</p> <p>9 and training on Elevation, which is a data platform that</p> <p>10 not only provides information as far as a student's</p> <p>11 English language proficiency levels, but the skills that</p> <p>12 you can expect them to do based on those English language</p> <p>13 proficiency skills so that we can look at where our</p> <p>14 students now, what skills should they be able to</p> <p>15 demonstrate consistently in the classroom, and then what</p> <p>16 are those skills we need to strive and push them towards</p> <p>17 based on the We Can Do statements, which is the assessment</p> <p>18 tool that we use.</p> <p>19 Elevation also provides modules of professional</p> <p>20 development for teachers so they can even extend their</p> <p>21 professional learning beyond just the base training.</p>

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1 We've also provided paid opportunities for teachers if
 2 they would like to participate in that -- those additional
 3 training modules after the school day. Again, exciting
 4 data points with over 80 percent of our staff in these
 5 schools completing the primary Elevation training. So
 6 again, that is showing a holistic approach of a school to
 7 really welcome and embrace their students back to their
 8 neighborhood schools.

9 Academic achievement in math. We're going to
 10 look a little bit at our secondary math. As you know,
 11 Algebra 1 is an area of very big focus for us. The
 12 consistent high-quality implementation of illustrative
 13 math is going to be a continued focus for this school
 14 year. While it was implemented last school year, we do
 15 understand that there is a need for ongoing training that
 16 also provides the follow-up training to our school
 17 administrators so that when they are visiting classrooms
 18 and providing that instructional feedback, that is
 19 consistent with the pedagogical approaches identified
 20 within the curriculum.

21 On the screen, you'll see some of the trainings

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1 that have been provided already, as well as some next
 2 steps that we're taking. So this summer, we offered our
 3 Algebra 1 Academy on Professional Study Day, which was our
 4 systemwide Professional Development Day on August 22nd,
 5 during the first duty week for teachers, all math teachers
 6 who teach either math in and grade 6, 7, 8 Algebra 1,
 7 geometry or Algebra 2 were provided with professional
 8 development on the use of illustrative math.

9 Additionally, our math teachers have monthly
 10 department chair meetings, so again, building the
 11 knowledge and skills of all staff within the school. So
 12 those teachers that are working directly with students,
 13 the department chairs who are teaching courses and working
 14 directly with students, but who can also then support
 15 their teachers as well as the school administrators.

16 Dr. Rogers also mentioned our focus on
 17 monitoring curriculum-based assessment implementation and
 18 the data analysis. So if we see that student (inaudible)
 19 a certain section or a certain math course are not making
 20 progress. What are we doing about it? Both centrally as
 21 well as at the schoolhouse? So are we then looking at the

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1 instructional implementation? Are we looking back at our
 2 professional learning catalog to see have teachers
 3 attended multiple trainings, or did they just go to one,
 4 maybe last year? And we need to redo some things to
 5 support them with supporting their students.

6 So really looking at the data across variables.
 7 So not just the quantitative but the qualitative of what
 8 we see happening within the classroom.

9 Next slide. Okay, academic achievement and
 10 special education. So our Office of Special Education
 11 embarked on a strategic planning goal for this summer
 12 where they really looked at identifying both three-year
 13 and five-year priorities to enhance our services to
 14 students with -- who receive special education services.

15 Part of this process was really unpacking some
 16 of the challenges that Baltimore County has historically
 17 faced with providing special education services and
 18 acknowledging that and then identifying what our next
 19 steps to move forward, focusing on three areas: people,
 20 services and culture. So again, looking at the
 21 professional development that we're providing to teachers.

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1 So are we providing them with training that is
 2 helping them feel confident in the classroom, that's
 3 providing with the strategies that they need to work with
 4 the students that they're serving? And so that they can
 5 continue to make progress with students.

6 So special educators have a unique job and role
 7 because it's not just teaching the students within the
 8 classroom. It's also working with families in the team
 9 process, developing IEPs, understanding goals and
 10 objectives for students. So it is a two-pronged training
 11 approach, so it's not just a content and pedagogy. But it
 12 also is those other administrative responsibilities that
 13 come with the role of a special educator.

14 Looking at our services and resources that
 15 we're providing to students, so how are we providing
 16 consistent services and supports to students?

17 Again, one of the points that came up this
 18 evening with the closure of Campfield was how are we going
 19 to continue to provide those consistent services and
 20 supports to students once they leave Campfield and go back
 21 to their neighborhood schools?

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1 This would be part of our services and our
 2 commitment to provide consistent services, no matter what
 3 school a student attends within Baltimore County. And
 4 looking at the culture, so what are we doing? And this
 5 goes back sort of to the Campfield discussion. What are
 6 we doing to create that culture of welcoming and embracing
 7 our students into our schools, welcoming their families,
 8 ensuring that parents feel like they do have a voice,
 9 whether they're participating in an IEP team meeting or
 10 coming to register their student, or coming to observe in
 11 the classroom? So they are very focused on these three
 12 areas.

13 You can see some of the performance goals.
 14 They've identified measurable outcomes for themselves that
 15 they're going to continue to monitor throughout the school
 16 year, both looking at surveys from special educators with
 17 regards to do they feel supported? What are the trainings
 18 that they need? As well as looking at are we looking at
 19 outcomes for students meeting those expectations?

20 So working together in continued partnership,
 21 I'm going to turn it over to my partner, Dr. Jones, to

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1 talk about the Division of Schools.

2 DR. JONES: Thank you, Doctor DiDonato, and
 3 good evening, everyone. I'm very excited to talk about
 4 the work of the Division of Schools. This summer, we
 5 participated in the leadership retreat, and our focus was
 6 really around our core work and how that work aligns with
 7 our four priorities.

8 One of the things that we're really focusing on
 9 in the Department of Schools is growing our principles as
 10 instructional leaders, and what Dr. Rogers has done is
 11 allocated the funding and the resources to support what
 12 the research says about effective principal supervision
 13 and support.

14 So we've reduced the number, or the span of
 15 control as the research refers to, of schools that our
 16 principal supervisors or executive directors and I'll use
 17 that term interchangeably, are responsible for and in
 18 doing so, we use research from the Wallace Foundation, the
 19 Center for Educational Leadership and just best practices
 20 for school improvement, which we'll talk (inaudible).
 21 With that being said, our current structure, as

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1 I stated, reduces the number of schools, the assigned
 2 schools to executive directors. But we also have a
 3 network that we're referring to, a network of school
 4 improvement and support, that one of our executive
 5 directors actually is building a team around to make sure
 6 that our schools that have been identified locally and/or
 7 as it relates to CSI and TSI get the differentiated
 8 supports that they need.

9 We'll also talk about organizational
 10 development and leadership on this slide. As we know, one
 11 of the core tenants or priorities is highly effective
 12 teachers, leaders and staff. And so we're really working
 13 to kind of make visible and align our supports. We talked
 14 about that a little bit earlier around building our
 15 teachers' capacity but also thinking about what is it that
 16 our leaders need in this moment to be able to do some of
 17 this continuous improvement work and turnaround work?

18 So we're looking at all of our schools in terms
 19 of the work that can be accomplished and we're very
 20 excited about that. You'll also see on this slide through
 21 a restructure of support and supervision to school that we

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1 have our social emotional supports. We have school safety
 2 and we have Office of Athletics, which we'll talk about a
 3 little bit more. Next slide, please.

4 So here you have the two books that Dr. Rogers
 5 referred to earlier, Schools that Succeed and Districts
 6 that Succeed, and there are several great nuggets within
 7 these books. And we've had a very, very great response in
 8 terms of educators throughout the school system still
 9 calling the office for books as early as today because
 10 there are just some practical tidbits in the book.

11 And one of the things that I wanted to
 12 highlight for us to really consider is these research-
 13 based essentials that align with the four priorities. We
 14 know, and the research says, that if we have effective
 15 leaders, collaborative teachers around teaching and
 16 learning, ambitious instruction or viable curriculum, and
 17 we have family engagement, the book refers to it as
 18 involvement. I like to use our term around engagement and
 19 then this idea of safe and supportive environments, then
 20 we can really think about organizational coherence and/or
 21 research-based strategies that bring about school

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1 improvement.

2 And this summer, in addition to our leadership

3 retreat we made sure that the time that we had together

4 with the principals was really spent on meaningful work

5 and the right work. So we're constantly going to be

6 saying, and you're going to hear us say, what does the

7 research say? What do the evidence-based practices say?

8 And how do we shift and really create this paradigm shift

9 within the school system, just around what we know works

10 for all of our students, whether our students need support

11 with reading, whether they're on grade level.

12 And we had a conversation more recently about

13 how are we continuing to push some of our high-performing

14 students? So we're doing that, again, through book

15 studies and/or these practical principles.

16 I did want to highlight that this summer, we

17 had about 900 teachers go through NEO and we're really

18 excited about that. We were grateful and excited about

19 meeting with our 6th and 9th graders to give them some

20 practices just around orientation and getting to know

21 their schools. We're really looking at, as everyone

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1 knows, 6,9 and, of course, even 10th grade, just what's

2 happening in those grades.

3 We believe with this renewed focus and our work

4 over the summer and through the opening of schools that if

5 we provide high-quality support to schools, if we

6 establish a common vision and mission for our goals,

7 focusing on academic excellence and educational equity,

8 that we will be able to use the data to make some informed

9 decisions for our students.

10 And one of the key tenets of school improvement

11 is really implementing intervention strategies. So I was

12 very excited about the conversation that took place

13 earlier, as someone who actually led the work of Read 180

14 in a previous school setting.

15 So we're excited about, again, new principal,

16 new assistant principals and the aspiring work that is

17 being accomplished in our schools. Next slide, please.

18 I'll quickly go through this. I feel like Ms.

19 Lichter actually presented this slide in the sense of this

20 idea of here for an attendance campaign, just very, very -

21 - also very excited, again, about the research-based

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1 foundational tenets of this program, which is aligned to a

2 lot of the attendance works. Work that is out there and

3 so I'm not going to kind of go into that or much further

4 into that except for the fact that we are very excited

5 that not only are our schools accountable for what's

6 happening with our students in terms of chronic

7 absenteeism and attendance, but we're also holding

8 ourselves as central office leaders accountable to that

9 support.

10 I want to highlight on this slide, too, our

11 Focus app for mental health resources. We do believe in

12 the importance of making sure that our students get

13 exactly what they need and the Department of Social

14 emotional supports, which also focuses on health and

15 wellness, is committed to creating a culture of positive

16 school attendance through the Here Forward attendance

17 campaign, but also thinking about those programs that

18 speak to the health and mental wellness of our students.

19 I don't want to forget about athletics in this

20 moment. We are very excited to have athletics in the

21 Division of Schools. I am learning more and more and more

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1 about sports and just the ambitions and the goals of our

2 student athletes. So I'm very excited about having Mr.

3 Sye and his team and the athletic programs. Next slide,

4 please.

5 Safe and supportive environments. The Safe

6 Schools Conference was another big success this year. We

7 had 700 administrators this summer go through the program,

8 including teachers, school counselors, school social

9 workers, school psychologists, athletic directors and

10 school resource officers.

11 In terms of safety assistance or student safety

12 assistance, we've been able to add an expanded amount of

13 safety assistance to our elementary schools and in total

14 we have 27 elementary schools that have been able to

15 experience the offerings of our Student Safety Assistance.

16 As we know, we have our SRO program, and I also

17 want to highlight, which is not on the slide, this coming

18 together around the code of conduct and revising the

19 conduct in a way that, again, creates that coherence, that

20 consistency and we were able to present those updates to

21 our leaders this summer.

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1 You have the slide before you. So there's so
 2 many things that, again, are happening. I did want to
 3 highlight the fact that we are looking at resources and
 4 grants to be able to fund some of our safety initiatives
 5 and programs. Grants have been submitted for a hate
 6 crimes grant, a safe schools grant and then a school
 7 safety grant, which is a programmatic grant to make sure
 8 our schools are safe.

9 Late but not least, on this slide, I want to
 10 highlight the Omni alert, which is the weapons detection
 11 that we know is going to be something that we are very
 12 excited about and is being rolled out beginning with high
 13 school, middle school and elementary school.

14 I could go on and on and on about all the work
 15 that we're doing in the Department of Schools, but I am
 16 going to turn it over to you, Mr. McCall, so that you can
 17 take it from here. And thank you.

18 MR. McCALL: Thank you, Dr. Jones, and good
 19 evening, again, Board members and Superintendent. This
 20 slide shows the number of new hires by employee groups
 21 represented in each of our bargaining units. That would

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1 be that of CASE, ESPBC, AFSCME and TABCO.

2 This year, as of September 8, 2023, we've hired
 3 15 principals, 35 assistant principals, 845.6 and that
 4 would be FTE teachers, 45 paraeducators, 30 office
 5 professionals, 15 -- excuse me, 16.5 bus drivers and 23
 6 bus driver trainees, and then also 31 cafeteria workers.
 7 Next slide, please.

8 When we compare the number of vacancies from
 9 last -- this time last year, we see that the number of
 10 teacher and cafeteria worker vacancies decreased by more
 11 than half. Specifically, you see that the number of
 12 teacher vacancies in early September of 2022 was at 360.4,
 13 as compared to our current teacher vacancies of 173.1.

14 In addition, there were 142 cafeteria worker
 15 vacancies in September of 2022 as compared to that of 63.
 16 Furthermore, we had 95 bus driver vacancies in September
 17 of 2022 as compared to 59.5 in September of 2023, which
 18 represents a 37 percent reduction.

19 Please note that even though a lot of work has
 20 been done this past summer, a lot of work still continues.
 21 And with that said, we're working diligently to hire

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1 highly qualified individuals to fill our remaining
 2 vacancies systemwide. Thank you.

3 DR. YARBROUGH ROGERS: Thank you. For the
 4 second half of our presentation, I'd like to call up our
 5 Chief of Staff, Ms. Charley-Greene, Director of
 6 Communications, Ms. Gboyinde Onijala, Chief Information
 7 Officer, Mr. Pedro Agosto, and Chief Operating Officer,
 8 Dr. Jess Grim.

9 MS. CHARLEY-GREENE: Good evening. Good
 10 Evening, Board members. Superintendent Rogers, we are
 11 excited to follow our esteemed colleagues and to share the
 12 work that's been happening as we do community outreach
 13 with our families. You've heard Dr. Rogers say several
 14 times that it's going to take all of us to be able to
 15 achieve the goals that we have for our system.

16 And it was really comforting, also, to hear Dr.
 17 Jones talk about what the research says about community
 18 engagement and the importance of it. The work that we do
 19 in the Department of Communications isn't just something
 20 that's nice to do. It is vital and a critical part of
 21 making sure that we see the change we expect to see in

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1 Baltimore County Public Schools.

2 So while the focus of this presentation is on
 3 the opening of schools, I'm here with the Director of
 4 Communications, Gboyinde Onijala, to talk about all the
 5 work that came before we opened schools. This summer, the
 6 Department of Communications held a number of events in
 7 preparation for the school year. If you could kindly go
 8 back one slide. There we go. Okay.

9 So over the summer and throughout the spring,
 10 our Superintendent has held 10 Meet the Superintendent
 11 events. And so our Department of Communications was there
 12 at all of those events facilitating those meetings and
 13 also capturing the feedback from our community and making
 14 sure that we are using that as we make decisions moving
 15 forward.

16 Our Superintendent has held two media avail.
 17 She's made herself available to the press and that will be
 18 a monthly occurrence. That is the work of our
 19 communications team reaching out to our media partners
 20 because our goal is to tell our own story and not be
 21 reactionary and allow people to tell our story for us.

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1 In addition to that, we held a partnership fair
 2 where we brought the largest number of partners together.
 3 With many of our school-based staff, we were able to make
 4 critical connections that we know are going to support the
 5 work that's going on in schools. The team launched the
 6 Back to BCPS campaign where we communicated prior to the
 7 start of school critical information that was going to be
 8 necessary for parents and students to understand what
 9 expectations were as they walked through those school
 10 doors on the first day of school.

11 We certainly supported the human resources
 12 campaign to engage in recruitment efforts and to make sure
 13 that we were trying to not only attract a highly qualified
 14 staff, but also to communicate with people inside of Team
 15 BCPS about opportunities that are available so they could
 16 share that information. That information was also shared
 17 with lawmakers, as well as our county partners, who were
 18 able to post and share that information on our behalf.

19 And then we certainly were very proud to have
 20 the largest number of participants at BCPS Fest than we've
 21 had in past years. The event continues to grow and

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1 continues to be an exciting way to start the school year.
 2 And you also know that our Superintendent
 3 shared information about Budget 101, which is something
 4 that is coming soon to our website and will be part of an
 5 ongoing series of information that goes out to the public
 6 to make sure that we are engaging and empowering them so
 7 they can lend their voice to these vital processes.

8 So that's just a little bit of a sneak peek
 9 into the work that led to the start of school and that
 10 will continue. As I said, those monthly press
 11 conferences, Budget 101, ongoing opportunities to engage
 12 with the Superintendent. You may look forward to those
 13 upcoming, but at this time, I will turn it over to the
 14 Director of Communications to share a little bit about why
 15 we are focusing on these efforts and how they fit in with
 16 our long-term strategic plan for communications and
 17 community engagement in BCPS.

18 MS. ONIJALA: Thank you, Ms. Charley-Greene.
 19 Next slide, please. Good evening, members of the Board.
 20 Last May, we presented information to the Board on a
 21 systemwide communications plan that is aligned with the

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1 goals outlined in our strategic plan and addresses the
 2 findings and recommendations in the efficiency review,
 3 specific to the communication needs of the system.

4 And so for the last year, the ongoing work of
 5 the Department of Communications and Community Outreach to
 6 support schools and offices and engage with Team BCPS, the
 7 Team BCPS community has focused on the five focus areas
 8 that you see on the screen outlined in our systemwide
 9 strategic communications plan.

10 Those areas are: improving accessibility for
 11 stakeholders; enhancing parent, staff and community
 12 engagement, and strengthening communications; expanding
 13 direct outreach to students; enhancing Central office
 14 collaboration; and cultivating stronger interagency
 15 partnerships.

16 So for the first focus area of improving
 17 accessibility for stakeholders. This focus area really
 18 has been about rethinking the mechanisms and platforms for
 19 outreach that allow more people to engage with critical
 20 system content as efficiently as possible.

21 Additionally, we've been taking a deeper look

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1 at how we differentiate our messages and adjust our
 2 content across various platforms to meet the needs of a
 3 very diverse Team BCPS community.

4 A significant part of this work and one area
 5 that I am extremely proud of has been the redesign of the
 6 BCPS website. We heard clearly from the community, staff,
 7 families that the former website design was not working.
 8 People could not find information. You would go type
 9 something in the search box and you would get results for
 10 something that you didn't search for. And so we heard
 11 loud and clear that it wasn't working.

12 And so the first phase of our redesign work has
 13 included the BCPS homepage and the landing pages for the
 14 main menu content. We have a new newsroom that provides a
 15 one-stop shop for all things community and staff messages,
 16 press releases, the Team BCPS newsletter, staff newsletter
 17 and more.

18 The second phase of the website redesign, which
 19 we are wrapping up, includes division and office pages.
 20 The third and final phase of the project will include
 21 school sites. So when completed, we are excited that the

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1 new BCPS website, office pages and school websites will be
 2 easier to navigate and will provide Team BCPS with timely,
 3 important information about our school system and schools.

4 I'm also pleased to share that since our last
 5 presentation to the Board, we launched a new effort to
 6 enhance community access to board meetings, community
 7 meetings, virtual town halls, the conversations that we've
 8 had around safety and more with the use of Swagit
 9 Productions. This is a full-service meeting, streaming
 10 and video management system. With Swagit, we're able to
 11 embed live streaming videos directly on our homepage and
 12 run content from BCPS TV 24/7 online.

13 So if you're up late at night and want to see
 14 some BCPS TV programming, you can go right to our website
 15 and get engaged with that content right there. And in a
 16 post-pandemic world, we know that the public has grown to
 17 expect live streamed and recorded public meetings from
 18 local government agencies and school systems.

19 And so what have we seen as a result of this?
 20 Increased engagement? We're talking hundreds of people
 21 tuning into our virtual town halls, engaging with us in

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1 the chat to share their comments, to share their feedback.
 2 We're seeing more precise closed captioning and greater
 3 reliability.

4 For the next area -- focus area of enhancing
 5 parent staff and community engagement -- the previous
 6 slide, please, and strengthening communications. So here,
 7 we're providing more targeted outreach to parents, staff
 8 and the community by leveraging underutilized and new
 9 communication tools. This includes the weekly staff
 10 newsletter that we launched last school year. We're
 11 really excited about that. A biweekly community
 12 newsletter that is shared with Team BCPS via social media
 13 and a new partnership newsletter that highlights the work
 14 and impact of our more than 700 Team BCPS partners.

15 We're leveraging text messages via School
 16 Messenger and alerts via the Parent-Focused Portal and
 17 Schoology.

18 In our review of system communication needs, it
 19 was evident that these tools had not been utilized to
 20 their full internal and external communications potential.
 21 Now, a significant part of that work to enhance engagement

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1 and strengthen communications has been building engagement
 2 with Spanish-speaking families through traditional media,
 3 digital media, collaboration with county agencies,
 4 nonprofit organizations and more.

5 We have more than 11,000 English learners in
 6 BCPS and more than 20,000 BCPS students have identified
 7 themselves as speaking another language. Of that 20,000,
 8 11,000 of those students speak Spanish.

9 From 2016 to 2021, the percentage of Spanish-
 10 speaking EL students grew from 55 to 68 percent. We want
 11 to ensure that we are meeting the communication needs of
 12 this rapidly growing population and providing timely,
 13 culturally responsive resources and information.

14 And so over the last year, we've created a new
 15 BCPS TV program called Television Bese Pe Ese (phonetic)
 16 where we unpack important system programs, initiatives,
 17 policies and rules and resources for Spanish-speaking
 18 students and families. Topics have included community
 19 schools, the SRO program, ESOL, understanding what
 20 resources are available to families and much more, even
 21 homework. How do I help my child? Families want that

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1 help and so we want to provide it to them in the language
 2 that they speak at home.

3 Noticieros Bese Pe Ese (phonetic). Short
 4 informational videos for social media on the website that
 5 provide highlights of things to know for the week, for the
 6 month. Again, this could be understanding our free meals
 7 program. This could be understanding parent/teacher
 8 conferences, how to prepare, what to expect.

9 We've created a more robust Spanish Facebook
 10 page where we provide not only important system
 11 information, but also connect the community to timely
 12 resources. Vocabulario Bese Pe Ese (phonetic), where we
 13 provide what we call functional terminology for newly
 14 arriving families and students. It breaks down what we
 15 call our edu-speak to everyday lingo for these families
 16 and students help them unpack these frequently used terms.
 17 When they hear IEP, when they hear these other things, you
 18 get confused. Your eyes kind of glaze over like there's
 19 so many terms. We want to help you understand.

20 Focus groups for Spanish-speaking parents,
 21 where they can share what they need from the school system

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1 as it relates to engagement and communication. We're
 2 providing live simultaneous interpretation at system
 3 events to ensure greater access. I believe it was our
 4 Meet the Superintendent event at Dundalk Sollers Point
 5 where the majority of families in the room were actually
 6 Spanish-speaking families, and so that was really
 7 encouraging to see that the word was getting out. They
 8 were coming out because we were able to provide that live
 9 simultaneous interpretation in their native language.

10 The next area of expanding direct outreach to
 11 students. So we've been focused on utilizing our tools to
 12 communicate directly with students, soliciting their
 13 feedback and providing information on system initiatives,
 14 programs, and events that we know are important to them
 15 and their peers.

16 We have provided opportunities for two-way
 17 conversations with leadership, and will continue to do so
 18 for Dr. Rogers' administration, because our purpose is
 19 ensuring student success. And students want to have those
 20 frequent opportunities to share what is working, what
 21 needs improvement and how they can be a part of that

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1 change. They want to be effective ambassadors for Team
 2 BCPS.

3 Dr. Rogers shared with students over the summer
 4 that she intends on creating a student Advisory Council
 5 where they can share their thoughts, ideas and hopes for
 6 the school system.

7 Last school year, we held 18 focus group
 8 meetings with students and the former BCPS SMOB, Roah
 9 Hassan. Our team participated in 24 student-focused
 10 school visits and made 11 new student-centered partnership
 11 connections.

12 Our student focus groups allowed us to gather
 13 information about student perspectives on school
 14 engagement. In June, we launched our first student
 15 questionnaire. It won't be the last because we want to
 16 hear from the students. And here, we were asking them
 17 what does engagement mean to you? What are some of the
 18 barriers you're running into when you're trying to
 19 participate in extracurricular activity? So of course, we
 20 learned about things like transportation or I'm leaving
 21 school to go work, or I have to take care of younger

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1 siblings. We ask them what do you want to see? What
 2 types of activities? So we got a lot of great
 3 information.

4 And mind you, we launched this in June. It was
 5 close to the end of the school year. So we're like, okay,
 6 let's see what happens. Nearly 2,500 students responded,
 7 and so we're really excited that for our first effort in
 8 getting information directly from students, we got a lot
 9 of positive feedback.

10 And we shared campaigns and other information
 11 with students via Schoology and have had an overwhelmingly
 12 positive response. Students have reached out to share
 13 their appreciation for the information that we've been
 14 posting. I've even had students approach me at the Meet
 15 the Superintendent events when I share my name. They're,
 16 like, oh, you sent me a message on Schoology. Yes, I did.
 17 Thank you for reading it. They've been really excited.

18 We've had parents come up and say thank you so
 19 much for telling us about the board of selected students.
 20 My daughter was able to apply and she was accepted. We
 21 had never heard of this initiative before. Now these are

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1 things that schools are sharing, that we're sharing
 2 centrally, but for whatever reason, they were tuned into
 3 Schoology and they were able to get that information that
 4 they otherwise may have missed. So that was really
 5 encouraging to hear that these efforts and these
 6 communications are reaching our students.

7 Enhancing Central office collaboration. For
 8 this focus area, we've been working to establish processes
 9 that enable stronger cross-office cross-division
 10 collaboration and identification of critical areas of
 11 communication for the system.

12 So many of the things that you heard our
 13 colleagues talk about earlier from the Division of
 14 Schools, from Curriculum and Instruction, as we are
 15 receiving that information, we're working together to
 16 ensure that it actually is shared with Team BCPS.

17 And so as a result, we're developing clearer
 18 messages, resources and other deliverables that equip
 19 offices and schools to also serve as effective
 20 ambassadors.

21 Our team provides professional development on

<p style="text-align: right;">Page 174</p> <p>1 effective communications, standards of excellence for 2 executive leadership, principals, assistant principals, 3 staff development teachers, support staff and other 4 aspiring leaders. I provide personal ongoing media and 5 crisis communications training for BCPS administrators and 6 leaders. And we believe that through the continued 7 conversations and trainings, we will continue to build 8 shared understanding, shared commitments, shared values 9 that will guide our work moving forward as a system. 10 And so for the final focus area of cultivating 11 stronger interagency partnerships, we believe that 12 improved collaboration with the county government, 13 government -- local government agencies and nonprofit 14 partners enables us to provide timely and accurate 15 communication and crisis, amplify core messaging and 16 leverage resources to improve community engagement. 17 As a result of these efforts, we have seen a 18 significant increase in the number of community service 19 providers that are contacting us, reaching out to us 20 wanting to partner with us, wanting to be at our events, 21 wanting to have a table because they know that that's the</p>	<p style="text-align: right;">Page 176</p> <p>1 provide the best information and services to our families. 2 We're also working with the Department of Parks 3 and Recreation to provide timely workshops for immigrant 4 families as they work to build a community garden. So in 5 all areas, we're there. We have our hands in everything. 6 We're sharing information across various platforms because 7 we know the more information our families have, our 8 students have, the more empowered they feel, the more 9 engaged that they are. 10 And I'm also pleased to share that for the 11 first time, we have brought together Committee Latino, a 12 advocacy group for Spanish-speaking families, for 13 students. And the NAACP Baltimore County chapter for 14 joint conversations and to brainstorm forward-looking 15 solutions on how we can unite forces and work together to 16 meet the needs of African American and Latino students and 17 families. Next slide, please. 18 So there are great things happening in Team 19 BCPS. We are proud that we have just a small part of the 20 honor and sharing that information with our community, 21 with our staff, with our students. BCPS offers multiple</p>
<p style="text-align: right;">Page 175</p> <p>1 best way to connect with our families. 2 We're working closely with the county's 3 Immigration Affairs Outreach Coordinator to identify 4 services and enhance outreach to immigrant families. 5 We're a part of the county's new American advisory group. 6 We're learning more about the various agencies and the 7 work that they do and how we can kind of bridge the gap 8 for our families. 9 We have been zipping around the county. Check 10 out our new parent mobile coming to an event near you. 11 We're really excited. Setting up tables, having the 12 parent mobile go out to provide information and resources. 13 We even traveled to Annapolis to show support for a bill 14 that focuses on English learners and dual language 15 immersion programs. 16 And joining in with the members of the Latino 17 Legislative caucus, Casa de Maryland and Committee Latino, 18 we were only one of two school systems that were 19 represented there. 20 So again, we're getting out into the community 21 and working with our partners to ensure that we can</p>	<p style="text-align: right;">Page 177</p> <p>1 ways to stay connected and to be informed about important 2 news and information from the website and various social 3 media platforms to our community newsletter and much more. 4 We understand in this day and age everyone's 5 overwhelmed by all the information coming at them from 6 different directions. So we've heard that feedback and 7 what we've done is created a one-stop shop where you can 8 get all the information, figure out what are the best ways 9 to stay connected with the system. and that is our Stay 10 Connected webpage. 11 And so it has all of the tools, all of the 12 platforms that we're currently on. There's a easy QR 13 code. You scan it. It takes you right to that Stay 14 Connected page. Not only do we have it in English, we 15 also have it in Spanish, just highlighting, again, once 16 again all of the resources that we have for multilingual 17 families. 18 And this information has been shared with all 19 schools and with Team BCPS. So our team is excited about 20 the work ahead and committed to building community through 21 effective communication and engaging students, parents,</p>

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1 staff and community members to support student success.
 2 Thank you very much and I think I'm turning it over to Dr.
 3 Grim.
 4 DR. GRIM: Communications folks are tough to
 5 follow. Next slide, please. So in operations, the
 6 Department of Facilities Management and Strategic Planning
 7 completed the process of thoroughly cleaning the inside
 8 spaces of all of our schools and the preventative
 9 maintenance of mechanical systems was completed prior to
 10 school opening for all of our schools, centers and
 11 programs.
 12 Site beautification and improvement work was
 13 completed as scheduled for school opening. Logistics
 14 transferred over 48,000 pieces of materials from schools
 15 and offices. Security improvements were also completed at
 16 several schools this summer. Additionally, facilities has
 17 expanded the food waste compost program and has publicized
 18 a Green school's guidebook, in addition to preparing for a
 19 few upcoming boundary studies.
 20 In the Office of Food and Nutrition Services,
 21 we began the community eligibility program, CEP, where all

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1 students have access to breakfast and lunch free of charge
 2 every day. The fresh fruit and vegetable program, FFVP,
 3 increased from 27 to 50 schools this year. This grant-
 4 funded program provides elementary schools with unique
 5 fresh fruits and vegetables in the classroom environment.
 6 The new pre-K program aligns curriculum with
 7 fruits and vegetables. So during the week that students
 8 are learning the letter A, for example, we will deliver
 9 apples to the classroom as a snack along with educational
 10 materials.
 11 Both programs promote the consumption and
 12 exposure of fresh produce at a young age, which has proven
 13 to establish better eating habits as students grow older.
 14 OFNS served almost 361,000 meals in the first week of
 15 school, which was a 25 percent increase over last year.
 16 The Office of Transportation managed over 3,750
 17 phone calls via the Pulaski Park Communication Center, as
 18 well as received and responded to over 850 transportation
 19 Contact Us emails during the first week of school.
 20 Additionally, staff responded to 292 bus stop requests
 21 during the first week of school.

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1 The Office of Transportation continues to
 2 publish bus changes and delays on the BCPS website for
 3 a.m. and p.m. service and, thankfully, those delays have
 4 been relatively few these first few weeks of school.
 5 Transportation is also excited to be training
 6 school staff on BusWhere, the bus tracking application
 7 supported by the Board that will allow stakeholders to
 8 view bus arrival to stop in real time. This initiative is
 9 on schedule for systemwide rollout to parents and
 10 guardians during the last week of September. It'll be
 11 available for them beginning October the 2nd, which I
 12 believe is a Monday.
 13 In the Department of Research Accountability
 14 and Assessment, staff conducted 28 school visits during
 15 the first week of school. DRAA provided data literacy,
 16 professional learning and support this summer to 111
 17 schools and work with 32 offices on the continuous
 18 improvement process, in addition to hosting 16 power and
 19 form and performance matters trainings this summer. Next
 20 slide, please.
 21 The Division of Operations is proud of our

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1 service for Team BCPS as we strive to continuously improve
 2 our practice. This slide shows some of our service to
 3 schools and students. We've got a shout out to our bus
 4 team transporting some of our staff. Look at those
 5 delicious bento boxes and some of the other food layout,
 6 as well as the amazing work from our facilities team in
 7 prepping our school buildings for their opening. And with
 8 that, I'm going to turn it over to Mr. Agosto.
 9 MR. AGOSTO: Thank you. Good evening. So what
 10 I wanted to do is just mention we've been pretty busy. We
 11 were busy over the summer preparing -- next slide, please.
 12 No, that's it. Sorry. We're busy preparing to support
 13 the schools leveraging technology and improve business
 14 services to make sure that we could as efficiently open
 15 schools as possible.
 16 So with that said, devices. We refreshed
 17 approximately 48,000 devices, the pre-K to five. Those
 18 are devices, Chromebooks that the students will be able to
 19 take with them as they progress through the grades.
 20 We also began the refresh initiative for the
 21 over 18,000 staff devices. We'll have that through --

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1 completed by midyear. And then, also, we spent a lot of
 2 time planning, working with the schools, looking at
 3 enrollment numbers, figuring out how much spare equipment
 4 would be needed in -- to accommodate broken devices. And
 5 if I want to put this in context so how successful we
 6 were. We had -- in the first two weeks, we had 912
 7 tickets for additional devices. But if you look at that
 8 over the 111,000 students, we had a success rate of 99.18
 9 percent of students that have -- that had devices day one
 10 starting school. So I'm very happy with that number.

11 The next item is with students. I'm very proud
 12 to say that we've expanded the Youth Employment program
 13 beyond the summer. So currently, we have 12 of our
 14 students that participated in the program over the summer.
 15 They are now supporting our help desk and device repair
 16 shop. This is an opportunity -- the Youth Employment
 17 Program is, for us, an opportunity to expose students to
 18 the IT field. And as I mentioned before, I'm very proud
 19 that we've expanded this for throughout the full year.

20 The other thing we did over the summer is we
 21 launched the Focus mobile app. So this app allowed or

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1 allows family members to connect and engage with their
 2 students' learning and to date, we've had well over 18,000
 3 downloads of the application. And as the school year
 4 progresses, we do anticipate that number to increase.

5 And finally, with help desk, we did spend the
 6 summer evaluating our help desk delivery services,
 7 figuring out what we could do to improve without adding
 8 additional staff. And we were able to handle this -- the
 9 rush of tickets and calls that came in during the first
 10 couple of weeks of the school, keeping our average hold
 11 times to under 3 minutes. And also right around the 50
 12 percent mark of addressing issues during the first
 13 contact. So without having to escalate it to any of our
 14 Tier 2 or Tier 3 support. So we're able to give the
 15 people that called in answers and get them moving with
 16 that initial contact.

17 So with that said, I'll turn it over to Dr.
 18 Rogers.

19 DR. YARBROUGH ROGERS: Thank you, Mr. Agosto.
 20 At this time, I would like to invite Mr. McCall, Dr. Jones
 21 and Dr. DiDonato back to the table. I want to share with

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1 the Board. This is our work. This is what we've been up
 2 to this summer and the first few weeks of school.

3 I want to thank the team for all of their hard
 4 work. This is a team that is truly collaborative, really
 5 focused on the needs of our students on a regular basis
 6 and works together to be responsive to schools at the
 7 speed of schools and would invite any Board members with
 8 any comments or questions to ask those questions at this
 9 time.

10 MS. LICHTER: So wow. So if anybody says what
 11 are we doing in BCPS, we tell them to watch tonight's
 12 board meeting and watch that report and all their
 13 questions will be answered.

14 So first, thank you for putting together and
 15 thank you for everything you did to ensure that we had a
 16 successful start to the school year. Are there any
 17 questions from Board members?

18 Ms. Frempong?

19 MS. FREMPONG: That was a fantastic
 20 presentation from all of you, helping us to understand all
 21 the work that you guys have put in to make us off to a

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1 great school year.

2 So my question is an academic one. Okay. So
 3 the question is, you were talking about some check-ins as
 4 far as just that you're going to be evaluating throughout
 5 the school year, right, instead of waiting until the end.
 6 What is the frequency or consistency that those check-ins
 7 will be or evaluations will be and what's -- what is being
 8 used to do those evaluations?

9 UNIDENTIFIED SPEAKER: So a couple of different
 10 things. So we do have assessments that we give throughout
 11 the school year at different grade levels. We use MAP as
 12 one of the indicators. So really looking at that, we do a
 13 fall, winter and spring administration for grade levels
 14 one through five and then kindergarten begins in fall and
 15 spring.

16 We also have our curriculum-based assessments
 17 that we do throughout at the end of each unit. So again,
 18 those give -- depending on how long a unit is and that
 19 varies across content and across grades. But it does give
 20 benchmarks along the way for us to monitor those things.

21 As far as the --- we spoke about earlier with

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1 interventions. There are intervention monitoring periods,
 2 depending on what students are using. So if it is in our
 3 primary grade levels and we're using a mirror to provide
 4 some additional support for phonics instruction, that's
 5 going to look different than the reading intervention time
 6 periods of monitoring for Read 180. So part of it is
 7 really looking at our full scope of assessments that we
 8 give and checking in with schools at each interval and
 9 that's working really collaboratively with Dr. Jones and
 10 her team, with the executive directors of schools, because
 11 we're focusing on the content. We're going to help
 12 provide them the support so that they are also working
 13 with the school administrators and our Department of
 14 Research Accountability and Assessment so that we are
 15 clearly all working together to look at that data at the
 16 various points of when it's administered.
 17 So it's throughout the school year, but it
 18 varies depending on the content, the grade level and the
 19 assessments they were using.
 20 MS. FREMPONG: Is there a specific follow-up?
 21 Is there a specific incremental level that you'll be

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1 looking for? For example, so are there going to be goals
 2 or anything set, maybe, for as a class, as individuals and
 3 we're looking for 1, 2 percent, whatever it is, but
 4 percent increases so we can know we may not be where we
 5 want to be, but we are making this progress?
 6 UNIDENTIFIED SPEAKER: I think MAP, because
 7 it's a standardized assessment, is one of the indicators
 8 that we look at the percentage of students who are meeting
 9 the 61st percentile or above. Schools set targets based
 10 on that. My goal is that all of our students are meeting
 11 or exceeding that, so our goal is 100 percent.
 12 We are going to work to do that because as a
 13 school system, our job is to educate students and we need
 14 to do that with all of our students. And if we're not
 15 doing it, then we need to look at what we are doing with
 16 them. So while I can say, yes, there's going to be
 17 incremental goals, but our goal is that all of our
 18 students are making progress.
 19 MS. LICHTER: Thank you. Other --
 20 Ms. Booker Dwyer?
 21 MS. BOOKER-DWYER: So I just want to say wow.

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1 Like, this looks different. This feels different. This
 2 is encouraging. This is powerful. And so if anyone -- I
 3 agree with the Chair that if anyone has any question about
 4 where the direction that Baltimore County Public Schools
 5 is going and all they have to do is just look at this
 6 cabinet, look at the leadership and just -- you could
 7 really see this.
 8 I wrote, like, I don't know, like, two pages
 9 of, like, things that I liked that you all said,
 10 questions. So I'm not going to go over all my questions.
 11 I'm not going to do that because I know there'll be
 12 others, so I'll just kind of save them.
 13 You know, following up on what Ms. Frempong
 14 says, you know, just about the baseline data and the
 15 target data. Like when we can see that, and just knowing,
 16 you know, I love with the communication when you're
 17 talking about, you know, reaching everyone and just how do
 18 you know that you're getting there and work. So I love
 19 that. I loved, you know, just around with the Chief of
 20 Schools and, you know, what does the evidence -- what does
 21 the evidence-based practice say? What does the research

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1 say? I love that we're grounding our work in that
 2 And then just all across the board. I just
 3 kept, right, like, this is great. This is great. So just
 4 thank you all for all that you do and even with IT. So
 5 those 12 student interns. Are these CTE students and can
 6 we get a registered apprenticeship out of that to boot --
 7 to get closer to that Blueprint goal?
 8 UNIDENTIFIED SPEAKER: We are, we are.
 9 MS. BOOKER-DWYER: Oh, okay. Yes, I love that.
 10 So this has just been so encouraging. So I'm just --
 11 thank you all. So I'll just end it there, but next time
 12 you come, I'll pull up the questions.
 13 MS. LICHTER: Okay. Other questions or
 14 comments?
 15 Mr. Young?
 16 MR. YOUNG: Ms. Booker-Dwyer took part of my
 17 question and it's about, well, it's about the 12 students.
 18 And I know we have a information technology program. So
 19 is what they are doing as far as help desk, as far as the
 20 computer repair, is that also feeding into their classroom
 21 learning?

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1 MR. AGOSTO: Yes, because as I think someone
 2 mentioned, it is part of the CTE program. The other thing
 3 I wanted to mention, not only is it feeding into their
 4 educational objectives, what we also do during -- we did
 5 during the summer intern or in the summer program, we do
 6 allow them to sit for certifications.
 7 So they can come out of our programs with the
 8 basic IT certifications. So A+ certification for device
 9 repair. So we're -- a lot of the students are coming in.
 10 This is the first exposure to the IT field, but they're
 11 taking advantage of it. And if they want to pursue it,
 12 we're giving them the tools and the ability to get the
 13 certifications that make them more marketable.
 14 MS. LICHTER: Thank you. Anyone else?
 15 Ms. Henn?
 16 MS. HENN: Thank you. So I'll add my wow to
 17 the list and echo my colleagues. Incredible work,
 18 incredible presentation, just truly amazing, and this is
 19 the first time it feels like we are on the path to making
 20 it easy for our stakeholders to engage with us. And
 21 that's the first time I felt this way.

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1 And that just affirms for me that we are moving
 2 in the right direction and thank you all for your work.
 3 Website looks great, Ms. Gboyinde. I could go through my
 4 list. I have, you know, as many items as Ms. Booker-
 5 Dwyer. We'd be here all night. But it looks fantastic.
 6 The one thing, because I've got to throw a to-
 7 do item in or I wouldn't need to give you homework. Are
 8 HR -- I was going to ask. Is our HR section of the
 9 website for hiring, our job postings on your list in terms
 10 of improving that process and website? I mean, what's out
 11 there is great, but seeing what you can do makes me think
 12 it can only be better. And with our goal of recruitment
 13 and retention?
 14 MR. AGOSTO: Yes.
 15 MS. HENN: Mr. McCall's shaking his head. So I
 16 love the collaboration. I love the teamwork. That's one
 17 potential partnership I see, and it's really making a huge
 18 impact on staff.
 19 But we are here to serve. We're here to serve
 20 our schools. We're here to serve our families and,
 21 certainly, our students most importantly. And if there

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1 were one theme that I took from your presentation, it
 2 seems like everyone is laser focused on doing just that.
 3 So again, thank you.
 4 MS. LICHTER: Okay. Again, thank you all for
 5 that presentation. We just have one last piece to do. So
 6 you can just sit still if you want then -- so -- and then
 7 we'll go home.
 8 So the next item on the agenda is Board member
 9 comments and agenda setting. Again, if anyone has any
 10 comments or agenda setting, I'll go around. I'll actually
 11 give Ms. Domanowski a break and I'll start with Ms.
 12 Booker-Dwyer.
 13 Any closing comments or agenda items?
 14 MS. BOOKER-DWYER: Closing -- this -- I mean, I
 15 just -- I'm still just kind of in -- at a loss of words
 16 for just this presentation. So thank you all for that.
 17 And just for an agenda item, when will the
 18 revised boundary policy come before the Board? Like, when
 19 are we going to actually get to the root cause of all
 20 these boundary discussions? So where -- so just to know
 21 where we are with that, when it's going to come to the

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1 Board.
 2 MS. LICHTER: Okay. Thank you.
 3 Mr. McMillion?
 4 MR. McMILLION: Thank you very much. Thank
 5 you.
 6 MS. LICHTER: Thank you.
 7 Ms. Pumphrey?
 8 MS. PUMPHREY: Well, I didn't want to repeat my
 9 wow but -- so I have something else, but I did want to say
 10 that, also, but everybody else said what I wanted to say.
 11 As budget season is beginning, in addition to
 12 the continuation of free breakfast and lunch in schools
 13 throughout the county, I'd like to discuss the possibility
 14 of working together with county officials to provide
 15 summer meal services outside of federal summer meals
 16 programs.
 17 Over the summer, meals were provided at 13
 18 schools throughout the county, as well as libraries.
 19 However, students had to get transportation to the
 20 locations where meals were being served, along with s
 21 guardian, and they had to eat the meals on site as part of

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1 federal regulations, not as part -- not part of BCPS
 2 regulations.
 3 And this was for both breakfast and lunch, so
 4 twice a day, if they needed meals. So this requirement
 5 hinders accessibility to our students who are in most
 6 need.
 7 Data repeatedly shows a direct correlation
 8 between lower academic achievement, as well as high-risk
 9 youth behaviors and school attendance and lateness, for
 10 students with food insecurities. So based on this data,
 11 the need to address food securities throughout the year
 12 fits with our moral imperative to ensure that we're
 13 supporting all students and achieving academic, excuse me,
 14 success, especially considering we live in a county where
 15 at least 66 percent of our students are living in poverty.
 16 That's all.
 17 MS. LICHTER: Thank you.
 18 Dr. Savoy?
 19 Ms. Drummond, do you have any closing comments
 20 or agenda items?
 21 MS. DRUMMOND: I do not.

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1 MS. LICHTER: Okay. Thank you.
 2 Ms. Henn?
 3 MS. HENN: None for me, thanks. Have a good
 4 night, all.
 5 MS. LICHTER: Thanks.
 6 Ms. Stolusky?
 7 MS. STOLUSKY: The optimism in this room is
 8 incredible. So great start to the year.
 9 MS. LICHTER: Thank you.
 10 Ms. Frempong?
 11 MS. FREMPONG: This may seem a little weird,
 12 but I really think we should give you guys a round of
 13 applause.
 14 (Applause.)
 15 So thank you so much again. I think it's just
 16 been very positive, the information we're hearing. I
 17 think that everyone is in alignment with what we are
 18 trying to do with the focus being on our students.
 19 So I'll come back to what I said earlier. As
 20 far as I was a little bit maybe premature with the agenda
 21 item, but since that decision has been made to close

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1 Campfield that we kind of keep that on the radar as far as
 2 making sure we are communicating and informing the
 3 community, students, parents, staff, et cetera, what is
 4 going on with that process, as they are going to be moved
 5 back to their home schools. But thank you, guys.
 6 MS. LICHTER: Thank you.
 7 Mr. Young?
 8 MR. YOUNG: I'm going to echo. Thank you. It
 9 was very informative. I applaud Mr. Agosto, also, for his
 10 grow-your-own philosophy with our CTE students. Thank
 11 you, Dr. Rogers, for your report of what it's taken to get
 12 us so far to this point of opening the schools and I look
 13 forward to great work from you guys. Thank you.
 14 MS. LICHTER: Thank you.
 15 Ms. Domanowski?
 16 MS. DOMANOWSKI: Again, thank you, everyone.
 17 Wonderful presentations. It was great to hear from all of
 18 you and all the hard work that you're doing. One thing I
 19 would like to -- I know there was a lot of changes with
 20 the new bus routes adding to from going from a mile to a
 21 mile and a half. A lot of emails have been going out.

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1 I've been getting them. You've been getting them. I know
 2 you've answered a lot of them and, you know, one-on-one.
 3 But I was wondering if you could do a
 4 presentation on how we are addressing all those issues so
 5 that, you know, uniformly we're telling all the public and
 6 so that they know that you've heard their concerns and you
 7 are working on them, so we don't have to keep doing one-
 8 on-one email returns.
 9 MS. LICHTER: Thank you.
 10 Ms. Harvey?
 11 MS. HARVEY: Thank you, Madam Chair. A few
 12 things I'd like to say. One is that the chief of schools
 13 presented on the book Districts that Succeed and of the
 14 five principles or things that we have to have in place to
 15 succeed, it says that one must be effective leaders.
 16 And when we have even three of the five,
 17 including effective leaders, that schools are 10 times
 18 more likely to succeed and to improve. And so we're on
 19 our way. I cannot say how optimistic I am about the
 20 leadership of Dr. Rogers, the leadership of this team.
 21 So please continue the work that you're doing.

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1 Use us as a board to give you the supports that you need.
 2 We're up for it and we're here for you. So thank you for
 3 that.
 4 I'd also like to say to the families and the
 5 staff and the teachers at Campfield, we had a hard
 6 decision to make and I'm just acknowledging that it is a
 7 loss. It is a loss for you and in addition to that, we
 8 understand that we have to recreate a nurturing,
 9 collaborative, supportive and safe environment for some of
 10 our most vulnerable learners.
 11 And we are obligated to do so, and we are
 12 committed to extending our resources and our expertise to
 13 work purposefully and diligently to make sure that all of
 14 our students flourish in all of our schools. So I
 15 appreciate that this is not a decision that you would have
 16 liked to have happened, but I want to reinforce that we
 17 are committed to making sure that the transition is smooth
 18 and positive and vibrant for your families and your
 19 students.
 20 And the last thing I want to say is a big thank
 21 you to Mr. Hartlove and to Ms. Webster and to Contract

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1 is announcements. The Board's next meeting will be held
 2 on Tuesday, September 26th at 6:30 p.m. Thank you,
 3 everyone, for joining us tonight. And the meeting is now
 4 adjourned.
 5 (Meeting adjourned.)
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1 Committee Vice Chair Young for your dedication and your
 2 diligence in helping us to update the contract
 3 recommendation form. I believe it is a great example of
 4 how we can collaborate and be respectful and productive in
 5 our roles as the board and governance and operations on
 6 the system side.
 7 So I appreciate your commitment to ensuring
 8 that we have what we need to make informed and considered
 9 decisions as we consider how we're spending money and
 10 awarding contracts within the system. So thank you very
 11 much.
 12 MS. LICHTER: Thank you, Ms. Harvey. And I'd
 13 just like to thank the Board members. It's been a long
 14 night and both in closed session and in open session, we
 15 had difficult decisions to make. But I really think that
 16 you -- we all asked really good questions and made
 17 comments to kind of push on each other and make each other
 18 think even more deeply about the things that we needed to
 19 vote on. So I thank you for your participation tonight
 20 and the homework that you did to get ready.
 21 And on that note, the last item on the agenda

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1 C E R T I F I C A T E
 2
 3 I, Vivian Saxe, hereby certify that I
 4 transcribed from audio file the proceedings to the best of
 5 my ability in the foregoing-entitled matter; and I further
 6 certify that the foregoing is a full, true, and correct
 7 transcript of the audio files produces.
 8 IN WITNESS THEREOF, I have subscribed my name
 9 on September 25, 2023.
 10
 11
 12
 13 Vivian Saxe
 14 Transcriber
 15
 16
 17
 18
 19
 20
 21

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