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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

NOVEMBER 20, 2023

Transcribed by:
CRC Salomon, Inc.

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1 **BOARD MEMBERS:**
2 **Jane Lichter, Board Chair**
3 **Tiara Booker-Dwyer**
4 **Maggie Domanowski**
5 **Tiffany Lashawn-Frempong**
6 **Julie C. Henn**
7 **Rodney R. McMillion**
8 **Christina Pumphrey**
9 **Dr. Brenda Savoy**
10 **Emory Young**
11 **Felicia Stolusky**
12 **Kayla Drummond, Student Member**
13
14 **SUPERINTENDENT:**
15 **Dr. Myriam Rogers**
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P R O C E E D I N G S

1
2 MS. LICHTER: Good evening. This is
3 Chairwoman Jane Lichter. I now call to order the
4 meeting of the Board of Education of Baltimore County
5 for Monday, November 20, 2023. I invite you to recite
6 the Pledge of Allegiance to the flag, to be led by Ms.
7 Lichter. We will then have a moment of silence in
8 recognition of those who have served education in
9 Baltimore County.
10 (Pledge of Allegiance.)
11 MS. LICHTER: Thank you. Tonight's Board of
12 Education meeting is being broadcast through the BCPS
13 Online Live Meeting Broadcast and on BCPS TV, Comcast
14 XFINITY channel 73, Verizon Fios channel 34. In order
15 to efficiently conduct this meeting, all voting items
16 this evening will be done by roll call vote.
17 The first item on the agenda is the
18 consideration of the November 20th agenda.
19 Dr. Rogers, are there any additions or
20 changes to tonight's agenda?
21 DR. ROGERS: I am unaware of any additions

<p>1 or changes to this evening's agenda.</p> <p>2 MS. LICHTER: Hearing none, the agenda</p> <p>3 stands as presented.</p> <p>4 Earlier this evening, the Board met in</p> <p>5 closed session pursuant to the Open Meetings Act for</p> <p>6 the following reasons: to discuss the appointment,</p> <p>7 employment, assignment, promotion, discipline,</p> <p>8 demotion, compensation, removal, resignation, or</p> <p>9 performance evaluation of appointees, employees, or</p> <p>10 other officials over whom it has jurisdiction, or any</p> <p>11 other personnel matter that affects one or more</p> <p>12 specific individuals; and consult with counsel to</p> <p>13 obtain legal advice and conduct collective bargaining</p> <p>14 negotiations or consider matters that were late to the</p> <p>15 negotiations.</p> <p>16 The summary of the closed session and open</p> <p>17 session information summary can be found on BoardDocs</p> <p>18 under this meeting Board agenda date.</p> <p>19 Every year the Board of Education publishes</p> <p>20 the annual comprehensive financial report, and each</p> <p>21 year student artwork is included in the publication.</p>	<p>Page 6</p>	<p>1 the personnel matters as presented in Exhibits E1</p> <p>2 through E3?</p> <p>3 MS. FREMPONG: So moved, Frempong.</p> <p>4 MS. LICHTER: Thank you. Do I have a</p> <p>5 second?</p> <p>6 MS. DOMANOWSKI: Second, Domanowski.</p> <p>7 MS. LICHTER: Thank you. Any discussion?</p> <p>8 May I have a roll call vote, please?</p> <p>9 MS. GOVER: Ms. Domanowski?</p> <p>10 MS. DOMANOWSKI: Yes.</p> <p>11 MS. GOVER: Mr. Young?</p> <p>12 MR. YOUNG: Yes.</p> <p>13 MS. GOVER: Ms. Stolusky?</p> <p>14 MS. STOLUSKY: Yes.</p> <p>15 MS. GOVER: Ms. Frempong?</p> <p>16 MS. FREMPONG: Yes.</p> <p>17 MS. GOVER: Ms. Henn?</p> <p>18 MS. HENN: Yes.</p> <p>19 MS. GOVER: Ms. Harvey?</p> <p>20 MS. HARVEY: (No audible response.)</p> <p>21 MS. GOVER: Ms. Drummond?</p>	<p>Page 8</p>
<p>1 Later this evening, the ACFR will be presented to the</p> <p>2 Board, and we would like to recognize those students</p> <p>3 whose artwork is included. Each selected student</p> <p>4 receives a gift card. The following students' artwork</p> <p>5 was selected: Ima Naqua (phonetic) from Dundalk High</p> <p>6 School, Jason Brooks grade 12 from Maiden Choice</p> <p>7 School, Ashley Bulnez-Ramos grade 10 from Kenwood High</p> <p>8 School, Michael Uguagu (phonetic) from Perry Hall High</p> <p>9 School grade 11, and Raylan (phonetic) Riviera grade</p> <p>10 12 from Patapsco High School. So congratulations to</p> <p>11 those boys and girls.</p> <p>12 (Applause.)</p> <p>13 The next item on the agenda is personnel</p> <p>14 matters, and for that I call on Mr. McCall. Good</p> <p>15 evening.</p> <p>16 MR. McCALL: Good evening, Board Chair</p> <p>17 Lichter, Superintendent Dr. Rogers, and members of the</p> <p>18 Board. I'd like the Board's consent for the following</p> <p>19 personnel matters: retirements, resignations, and</p> <p>20 Central Area Educational Advisory Council.</p> <p>21 MS. LICHTER: Do I have a motion to approve</p>	<p>Page 7</p>	<p>1 MS. DRUMMOND: (No audible response.)</p> <p>2 MS. GOVER: Ms. Pumphrey?</p> <p>3 MS. PUMPHREY: Yes.</p> <p>4 MS. GOVER: Dr. Savoy?</p> <p>5 DR. SAVOY: Yes.</p> <p>6 MS. GOVER: Mr. McMillion?</p> <p>7 MR. McMILLION: Yes.</p> <p>8 MS. GOVER: Ms. Booker-Dwyer?</p> <p>9 MS. BOOKER-DWYER: Yes.</p> <p>10 MS. GOVER: Ms. Lichter?</p> <p>11 MS. LICHTER: Yes. Thank you, Mr. McCall.</p> <p>12 The next item on the agenda is administrative</p> <p>13 appointments, and for that I call on Dr. Rogers.</p> <p>14 DR. ROGERS: Good evening, Madam Chair</p> <p>15 Lichter and members of the Board. I'm bringing</p> <p>16 forward the following administrative appointments for</p> <p>17 your approval. Director Multilingual Achievement</p> <p>18 Department of Schools Specialist, Department of</p> <p>19 Facilities Management of Strategic Planning,</p> <p>20 Specialist Department of Special Education.</p> <p>21 MS. LICHTER: Do I have a motion to approve</p>	<p>Page 9</p>

<p style="text-align: right;">Page 10</p> <p>1 the administrative appointments as presented in 2 Exhibit F1? 3 MS. FREMPONG: So moved, Frempong. 4 MS. LICHTER: Thank you. Do I have a 5 second? 6 MS. STOLUSKY: Second, Stolusky. 7 MS. LICHTER: Thank you. Any discussion? 8 May 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. Drummond? 20 MS. DRUMMOND: (No audible response.) 21 MS. GOVER: Ms. Pumphrey?</p>	<p style="text-align: right;">Page 12</p> <p>1 and curriculum supervisor in Montgomery County Public 2 Schools. Congratulations, and welcome to Team BCPS. 3 (Applause.) 4 DR. ROGERS: Our next appointment is 5 Christopher Brocato. Christopher Brocato is attending 6 this evening with his wife. Please stand. He is 7 being appointed to the position of Specialist in the 8 Department of Facilities Management and Strategic 9 Planning. With over 26 years of service in Baltimore 10 County Public Schools, his former experiences include 11 lead clerk Office of Research and Data Analysis, Data 12 Analyst Office of Student Data, and Planning Analyst 13 Office of Strategic Planning. Congratulations. 14 (Applause.) 15 DR. ROGERS: And our final appointment is 16 Dr. Susan Phillips. Dr. Susan Phillips is attending 17 this evening with her fiancé, Joe Maggio, and is being 18 appointed to the position of Specialist in the 19 Department of Special Education. Dr. Phillips' 20 experiences include Special Educator in Howard County 21 Public Schools, Special Educator in Harford County</p>
<p style="text-align: right;">Page 11</p> <p>1 MS. PUMPHREY: Yes. 2 MS. GOVER: Dr. Savoy? 3 DR. SAVOY: Yes. 4 MS. GOVER: Mr. McMillion? 5 MS. 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: Thank you. Motion carries. 12 Dr. Rogers? 13 DR. ROGERS: All right. Our first 14 appointment for this evening is Sonja Bloetner. She 15 is attending this evening. Please stand. 16 (Applause.) 17 DR. ROGERS: She is being appointed to the 18 position of Director Multilingual Achievement in the 19 Department of School. Her experiences include foreign 20 language teacher in Anne Arundel County Public 21 Schools, ESAL teacher, ESAL instructional specialist,</p>	<p style="text-align: right;">Page 13</p> <p>1 Public Schools, and Admission Compliance and 2 Transition Specialist at Kennedy Krieger Institute. 3 Congratulations, and welcome to Team BCPS. 4 (Applause.) 5 MS. LICHTER: Congratulations to everyone. 6 Our next item is Public Comment. This is one of the 7 opportunities the Board provides to hear the views and 8 receive the advice of community members. The members 9 of the Board appreciate hearing from interested 10 citizens. As appropriate, we will refer your concerns 11 to the Superintendent for follow-up by her staff. If 12 not selected to address the Board, members of the 13 public may submit their comments to the Board members 14 via email at BOE@BCPS.org. 15 The Baltimore County Police Department's 16 Homeland Security Unit and Office of School Safety has 17 recommended the following safety and security 18 protocols. Participants to be seated in the room 19 during meetings. Individuals who need to stand should 20 go into the hallway to do so. Participants should not 21 approach the table unless called upon to speak, and</p>

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1 should not approach the dais. Materials brought to
 2 the table are limited to electronic devices,
 3 presentation papers and posters no larger than 11 x
 4 14. Other items should be left in your seats.
 5 Documents to be given to the Board are to be handed to
 6 the staff member who is seated in the front area of
 7 the meeting space. Information for other attendees is
 8 to be left on the designated table outside in the
 9 hall. In the event of an emergency that requires an
 10 emergency response, such as a lockout, lock-down or
 11 evacuation, staff from the Office of School Safety
 12 will direct participants. While we encourage public
 13 input on policy, programs and practices within the
 14 purview of this Board and this school system, this is
 15 not the proper forum to address specific student or
 16 employee matters or to comment on matters that do not
 17 relate to public education in Baltimore County.
 18 Disparaging or derogatory remarks towards students and
 19 staff will not be tolerated. Inappropriate personal
 20 remarks or other behavior that disrupts or interferes
 21 with the conduct of this meeting are out of order.

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1 Persons using language that is threatening or promotes
 2 violence against a BCPS employee are subject to legal
 3 penalties. Persons who otherwise disrupt or disturb
 4 this meeting will not be allowed to continue their
 5 remarks, and will be escorted from the meeting.
 6 Please observe the three-minute clock, which will let
 7 you know when your time is up. The microphone will be
 8 turned off at the end of your time and it could be
 9 turned off as the speaker addresses a specific student
 10 or employee matters or is commenting on matters not
 11 related to public education in Baltimore County.
 12 I will now call on our School System
 13 affiliated groups to speak. Our first speaker is
 14 Marlena Pearsell from the Southwest Area Advisory
 15 Council.
 16 MS. PEARSELL: Good evening.
 17 MS. LICHTER: Good evening.
 18 MS. PEARSELL: Greetings for Chair, Vice-
 19 Chair in absence, Superintendent Rogers, and all on
 20 the dais. My name is Marlena Collins-Pearsell, Chair
 21 of the Southwest Education Advisory Council.

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1 I am going to be brief tonight. Of course,
 2 there is Thanksgiving approaching, and I am sure as
 3 you, I have lots to do. The most fascinating part of
 4 Thanksgiving is about our rituals and how it evolves.
 5 Each year we gather in anticipation of something
 6 familiar, but keep layering on in anticipation for
 7 something new or activities. Rituals are grounded in
 8 the present, they look for the future, and they are
 9 rooted in traditions across generations.
 10 At this time, Baltimore County Public
 11 Schools is about one-third through the year. I
 12 believe they should be thinking about how can we
 13 invite others to join in. A quote from a Southern
 14 grandmother says, "There's always room at the table
 15 for one more." Please keep inviting community
 16 stakeholders and partners to the table. We're not
 17 asking for much when we sit down. We are not picky
 18 eaters. Our palates can adjust. We have manners,
 19 most of us. Most importantly, you need the partners
 20 and parents such as the community to tell it like it
 21 is. We will tell you when your macaroni and cheese

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1 does not have enough cheese. We will tell you when
 2 your rice is too sticky, and the beef was too tough.
 3 In conclusion, we're incredibly grateful to the
 4 teachers, the staff, the administrators that support
 5 the staff, the PPW, the nurses -- I'm forgetting
 6 someone else -- all essential employees of Baltimore
 7 County Public Schools -- our volunteers, that's what I
 8 forgot. We know that we can't do any of this as a
 9 community without you all, so we are grateful and
 10 we're thankful. Board members, please remember that
 11 our community and our stakeholders are part of a
 12 partnership that you all can invite us to at any time.
 13 Thank you, and have a wonderful week ahead.
 14 MS. LICHTER: Thank you.
 15 (Applause.)
 16 MS. LICHTER: Next are unions. Our first
 17 speaker is Cindy Sexton, speaking on behalf of TABCO.
 18 (Applause.)
 19 MS. SEXTON: Good evening, Chair Lichter,
 20 Dr. Rogers, and members of the Board. Thank you for
 21 the opportunity to speak tonight. I just want to say

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1 that TABCO is here in force tonight to share the
 2 message that we need to finish strong in our
 3 negotiations.

4 But first, the groundbreaking ceremony for
 5 the new Deer Park Elementary School was an exciting
 6 time today. It is important for us to celebrate the
 7 good that is happening in our School System and
 8 construction of new schools is always exciting. I am
 9 especially happy to hear that it will be a net zero
 10 school, which will help our environment as we teach
 11 our students. I can't wait to see it and more net
 12 zero schools.

13 Educators, thank you for all you do. We
 14 know the job is hard, and the work never stops. But
 15 because we love our students and our profession, we
 16 keep going back doing what we can every single day to
 17 help our students. As we near the end of our
 18 negotiations, I want to thank our core and expanded
 19 bargaining teams for their tireless work. They are
 20 the ones who have been in for hours at a time making
 21 sure that the contract meets our needs and gives us

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1 what we need to take care of our students certainly,
 2 but to also take care of ourselves. Because if we
 3 don't take of us, we can't be there for our students.
 4 Our team has gotten increased leave time, language to
 5 address workload, collaborative planning, increased
 6 compensation and more and discipline, the topic we
 7 probably hear about the most. We have strong language
 8 to protect our educators as we support our students.
 9 But it will take all of us, educators, support staff,
 10 administrators, central office leadership, and the
 11 community to address the concerns and find authentic
 12 ways to problem solve. But we aren't done. Dr.
 13 Rogers, Board Members, lets finish strong. We only
 14 have one more session to wrap things up. Let's make
 15 sure that every decision made, every agreement
 16 reached, has a lens of what our students need, an
 17 educator in the classroom and at work sites. We
 18 already have over 100 resignations this year, and more
 19 than 10% of them are special educators. Let's do all
 20 we can to keep our educators. Our students deserve
 21 that. And since it is the week of Thanksgiving, of

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1 course I want to thank our educators and support
 2 staff, everyone in the School System and school
 3 communities who work so far everyday for our students.
 4 Thank you for all you do. And to those who celebrate,
 5 Happy Thanksgiving.

6 MS. LICHTER: Thank you.
 7 (Applause.)

8 MS. LICHTER: Next are individual citizens
 9 and student groups. Our first speaker is Kenneth
 10 Benjes. I believe he is virtual. Mr. Benjes. Do you
 11 want to go to the next speaker and then come back.
 12 Oh, no.

13 MR. BENJES: Okay, great. Good evening,
 14 Chair Lichter, Vice-Chair Harvey, Superintendent
 15 Rogers, and members of the Board. Thank you for your
 16 time. I am Ken Benjes, a social studies teacher. I
 17 am here tonight and ask that you support a fair
 18 contract that supports teachers and empowers our
 19 students to be their best selves. That includes
 20 limiting the distinction between family and personal
 21 sick leave. Many of our educators have children

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1 themselves, and we all know that children get sick
 2 frequently in school. We need a contract that gives
 3 educators the ability to support their family in times
 4 of sickness and in health, without fear of reprisal.
 5 Currently teachers need to take sick leave to support
 6 their sick family members, they are subject to
 7 meetings with administrators. What are they supposed
 8 to do? Tell their kids not to get sick? A fair
 9 contract that respects our educators and their ability
 10 to take care of their family would be greatly
 11 beneficial to them and their children. We need a
 12 contract that establishes comprehensive and cohesive
 13 discipline practices across the County, including
 14 policies that are consistently followed for
 15 documentation. That is something we need in our
 16 contracts to retain educators. A fair contract
 17 includes language that protects our nurses and their
 18 ability to have a duty-free lunch. We all know that
 19 when we get hungry, a portmanteau of hungry and angry,
 20 we make mistakes and act in a rash manner. Ensuring
 21 that our nurses are able to eat a meal in piece will

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1 benefit our students as well. I want to express my
 2 gratitude to the Board for trusting our Library Media
 3 Specialists to select books that are appropriate and
 4 beneficial to our students. They are experts in their
 5 field and have a wealth of training and knowledge on
 6 those topics. Thank you, Board, for everything that
 7 you do, and have a wonderful evening.

8 MS. LICHTER: Thank you.
 9 (Applause.)

10 MS. LICHTER: The next speaker is Lloyd
 11 Allen. Good evening.

12 MR. ALLEN: Good evening. Chair Lichter,
 13 Superintendent Rogers, and members of the Board, thank
 14 you for your time. I am Lloyd Allen, Special Educator
 15 in Mathematics speaking as an individual.

16 Defined in 2015's ESSA, specialized
 17 instructional support personnel or SISP's are not
 18 teachers of record, but they are still certified
 19 professionals who are necessary to the workings of the
 20 school. You have heard me speak on MASP's
 21 recommendations for the ratios of student to

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1 counselor, school social worker, and school
 2 psychologist. BCPS has made progress towards those
 3 ratios, and I eagerly await the operating budget
 4 proposal to see whether our progress will continue.
 5 Thank you, SISP's who support students' mental health.
 6 I appreciate the work that BCPS School Library Media
 7 Specialists are putting in to making our schools a
 8 safe and supportive environments. I like that our
 9 children have welcoming spaces that foster the love of
 10 reading, and I like that all children can find their
 11 experiences reflected in a diverse and inclusive
 12 collection. I think it's so important that our
 13 children can find stories about people with a variety
 14 of life experiences, so they have the opportunity to
 15 grow into more empathetic people. I also think it's
 16 important that they encounter ideas outside of what
 17 any individual adults or peer can teach them, so they
 18 have the opportunity to think about situations that
 19 might arise in their future before they encounter
 20 them. The selection policies our District implements
 21 allow each LMS to personalize the collection to their

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1 individual communities, and I am glad the Board trusts
 2 these certificated and credentialed individuals to
 3 make choices that support curriculum, curiosity, and
 4 leisurely reading. Thank you Media Specialists.

5 School nurses are essential for the physical
 6 safety of students and staff. They have been pulled
 7 in a thousand directions even before three years ago.
 8 I note with interest the new language about health
 9 suite coverage was included in the agreement signed
 10 between BCPS and TABCO this past year, and hope that
 11 this language has been implemented universally. Each
 12 school nurse that I have worked with has been flexible
 13 beyond the bounds of reasonability, and it is
 14 important that we respect their humanity and
 15 professionalism without taking advantage of them.
 16 Thank you school nurses.

17 As a special educator, successful completion
 18 of my duties relies on the existence and support of
 19 qualified related services personnel such as Speech
 20 Language Pathologists, Occupational Therapists,
 21 Physical Therapists, Art Therapists, Music Therapists,

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1 and others. The impacts that they have on students in
 2 providing skills that are not just needed for academic
 3 success, but they will be needed out in the world,
 4 cannot be emphasized enough. Thank you related
 5 service providers. Thank you Certified Specialized
 6 Instructional Support Personnel, also called SISP's.
 7 Thank you.

8 MS. LICHTER: Thank you.
 9 (Applause.)

10 MS. LICHTER: Our next speaker is Erica Mah.
 11 MS. MAH: Good evening.
 12 MS. LICHTER: Good evening.

13 MS. MAH: My name is Erica Mah, and I'm
 14 grateful for the opportunity to be here tonight to
 15 speak to you as a parent, a teacher and a TABCO
 16 member. I'm also hopeful that what I will say will
 17 encourage you to find better ways to support our staff
 18 in the upcoming contract negotiations.

19 I am grateful for the increased ESAL
 20 staffing that helped me have a manageable case load
 21 this year, and I am hopeful that we can continue to

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1 strive to meet the needs of all of our multilingual
 2 students. I am grateful to the SLP, who brought my
 3 daughter's speech issues to my attention when she was
 4 younger. And I hope that others whose children need
 5 speech, are able to access those resources in person.
 6 I am grateful for teacher friends who reach out when
 7 they are struggling through a bad day. And I hope
 8 they will not resign despite feeling stressed and
 9 overwhelmed. I am grateful to the special educator
 10 who stayed after school to answer my questions about a
 11 student's IEP. I am hopeful that we can hire and
 12 retain more certified special educators so they can
 13 truly meet the needs of their students. I am grateful
 14 to the conditional teacher who is taking course work
 15 in the evening, in addition to planning and grading.
 16 I am hopeful that she will be successful in her dream
 17 to become a fully certified teacher. I am grateful
 18 for our nurse who made repeated phone calls to dental
 19 resources to get a student much needed dental care. I
 20 am hopeful that she can continue to have a health aid
 21 when servicing over 600 students. I am grateful to

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1 our long-term sub who knows and loves every student in
 2 our school. I am hopeful that we can continue to pay
 3 her as a long-term or building sub as a small way to
 4 acknowledge her value to our school. I am grateful to
 5 the school psychologist who embraced getting covered
 6 in stickers as part of a testing session. I hope our
 7 school will someday again have an in-person school
 8 psychologist assigned to us. I am grateful to the
 9 school counselor who answered my questions about my
 10 daughter's schedule, even in the summer. I am hopeful
 11 that all schools will be staffed to have a reasonable
 12 student to counselor ratio. I am grateful to all of
 13 the high school teachers who are taking time out of
 14 their evenings, weekends, and probably this vacation
 15 coming up, to write college recommendations for
 16 seniors. I am hopeful that the teachers of this
 17 year's juniors will remain at their high schools so
 18 that students can easily contact them for next year's
 19 recommendations. I am grateful for the social worker
 20 who responded to my text this weekend about a family
 21 who did not receive their Thanksgiving basket. I am

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1 hopeful that others who need community support are
 2 able to see that from our overworked social workers. I
 3 am grateful to the SLP who took a phone call during
 4 her summer vacation trip and came to support our
 5 school even though she had retired. And I am hopeful
 6 that she is now truly enjoying her retirement. I am
 7 grateful for BCPS for being transparent or working
 8 with TABCO in our negotiations this year. I am
 9 hopeful that we can reach agreements that will focus
 10 on the recruitment and retention of high-quality staff
 11 so that we may all strive for our students'
 12 achievement and well-being. Thank you.
 13 MS. LICHTER: Thank you.
 14 (Applause.)
 15 MS. LICHTER: Our next speaker is Helene
 16 Groves. Good evening.
 17 MS. GROVES: Good evening. Good evening,
 18 Chair Lichter and the rest of the Board and
 19 Superintendent Rogers. It is nice to see you again.
 20 My name is Helen Groves. I am an Early Childhood
 21 Special Educator. I'd like to thank you all for

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1 allowing me to speak tonight. I echo the sentiments
 2 that many of my colleagues have shared about the hard
 3 work of teachers in the entire school community,
 4 yourselves included. Colleagues have also shared that
 5 there are many items unrelated to finances that are
 6 driving educators from the profession. You heard from
 7 President Sexton about the number of resignations
 8 including many special educators, unfortunately. It
 9 is incredibly important for BCPS and TABCO to continue
 10 to work together to address ways to recruit and retain
 11 educators through our negotiations and contract. One
 12 aspect that comes to mind is the EANP or the Employee
 13 Absence Monitoring Program. The master agreement
 14 allows TABCO employees to accrue earned sick time
 15 while working for BCPS. This is not time that is
 16 given freely. This is time that is earned through our
 17 hard work for our students. You heard the testimony
 18 from Erica Mah on all of the hard work that occurs
 19 before and after school for our students. That is
 20 unpaid time, but it is time that is definitely valued
 21 by the students. EANP can be detrimental to employees

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1 who have no history of using sick time or abusing it
 2 when they are still issued disciplinary action, and
 3 that can remain in their personnel file. This
 4 definitely impacts morale. I would ask that BCPS
 5 continue to work with TABCO on finding a way to
 6 structure or restructure the EANP program to make it
 7 more effective and feel less punitive. Thank you so
 8 much.

9 MS. LICHTER: Thank you.
 10 (Applause.)

11 MS. LICHTER: And our last speaker from
 12 individual citizens is Anna Weisberg, who I think is
 13 also virtual.

14 MS. WEISBERG: Good evening. Can I get a
 15 mic check?

16 MS. LICHTER: Yes, you are good. Thank you.

17 MS. WEISBERG: Good evening, Chair Lichter,
 18 Vice-Chair Harvey, and Superintendent Rogers. I am
 19 Anna Weisberg. I am a teacher of third-graders at
 20 Villa Cresta Elementary School. Thank you for your
 21 service to our students, staff, and community. We

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1 appreciate the progress made through the contract
 2 negotiations progress. More must be done, as you must
 3 surely know. In contradiction to the perplexing past
 4 president allocating money for a budget before
 5 agreeing to what needs to be funded, we must come to
 6 an agreement on our contract before the budget is
 7 made. It is sad that we are here today needing to
 8 advocate for the basic needs of our students and
 9 educators. TABCO rank and file members did the work.
 10 The diverse representative team met repeatedly
 11 volunteering their time outside of the workday to
 12 identify the contractual essentials needed to make
 13 BCPS' contract more successful at attracting and
 14 retaining educators, to make BCPS more successful at
 15 meeting the fundamental needs of our District's
 16 children. The requests made by our contract team are
 17 not frivolous nor asked for lightly. The question of
 18 whether or not to improve workload, including pay for
 19 coverage and after school duties, and whether or not
 20 to address the needs of our SISP's, our Specialized
 21 Instructional Support Personnel, our OT's, our PT's,

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1 our school counselors, our school nurses, school
 2 psychologist, school social workers, speech language
 3 pathologists and other professional licensed
 4 personnel, these questions are essential, and the
 5 answer must be yes. Yes, we will do all we can to
 6 decrease workload. We will pay coverage and after-
 7 school duties. We will address the thoughtfully
 8 considered needs of our SISP's, because we want and we
 9 know we need to provide what our students need. We
 10 know that we have a school of 1500 students right now
 11 with, I believe, one or no social workers. We have
 12 people leaving, professionals leaving after just one
 13 quarter because the jobs are so untenable at the
 14 moment. Please give what our educators need to be
 15 able to meet the needs of our students and still be
 16 able to stay okay in the jobs. I respectfully implore
 17 you to act with an alacrity to address the remaining
 18 requests of our negotiations team so that we can
 19 attract and maintain a world-class teaching force for
 20 our students. Again, thank you for your service.
 21 MS. LICHTER: Thank you.

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1 (Applause.)

2 MS. LICHTER: Next on the agenda was
 3 comments for board policies, but there was no one
 4 signed up, so we are going to move on to Action Taken
 5 in Closed Session. And for that I call Mr. Meuser.
 6 Good evening.

7 MR. MEUSER: Good evening. Earlier tonight
 8 the Board met in closed session and took action on two
 9 cases, SD 2023/2024-01 and SD 2023/2024-02. Now would
 10 be an appropriate time to confirm the actions taken on
 11 those two items.

12 MS. LICHTER: May I have a motion to affirm
 13 the action taken during closed session on hearing
 14 examiner cases SD 2023/2024-01 and 2023/2024-02, and
 15 authorize Ms. Gover to sign for those Board members
 16 not physically present.

17 UNKNOWN SPEAKER: So moved.

18 MS. LICHTER: Is there a second?

19 MS. PUMPHREY: Second. Pumphrey.

20 MS. LICHTER: Thank you. Any discussion?
 21 May I have a role call vote please?

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

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1 MS. LICHTER: Yes.
 2 MS. GOVER: Thank you.
 3 MS. LICHTER: Thank you. Thank you, Mr.
 4 Meuser. The next item on the agenda is new business
 5 report on Board Policies. This is the first reader
 6 for these policies, and for that I call on Ms.
 7 Christina Pumphrey, Chair of the Policy Review
 8 Committee.
 9 MS. PUMPHREY: Thank you. Members of the
 10 Board, the Policy Review Committee asks that the Board
 11 accept this report of the Committee's recommendation
 12 of proposed changes to the following Board policies:
 13 Board Policy 3150, Board Insurance Program; Board
 14 Policy 3310, Food and Nutrition Services; Board Policy
 15 3330, Food Service, Finance; and Board Policy 5150,
 16 Resident and Non-Resident Student Eligibility. These
 17 policies are presented to you on tonight's agenda as
 18 Exhibits I-1 through I-4.
 19 MS. LICHTER: May I have a motion to accept
 20 the recommendation of the Board's Policy Review
 21 Committee for Board Policies 3150, 3310, 3330, and

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1 5150?
 2 MS. FREMPONG: So moved, Frempong.
 3 MS. LICHTER: Thank you. No second is
 4 needed, since the recommendation comes from the
 5 Committee. Is there any discussion? Yes, Ms. Booker-
 6 Dwyer?
 7 MS. BOOKER-DWYER: Can we pull 3310?
 8 MS. LICHTER: Yes. Is there any further
 9 discussion?
 10 MS. BOOKER-DWYER: So with that one, that
 11 one is Food and Nutrition. I think that there needs
 12 to be something in that policy around the quality of
 13 the meals that we are providing to students, and
 14 around data that should be collected so that we can
 15 ascertain how our students who are the primary clients
 16 for this, are perceiving their daily lunch and
 17 breakfast items.
 18 MS. LICHTER: Ms. Booker I am just going to
 19 pause you for one second so we can vote on the three
 20 and then come back for discussion on that one.
 21 MS. BOOKER-DWYER: I got it.

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1 MS. LICHTER: So may we have a role call
 2 vote on -- which one did you pull out? Say 3150, 3330
 3 and 5150.
 4 MS. GOVER: Ms. Domanowski?
 5 MS. DOMANOWSKI: Yes.
 6 MS. GOVER: Mr. Young?
 7 MR. YOUNG: Yes.
 8 MS. GOVER: Ms. Frempong?
 9 MS. FREMPONG: Yes.
 10 MS. GOVER: Ms. Stolusky?
 11 MS. STOLUSKY: Yes.
 12 MS. GOVER: Ms. Henn?
 13 MR. STOLUSKY: 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: Thank you. Now we are back to
 7 3310. Ms. Booker-Dwyer, I will let you finish your
 8 comment.
 9 MS. BOOKER-DWYER: So it is just ultimately
 10 to put something in there around the quality of the
 11 food that we're serving, and the data that we collect
 12 to not only ensure that the students are enjoying it,
 13 but also the waste, you know, that is an indicator of
 14 whether or not people are eating it or taking it. And
 15 so just a quality metric in that proposal -- in 3310.
 16 MS. LICHTER: Any other discussion or
 17 questions about 3310? Do you want to respond?
 18 DR. ROGERS: Yes. Thank you, Ms. Booker-
 19 Dwyer. I certainly hear and appreciate the feedback
 20 around whether or not students are liking the quality
 21 of food. My question would be whether or not for both

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1 attorneys as well as Ms. Pumphrey, that is something,
 2 you know, in terms of gathering feedback from students
 3 since that is something that is already in progress by
 4 our director, and that is something that belongs more
 5 in the rule as opposed to policy. And I see three
 6 nods.
 7 MS. LICHTER: So you are saying yes, it
 8 should be part of the rule and not a change in policy,
 9 yes. So from a legal standpoint --
 10 DR. ROGERS: Is that acceptable?
 11 MS. BOOKER-DWYER: That would be fine. As
 12 long as there is something somewhere where we can
 13 start to get at the quality of the food that we're
 14 serving.
 15 DR. ROGERS: Thank you.
 16 MS. LICHTER: Anything further? Ms.
 17 Domanowski?
 18 MS. DOMANOWSKI: I just want to clarify
 19 because you said something about getting students',
 20 you know --
 21 MS. LICHTER: Feedback.

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1 MS. DOMANOWSKI: -- feedback. I am more
 2 concerned -- I am concerned about that, but also are
 3 we getting nutritional content and --
 4 DR. ROGERS: We are legally required to make
 5 sure that we have the right portion size and
 6 everything follows those nutritional guidelines, and
 7 there are regular, you know, inspections and things of
 8 that nature.
 9 MS. DOMANOWSKI: So nutritional and quality
 10 control, as far as like expiration?
 11 MS. LICHTER: USDA, right?
 12 DR. ROGERS: Yes, with USDA.
 13 MS. DOMANOWSKI: Okay.
 14 DR. ROGERS: Yes.
 15 MS. LICHTER: Further questions? Ms.
 16 Stolusky?
 17 MS. STOLUSKY: Thank you. Just a quick
 18 comment. I know in elementary school when the
 19 students pack their lunches they throw away what they
 20 don't eat, and I wonder if there was a way to just
 21 communicate to principals to then communicate to staff

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1 that especially with the elementary school students
 2 that whatever they don't eat that they've packed, that
 3 they should actually just take home, like in the
 4 containers or the zip-locks to give parents feedback
 5 on what their child might be eating or not eating.
 6 DR. ROGERS: We can share that with our
 7 Director of Food and Nutrition Service.
 8 MS. LICHTER: Other questions or comments on
 9 3310? May we have a role call vote on the approval of
 10 Board Policy 3310?
 11 MS. GOVER: Ms. Domanowski?
 12 MS. DOMANOWSKI: Yes.
 13 MS. GOVER: Mr. Young?
 14 MR. YOUNG: Yes.
 15 MS. GOVER: Ms. Frempong?
 16 MS. FREMPONG: Yes.
 17 MS. GOVER: Ms. Stolusky?
 18 MS. STOLUSKY: Yes.
 19 MS. GOVER: Mr. Henn?
 20 MS. HENN: 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. Motion passes.

14 The next item on the agenda is New Business,

15 Consideration of the Supplemental Appropriation of the

16 FY 2024 Budget. And for that I call on Mr. Hartlove.

17 MR. HARTLOVE: Good evening, Chair Lichter.

18 MS. LICHTER: Good evening.

19 MR. HARTLOVE: Board members. I will just

20 read through some highlights of the Appropriation.

21 This is supplemental appropriation. We don't

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1 typically do this this time of year. It's an

2 appropriation of fund balance that is being requested

3 to provide funding which aligns with and supports the

4 July 11, 2023 Board-approved contract for an ERP

5 System Enterprise Resource Planning System. The

6 system includes all general ledger, budgeting,

7 payroll, purchasing, inventory, and human resources

8 processes, which there will be a report on later

9 tonight. The breakdown of the costs is shown in the

10 supplemental appropriation. The big thing to note

11 here is that most of these costs 13.7, are one-time

12 costs to get the system up and running. This also

13 includes a subscription cost for five years. Once we

14 are able to fully implement this system, we can then

15 stop paying for the Legacy, the current system, and

16 the ongoing costs will ultimately be a wash from what

17 we're paying for our current system once we switch

18 over to the new system. It will be approximately the

19 same amount of money. But these costs are for the

20 most part, the one-time cost to get the system up and

21 running and the transition cost while we have both

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1 systems operating at the same time.

2 MS. LICHTER: Thank you. Are there

3 questions for Mr. Hartlove? Ms. Henn?

4 MS. HENN: Thank you, Madam Chair. Good

5 evening, Mr. Hartlove.

6 MR. HARTLOVE: Good evening.

7 MS. HENN: You answered the beginning of my

8 question. I'm curious as to the five-year cost that

9 we will incur for this system and the use of the

10 annual supplemental appropriation to cover those

11 costs. Are these costs we are incurring this year, or

12 are those costs spread out over the next five years?

13 MR. HARTLOVE: They are spread out, but

14 because we have to keep our existing system running,

15 the budget that we have in our operating budget is

16 going towards that current system, and we wanted to

17 have another funding source during the transition, so

18 that is what this represents is utilization of fund

19 balance during the transition.

20 MS. HENN: Okay. So in other words what

21 you're saying is the 24.6 million being requested from

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1 fund balance this year will go to both the new and the

2 current system to get them up and running?

3 MR. HARTLOVE: It will go towards the new

4 system while the current system is still operating.

5 Being paid for out of operating dollars. And then as

6 soon as we have the full implementation, we will no

7 longer pay for our existing system. And then the new

8 system will be paid for out of the operating budget at

9 that point in time.

10 MS. HENN: So whether it's for the new or

11 old system, we are incurring 24.6 million in costs

12 this fiscal year, and that's what we need to approve

13 the Supplemental Appropriation to cover for our

14 systems?

15 MR. HARTLOVE: Yes, for what we are

16 considering the length of the project, the

17 implementation of the project.

18 MS. HENN: Okay. That's where I think there

19 is a bit of a disconnect. If you could explain the

20 accounting, because I understand it is a multi-year

21 project that we would incur those costs as we

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1 implement these various products --
 2 MR. HARTLOVE: Right.
 3 MS. HENN: -- so if I'm understanding
 4 correctly, the \$13 million that would be
 5 understandable is one-time cost up front to get us
 6 started --
 7 MR. HARTLOVE: Correct.
 8 MS. HENN: Where I am not understanding is
 9 the need for the additional \$11 million now when, one,
 10 we are facing a \$30 million shortfall next year to
 11 which we could use fund balance towards, and why we
 12 need to use this for this purpose in year 1 versus
 13 budgeting for the next four years?
 14 MR. HARTLOVE: Good question. And we're
 15 appropriating it so it's available, but that doesn't
 16 necessarily mean we will need to utilize it. So we
 17 have the breakdown of the \$24.6 is \$13.6 for one-time
 18 items. Those items will be cost over a couple of
 19 years if our implementation is what we are hoping for
 20 is a two-year implementation. During that
 21 implementation period, we will also have the existing

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1 system that we are paying for, and we have an
 2 operating budget for that. And then each year
 3 annually we will have to pay for the cost of the new
 4 system at the same time. So it's an extra cost during
 5 the time. Our goal is to have this system in in two
 6 years, in which case we won't utilize all of these
 7 dollars, but we are putting it forward just as --
 8 hopefully a worst-case scenario of what we would need
 9 in total to make sure we are putting those dollars
 10 aside, but they will not all be spent up front. They
 11 will be spent over the course of the implementation.
 12 MS. HENN: So we are essentially ear-marking
 13 this portion of our current fund balance for our
 14 anticipated needs?
 15 MR. HARTLOVE: Correct, correct.
 16 MS. HENN: Thank you. That is all I have,
 17 Madam Chair.
 18 MS. LICHTER: Do you want to say anything
 19 about that? Ms. Domanowski?
 20 MS. DOMANOWSKI: I just have an
 21 administrative question. Why are we not seeing the

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1 presentation before this?
 2 MR. HARTLOVE: Well, I think they weren't
 3 all tied. I don't know.
 4 DR. ROGERS: Ms. Domanowski, great question.
 5 They are not tied. This is the budget appropriation
 6 transfer for the contract that you already approved.
 7 It just so happens on the schedule. We are going to
 8 give you an update on where we are with implementation
 9 and make sure everyone learns a little bit more about
 10 what they can expect to see in the roll-out.
 11 MS. DOMANOWSKI: The only reason I said
 12 that, it might feel better hearing how things are
 13 going before we like vote to give you another \$24
 14 million to appropriate -- I know we're not going to
 15 spend it, but -- No, that is fine. I understand it's
 16 not connected, but the ERP -- it's not the same as in
 17 the presentation.
 18 MS. LICHTER: Do you mean the presentation
 19 coming up?
 20 MS. DOMANOWSKI: It is coming, but it's not
 21 the same one that they were ear-marking money for, for

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1 the implementation.
 2 MS. ROGERS: Yes, for the same contract that
 3 you approved a few years ago.
 4 MS. DOMANOWSKI: Right. Okay.
 5 MR. HARTLOVE: Ms. Domanowski, just to
 6 verify, yeah, we didn't already do the \$24 million.
 7 We did the contract for the \$24 million, and now we
 8 are making sure we have the funding in place to pay
 9 for that same contract. So we've approved the
 10 contract, and now we are putting the funding in place
 11 so we can pay our bills.
 12 MS. DOMANOWSKI: Correct. But it is what we
 13 are going to get a presentation on is what you said?
 14 MR. HARTLOVE: It's the progress --
 15 MS. DOMANOWSKI: It's the progress of what
 16 we are -- we have already approved it, but we are
 17 getting more money, but it's the same thing.
 18 MR. HARTLOVE: Correct. And we did -- It's
 19 not any additional dollars.
 20 MS. LICHTER: It's where the money is coming
 21 from.

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1 MR. HARTLOVE: It's just where the money is
 2 coming from. And we've already begun the project.
 3 The project has started.
 4 MS. DOMANOWSKI: It's not more? If the
 5 present appropriation is 63 and the supplemental is 24
 6 --
 7 MR. HARTLOVE: 62 to 63 is --
 8 MS. DOMANOWSKI: Where it says present
 9 appropriation? I don't understand.
 10 MR. HARTLOVE: That's our present use of
 11 fund balance in the budget. It has nothing to do with
 12 this project.
 13 MS. DOMANOWSKI: Okay, okay.
 14 MS. LICHTER: Other questions? Ms.
 15 Frempong?
 16 MS. FREMPONG: Good evening, Mr. Hartlove.
 17 MR. HARTLOVE: Good evening.
 18 MS. FREMPONG: So my question is, one of the
 19 things you were saying is that we're going to be using
 20 the 24.6 for the new system while the existing system
 21 is being paid for. So the \$24 million is not

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1 additional money, it's what has already been approved,
 2 correct?
 3 MR. HARTLOVE: No. It's just backing up the
 4 contract that was already approved, so it's not in
 5 addition to, it's the dollars that we're using, yes.
 6 MS. FREMPONG: Thank you. And then how much
 7 are we currently paying then for the existing system?
 8 MR. HARTLOVE: The existing -- these are
 9 definitely round numbers, but about -- you can see
 10 here, this is a five-year subscription of about \$10
 11 million, so it is about \$2 million a year, which is
 12 coincidentally about what our current system costs as
 13 well, about \$2 million a year in an annual fee --
 14 subscription fee.
 15 MS. FREMPONG: Okay. So if the project goes
 16 as planned, perfect sunshiny day, etc. --
 17 MR. HARTLOVE: Which it will.
 18 MS. FREMPONG: Right. -- then we are
 19 looking at \$4 million only to be spent out of that \$10
 20 million?
 21 MR. HARTLOVE: Correct, correct.

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1 MS. FREMPONG: Okay. Thank you.
 2 MS. LICHTER: Other questions? Okay. Thank
 3 you, Mr. Hartlove. Wait a second, don't go anywhere.
 4 May I have a motion to approve the Supplemental
 5 Appropriation of the FY 2024 Budget?
 6 MS. STOLUSKY: So moved, Stolusky.
 7 MS. LICHTER: Thank you. Do I have a
 8 second?
 9 DR. SAVOY: Second, Savoy.
 10 MS. LICHTER: Thank you. Any further
 11 discussion? Okay. May I have a role call vote
 12 please?
 13 MS. GOVER: Ms. Domanowski?
 14 MS. DOMANOWSKI: Yes.
 15 MS. GOVER: Mr. Young?
 16 MR. YOUNG: Yes.
 17 MS. GOVER: Ms. Frempong?
 18 MS. FREMPONG: Yes.
 19 MS. GOVER: Ms. Stolusky?
 20 MS. STOLUSKY: Yes.
 21 MS. GOVER: Ms. Henn?

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1 MS. HENN: No.
 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: The motion passes. Thank you.
 14 MR. HARTLOVE: You're welcome.
 15 MS. LICHTER: The next item on the agenda is
 16 the report on the FY-2023 Annual Comprehensive
 17 Financial Report. And for that I call on Mr.
 18 Hartlove.
 19 MR. HARTLOVE: Sure. And we actually went
 20 through the report at the most recent audit committee
 21 meeting. We had good questions. We had the principal

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1 from -- they used the term "principal" but it is a
 2 different type of principal from CliftonLarsonAllen.
 3 She answered questions, as well as my staff was there.
 4 So I think we had a good discussion. It is -- I want
 5 to use the proper term, it's in effect a clean audit.
 6 It is an audit without utilizing the terminology that
 7 they use, but it is in effect a clean audit.
 8 MS. LICHTER: Are there any further
 9 questions on the Annual Comprehensive Financial
 10 Report? Ms. Booker-Dwyer?
 11 MS. BOOKER-DWYER: I have a question just
 12 regarding how it's presented, because I am just
 13 thinking about the transparency for the public. When
 14 we get 125 page report, it can be a bit much for the
 15 general public to digest. So in the future it would
 16 be great to have this broken out into bite-sized
 17 pieces or to have a clear presentation that gives the
 18 highlights, just for the sake of transparency and so
 19 that everyone can understand without necessarily
 20 having to go through the 125 page report.
 21 MR. HARTLOVE: Unfortunately there is a lot

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1 of this that's mandatory in order to -- it is required
 2 by the audit, so there are sections that I would
 3 believe are more important and things that if I were
 4 paging people through that I would go to certain
 5 highlights. Maybe there's a way we can do that, where
 6 we can say, you know, here's the audit for those of
 7 you who are CPAs and want to go through it, but for a
 8 person who just wants to know where we stand
 9 financially and wants kind of the highlights here,
 10 something for you that you can kind of page through
 11 and read the highlights basically of the audit.
 12 MS. BOOKER-DWYER: That would be helpful.
 13 MS. LICHTER: Any other comments? Okay.
 14 Thank you very much.
 15 MR. HARTLOVE: You're welcome.
 16 MS. LICHTER: The next item on the agenda is
 17 the report on Academic Achievement, Blueprint Pillar
 18 3, College and Career Readiness. And for that I call
 19 on Dr. DiDonato and Ms. Shay. Good evening.
 20 DR. DiDONATO: Good evening.
 21 MS. SHAY: Good evening.

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1 MS. LICHTER: Dr. Rogers, are you starting
 2 this?
 3 DR. ROGERS: I will. Once we have the
 4 PowerPoint please. Thank you. Next slide. Good
 5 evening. We are very pleased to present a report on
 6 College and Career Readiness. College and Career
 7 Readiness for making sure that we are all on the same
 8 page really means that a student is prepared after
 9 12th grade to go directly to work or enroll in a post-
 10 secondary program and succeed without the need for
 11 remediation. There are several components that make
 12 up College and Career Readiness, you see them on your
 13 slide, where academic and content knowledge is the
 14 majority of the focus in classes and in schools, but
 15 we also work with our partners inside and out of
 16 school to provide our students with access to a
 17 variety of skills and strategies, including higher
 18 order thinking skills, social and emotional
 19 intelligence, intelligence as well as employability,
 20 and life skills. College and Career Readiness is very
 21 important because it is known to increase the level of

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1 success for students after they leave our school
 2 system and reduce gaps in access for students. The
 3 main components include rigorous academic courses,
 4 career and technical education, college and career
 5 counseling. So for the remainder of this
 6 presentation, Dr. DiDonato and Ms. Shay will take us
 7 through the specifics of Pillar 3 and how we have
 8 prepared at Baltimore County Public Schools and what
 9 our next steps are. Thank you. Dr. DiDonato.
 10 DR. DiDONATO: Thank you, Dr. Rogers. Next
 11 slide. On your screen you will see the four core
 12 tenets of Pillar 3 for College and Career Readiness.
 13 What Pillar 3 says to do is establish new standards
 14 for college and career readiness to ensure again, as
 15 Dr. Rogers has said, that students are prepared for
 16 college and career beyond BCPS. It sets a goal for
 17 students to achieve certain outcomes of college and
 18 career readiness standards by the end of 10th grade.
 19 It also develops a support pathway for students who
 20 are not meeting those expectations by Grade 10, and we
 21 will talk a little bit more about those are that are

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1 in place in BCPS. And what it also does is create
 2 multiple pathways for students who are meeting college
 3 and career readiness standards to experience college
 4 and career experiences at zero cost to the students.
 5 So that could be through dual enrollment, it could be
 6 through apprenticeship, it could be through
 7 internships, so lots of different opportunities for
 8 students. Next slide.
 9 When we look at this slide, this really
 10 describes the responsibilities of the school system in
 11 helping students meet college and career readiness.
 12 So we are going to start at the bottom looking at the
 13 blue box. From the very beginning, training for
 14 teachers in pre-kindergarten through 3 in the science
 15 of reading, so ensuring that our teachers are well
 16 prepared to teach our students the foundational skills
 17 that are going to lead to their success as early as
 18 pre-kindergarten all the way through 12th grade. The
 19 orange box, high quality instructional materials. We
 20 have come forward before you several times looking at
 21 enhancing our curriculum materials to ensure that they

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1 are aligned with the rigor of the standards, that they
 2 are evidence-based, and this is really one of those
 3 tenets of Pillar 3, so ensuring that the school system
 4 has that in place. Having a comprehensive literacy
 5 and mathematics plan that is part of what we submitted
 6 as our plan to MSDE when we submitted Baltimore
 7 County's Blueprint plan -- implementation plan --
 8 providing targeted supplemental instruction evidence-
 9 based interventions. Again you heard us come to you
 10 at the start of the school year talking about our
 11 reading interventions and support that we really
 12 needed for our students in our middle and high school
 13 to ensure that they were meeting those targets moving
 14 forward. Consistent content-rich instruction in
 15 science and social studies. When you look at the
 16 Maryland report card for schools, it really is looking
 17 at students having a well-rounded, balanced curricular
 18 experience, which includes all content areas. So
 19 while we focus on reading and math, those are
 20 foundational, so that students can truly access those
 21 other content areas. Next slide.

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1 This slide depicts the new College and
 2 Career Readiness Standards for you. So again, as we
 3 have just spoken, by grade 10 the goal is for all
 4 students to meet CCR standards. And what that means
 5 is that students have received a 3 or 4 on the MCAP
 6 assessment for English, a 3 or 4 on the MCAP
 7 assessment for math, or they've scored a 520 on the
 8 math SAT's. What we want students to do is again,
 9 meeting those standards by grade 10. The current
 10 measures are all standardized assessment measures.
 11 MSDE is currently exploring, and I believe they will
 12 vote at their December Board meeting to look at some
 13 additional measures beyond just standardized
 14 assessments. So they are looking at possibly
 15 incorporating grade point average as well as certain
 16 grades in certain courses. Right now they are
 17 specifically looking at a student achieving an A, B,
 18 or C in one of the three math courses, Algebra I,
 19 Geometry, and Algebra II. Geometry may be in or out,
 20 depending on what they decide, as well as having a
 21 cumulative GPA of 3.0. So that is part of what MSDE

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1 is looking so that there are additional pathways for
 2 students to be identified as college and career ready.
 3 Right now there are just standardized assessment
 4 measures. Next slide.
 5 Our goal is to keep students on track in
 6 order to meet this. Again, once students have met
 7 these expectations, there are lots of different
 8 opportunities that BCPS is able to facilitate and
 9 provide for them. So part of keeping students on
 10 track is really looking at those priority core
 11 instructional areas of reading and math in grade 10.
 12 And what we find is that the students who are
 13 performing well in their course work, who are having a
 14 high GPA, achieving in reading and math, they are
 15 well-prepared for the SATs, as well as well as well-
 16 prepared for the MCAP assessment so that they can
 17 score those 3 and 4's that we would like for them to
 18 achieve. For students who are in grades 11 and 12 who
 19 have met these expectations, they can enroll in AP
 20 courses, IB courses if it is one of our IB high
 21 schools, dual enrollment courses, or early college

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1 courses, and really work towards CTE credentials as
 2 well as apprenticeships. We currently offer these
 3 pathways for students who have not met college and
 4 career readiness standards, hoping that that exposure
 5 is really going to help motivate some of our students.
 6 However, the Blueprint only requires that we provide
 7 this for students who have met college and career
 8 readiness standards. For students who have not met
 9 that, so the student who did not achieve a 3 or a 4 on
 10 the English 10 MCAP or who did not get a 520 on the
 11 math SAT, we are required to provide an individual
 12 plan for them, so that we are looking at instruction
 13 that can supplement those key areas for them to help
 14 them meet those standards. There is currently not a
 15 secondary assessment measure for them, so they still
 16 may be identified as not meeting college and career
 17 readiness standards, but we are providing that
 18 supplemental support and instruction in order to help
 19 develop those skills to prepare them for college and
 20 beyond. Next slide.
 21 One of the components of Pillar 3, it

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1 identifies that LEA create and implement a 9th grade
 2 tracker system, and that's the language from the
 3 Blueprint to measure progress towards on-time
 4 graduation, which we report daily to MSD on that. So
 5 we use Power INFORM, which is one of our data
 6 management systems within BCPS. It provides
 7 information to school district administrators, from
 8 everything from student attendance to report card
 9 grades, math in prior years, MCAP all the way through,
 10 so that we really can look at a profile of the
 11 student. What are they like as a test taker? What do
 12 their grades look like in 5th grade, 6th grade, 7th
 13 grade, as they are moving forward, so that we can
 14 identify those students who might be at risk for not
 15 meeting college and career readiness standards and try
 16 to intervene before they take the 10th grade English
 17 assessment, and then do not meet the standard. So it
 18 is really helping our high school administrators. Our
 19 middle school administrators really analyze where
 20 students are, so that we can again try to intervene
 21 with them earlier. Next slide.

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1 This again is another slide just a different
 2 visual taking the language from the Blueprint, again
 3 showing the different opportunities that students can
 4 have, and give you a little bit more detail about what
 5 is encompassing within a comprehensive early entry
 6 college preparatory program, so again that is looking
 7 at our IB program, our advanced placement courses.
 8 You can see again the early college enrollment so
 9 students may be able to graduate from a BCPS high
 10 school while also earning an Associate's degree, which
 11 is halfway through a Bachelor's degree. So again at
 12 zero expense to families. Students can be leaving
 13 BCPS with a high school degree and an Associate's
 14 degree and well on their way to earning a four-year
 15 degree with only two more years of college left.
 16 Again, providing those opportunities for career and
 17 technical education programs, looking at certificated
 18 licensure programs. You heard information as far as
 19 some of our various magnet courses and CT courses
 20 where students can earn credentials in HVAC, they can
 21 earn credentials with Cosmetology. So really looking

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1 at those career and technical pathways for students,
 2 as well as providing students with the Youth
 3 Apprenticeship opportunities, that is both within BCPS
 4 and outside of BCPS. Currently BCPS employs many of
 5 our students has Youth Apprentices, which is a great
 6 opportunity for us to internally work to build our own
 7 workforce by providing students with those
 8 opportunities, either working in our office of DOIT.
 9 I understand we have an apprentice in our Office of
 10 Science also. So giving students those opportunities
 11 to be paid, earning credits, working for BCPS to
 12 really build our own workforce at the same time as
 13 providing kids with some really amazing opportunities.
 14 Next slide.
 15 We did mention those support plans that we
 16 do need to put in place for students who are not
 17 meeting college and career readiness standards. We
 18 really work collaboratively through the Office of
 19 Curriculum Instruction with the Department of Schools
 20 in order to develop some really robust plans and to
 21 provide students with access and opportunities to fill

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1 in those gaps and develop those skills that they still
 2 need to work on in order to be prepared for beyond
 3 BCPS.

4 MS. SHAY: This part of the pillar is new in
 5 terms of identifying what that individualized support
 6 plan looks like for a high school student. And this
 7 is an area of Blueprint that talks about specifically
 8 using problem-based or project-based learning as a
 9 part of those career readiness skills. So it isn't
 10 just about putting them in a remedial course, it's
 11 actually identifying those problem-based or project-
 12 based skills that would further prepare them for
 13 readiness for both college and career. And so to work
 14 on this, content offices have been partnering with
 15 each other, and also with other LEA's across the State
 16 that are trying to move forward with this piece of the
 17 plan. What does that actually look like for a high
 18 school junior or senior? To have these opportunities.
 19 So we have worked together to develop different
 20 projects. They are still in the draft stages, but we
 21 are getting feedback on what -- and I know we've

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1 already talked this evening about what are students
 2 going to be interested in? What is going to help them
 3 actually invest in developing those college and
 4 career-ready skills? How does that individual's
 5 support plan reflect both their needs as a student and
 6 why they are not yet CCR, so what area whether it's in
 7 literacy or mathematics? And then how does this
 8 problem-based or project-based learning use culturally
 9 responsive strategies to help them demonstrate those
 10 readiness skills? We also have been partnering with
 11 CCBC. We often talk about our partnership for dual
 12 enrollment, thinking about things like acceleration or
 13 enrichment courses. But CCBC also has courses that
 14 they use for students who are not yet ready, and they
 15 use these courses sometimes after graduation.
 16 Sometimes students who have not yet demonstrated
 17 readiness have to enroll in courses before they are
 18 able to earn credit. So part of our partnership that
 19 is called for under Blueprint, is to partner with CCBC
 20 about offering these courses earlier, so that when we
 21 use that On-Track indicator in grade 9, and we see

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1 that students are not yet on the path, not only for
 2 graduation but for CCR, we can potentially enroll them
 3 in these courses earlier, so that they are developing
 4 those skills while still in high school. Next slide
 5 please.

6 And so part of the pathway -- we've talked
 7 before about the Pillar talks about students having
 8 this opportunity really at the end of that 10th grade
 9 year. So we used to think about having four years of
 10 high school to get students ready, Blueprint is really
 11 asking us to think about doing that by grade 10, so
 12 that students have two years while still in high
 13 school to explore pathways or post-secondary pathways,
 14 which is really designed to help them explore those
 15 opportunities either through dual enrollment or early
 16 college access, which we do through our ECAP program,
 17 the Early College Access Program at Woodlawn, and
 18 through our PTECH programs. Those are at Dundalk and
 19 Owings Mills. These are those partnerships that Dr.
 20 DiDonato talked about where students are enrolled in
 21 pathways in which they graduate with both, a high

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1 school diploma and that Associate's degree. But it
 2 also talks about allowing students to engage in those
 3 CTE apprenticeship opportunities, where they earn an
 4 industry recognized credential, so they are certified
 5 to go right into the workforce at the time of
 6 graduation and sometimes before. This is also
 7 important because Blueprint wants us to help students
 8 not see it as a binary. It is college and career
 9 readiness. Some of our students go into career
 10 pathways in order to help support paying for college.
 11 We want students to see that they have multiple
 12 opportunities and pathways while still in high school
 13 so that they can use that time to develop that path of
 14 study. Next slide.

15 Pillar 3 also talks about not starting in
 16 high school. So we want to start the conversation
 17 around career counseling even earlier. And so the
 18 Pillar talks about ways for us to expose students to
 19 career readiness, have them experience different
 20 opportunities for a career, and then ultimately make
 21 those choices around their program of study to

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1 hopefully pursue that pathway. So in BCPS we have
 2 worked in our partnership with both the Community
 3 College of Baltimore County and the Department of
 4 Economic Workforce Development in the County
 5 Government to talk about career counseling. One way
 6 we've done that is through our partnership with Junior
 7 Achievement of Maryland. Through Junior Achievement,
 8 we have multiple opportunities at elementary, middle
 9 and high, including the opportunity to attend BizTown
 10 as a field trip in elementary school. I am happy to
 11 update. Last time we were here we talked about a two-
 12 year rotation and not every school, we might have a
 13 virtual. We have been able to work with Junior
 14 Achievement to get enough days that we will be able to
 15 do that on a two-year rotation, so that is an exciting
 16 update. Finance Park, our 7th graders are going to
 17 have an opportunity to experience financial literacy,
 18 which is an important part of developing those career
 19 skills as well. And then just last week our 8th grade
 20 students had an opportunity to participate in JA
 21 Inspire, which is essentially a virtual career fair

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1 where they get an opportunity to interact virtually
 2 with lots of different career pathways, and there's
 3 also associated instruction that happens in their
 4 social studies classes, where they start thinking.
 5 And it is a perfect time to do that, because they're
 6 thinking about high school and thinking about those
 7 next steps. Next slide.
 8 Many times we love to talk about CTE and
 9 BCPS, but this is another part of our pathway. So
 10 Blueprint sets a lofty goal that by the year 2031 45%
 11 of our high school students will have earned an
 12 industry recognized credential or complete the high
 13 school of a registered apprenticeship. So an
 14 apprenticeship is different than an internship, in
 15 that it requires one credit of instruction and then
 16 450 hours of paid time on the job, which is definitely
 17 an expansion. I know you can't see all the data
 18 slides there linked on that infographic, but that's a
 19 part of what we do to help support onboarding our
 20 different business partners that we work with through
 21 workforce development and just really emphasizes some

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1 of our growth over time. We went from having 9
 2 students in apprenticeship when we first started in
 3 2021-2022 to over 125 this school year, some of which
 4 came through as Dr. DiDonato described BCPS becoming
 5 our own employer to provide those opportunities, but
 6 we've also worked to develop funding support through
 7 Blueprint to help students with access to
 8 transportation or certification fees so that that
 9 doesn't become a barrier for students. You can see a
 10 phot there of the very proud student earning their
 11 industry recognized credential there. Next slide.
 12 We also wanted to frame how we are in
 13 relationship to the State. So this data actually
 14 shows the metric as it was captured under More Jobs
 15 for Marylander's Act, so you can see the dial there.
 16 This is when it was also including data on completers.
 17 So you can see Baltimore County has led the State in
 18 terms of the number of students we have enrolled in
 19 CTE programs, but also with our completer data we were
 20 well on our way to the goal of 45%. Currently as the
 21 Blueprint talks about, they're just like reimaginging

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1 the CCR metric, they're thinking about whether
 2 completer status is enough or whether we also have to
 3 add this piece around apprenticeship or industry
 4 recognized credential, so that's work across the State
 5 that is happening about what's the difference and how
 6 we set up those opportunities for students. Next
 7 slide.
 8 This graft illustrates that over 1,100
 9 certifications that we earned last year. You can see
 10 on the left-hand side it's talking about spaced across
 11 schools, but then also across different programs. We
 12 also want to offer that some of this data collection
 13 was impacted in some of our transitions in the last
 14 several years and so we now have much more robust
 15 infrastructures for reporting and collecting this
 16 data. So we're already on our way to improve the
 17 certification data. You can see that over 1,000
 18 students did earn that CTE certification.
 19 And then last but not least, we just wanted
 20 to talk about -- you can go to the next slide, sorry -
 21 - We have over 40 different CTE programs and pathways

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1 of study, both through our magnet programs, but also
 2 offered in every single one of our comprehensive high
 3 schools. There are multiple CTE programs of study. I
 4 mentioned already the 1,100 certifications, but that
 5 was done at no cost to the student, which is important
 6 as well. An area where we have been working to grow,
 7 as I mentioned the shift from the data required in the
 8 More Jobs for Marylander's Act versus the industry
 9 certification, is to actually make sure that every
 10 program leads to a certification, which was not always
 11 the case. In some cases, those programs were when you
 12 finished the course sequence you met their
 13 requirement. So we have been really working to make
 14 sure there was an industry certification aligned to
 15 each program of study, and so we are happy to report
 16 that over 95% of our programs now do offer a technical
 17 skill assessment, and at least 90% of them offer that
 18 industry recognized credential. And then just to
 19 always keep it centered on our students, we wanted to
 20 showcase Richard. He is one of our first graduates of
 21 our PTECH cohort, and he graduated from Dundalk High

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1 School in June of '22 and went on to continue with
 2 Able in just one more year to graduate from CCBC with
 3 his Associate's degree, and is currently employed by
 4 Johnson Controls, one of those partnerships. So with
 5 a district as big as ours, sometimes it is important
 6 just to have a face to remember, so we wanted to end
 7 with that. And with that we will take any of your
 8 questions.
 9 MS. LICHTER: Thank you for that
 10 presentation. Questions or comments from the Board?
 11 Ms. Henn?
 12 MS. HENN: Thank you for the presentation,
 13 it was outstanding. I appreciate it. My question has
 14 to do with data points. Are we tracking the number of
 15 our graduates who go on to CCBC and require remedial
 16 courses in their first or subsequent years? It is
 17 great to see the partnership with CCBC and I know we
 18 have an agreement in place for data exchange, but is
 19 that something we're looking at?
 20 MS. SHAY: Yes. So not only do we collect
 21 it, but the State and the national organizations

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1 collect it and report that. So we do meet with CCBC
 2 to identify those patterns, and that is a part of what
 3 led to this strategy to offer those remedial courses
 4 in 9th and 10th grade when we see students on a track,
 5 instead of waiting until after they graduate.
 6 MS. HENN: To put them beyond BCPS, are we
 7 tracking them once? Say they continue on to CCBC, and
 8 if they require remedial courses once they leave us,
 9 is that something we are also tracking? It is great
 10 that we are placing them early, but are we looking
 11 beyond graduation?
 12 MS. SHAY: Yes, that was the data that drove
 13 us to propose this recommended solution because we
 14 were collecting the data and having that articulation
 15 about how many of our students required that post-
 16 graduation still needed to fill that gap between
 17 meeting the high school diploma requirements and that
 18 readiness, and that's what drove us to propose the
 19 solution to really strengthen what readiness meant
 20 prior to that.
 21 MS. HENN: Thank you. And my second

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1 question, you mentioned that the 10th and 11th grade
 2 individual plans are new, that that is something we
 3 are starting to use the tracking system and really be
 4 proactive, and that's great, because I know too many
 5 anecdotally get to 12th grade, get to their prom and
 6 say, "You can't go to prom because you're not going to
 7 graduate," and that's when families are finding out.
 8 The students may know, but families are finding that
 9 out for the first time. Are we using this informed
 10 system to communicate those earlier and often, and are
 11 we including families when we share that information?
 12 DR. DiDONATO: So one part of the plan
 13 development is a meeting with the family, so that the
 14 family is an integral part of that planning process to
 15 understand where their students are, measures that the
 16 school is going to take to implement to help support
 17 them in developing those skills. Additionally, our
 18 Office of School Counseling is working to implement a
 19 new college career system, and they will also provide
 20 some of those letters on an ongoing basis,
 21 communicating with family with updates about where

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1 their students are and how they are performing and
 2 progressing towards graduation.

3 MS. HENN: So they are given touch points,
 4 and which ones are we doing now and which ones can we
 5 look forward to seeing implemented in the future? Can
 6 you differentiate between those?

7 DR. DiDONATO: So with regards to
 8 implementation of the plan, we are going to begin with
 9 our 11th graders, and we are implementing it beginning
 10 in the spring, so January is when schools will start
 11 to work on it, so parents can expect meetings any time
 12 between January, February or March range for those
 13 students who need those plans for our current 11th
 14 graders. As far as the school counseling letters,
 15 that's something that they are working on for
 16 implementation next year, I believe.

17 MS. HENN: So presently we review 9th
 18 graders when they come in and assess their CCR. Is
 19 that what we're doing now and we're looking to -- I'm
 20 unclear as to the current state versus the future
 21 state. Can you speak to that a little bit?

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1 MS. SHAY: Well let me back up. One thing
 2 that is important is graduation is not the same as
 3 CCR.

4 MS. HENN: Correct.

5 MS. SHAY: So that's one thing that I just
 6 want to separate. So the current metric is measured
 7 by the end of 10th grade. So the 9th grade tracker is
 8 about being on track for graduation. So that is, are
 9 they passing the required courses and earning enough
 10 credits to articulate? But what it also helps us
 11 identify is who is not on track to demonstrate that
 12 readiness on the current assessments or with the GPA,
 13 which is what is on the table. Currently what's been
 14 practiced since 2013, was there was a broad
 15 notification to families letting them know your
 16 student has not yet demonstrated college and career
 17 readiness. A lot of the feedback was, "But my child
 18 got into college", it was confusing for families, and
 19 I see a lot of you nodding. So part of what is
 20 different -- so that's what we have been doing. We've
 21 been doing the notification when they hadn't met the

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1 target, but there wasn't really a significant shift in
 2 what happens, so what? What's the difference? The
 3 change in Blueprint is the "so what". So if that
 4 student has not yet met the readiness at the end of
 5 10th grade, they have to enter into this
 6 individualized support plan starting when they are
 7 juniors. They will have a meeting with the family
 8 this January or February, that's the part that is new.
 9 They will have a different shaded path of support
 10 using some of this project paced learning, and these
 11 touchpoints to shift that metric to say they
 12 demonstrated CCR. So that's the part that is new.

13 MS. HENN: And I guess my point is that the
 14 more opportunities we can use to engage families early
 15 and often with both CCR and graduation, and I speak to
 16 them interchangeably, not that they're the same, but
 17 in terms of family perspective and what we need to be
 18 communicating in terms of readiness whether that's,
 19 "yes, let's get you graduated first," but we're
 20 looking ahead at your CCR. We want to make sure that
 21 we check both boxes to do better, and to make sure

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1 that families are first and foremost in terms of
 2 communication.

3 MS. SHAY: And I think Dr. DiDonato also
 4 mentioned -- because you're exactly right, the shift
 5 from awareness and notification to actually engaging
 6 the family with the co-construction of that plan, so
 7 that students too understand why does it matter? What
 8 do I need to do to demonstrate that readiness so that
 9 we can help make that connection is a big shift. So
 10 rather than just a one-time notification, it is
 11 actually engaging in an ongoing partnership about how
 12 we create that individualized support plan.

13 MS. HENN: Thank you.

14 MS. LICHTER: Other questions or comments?
 15 Ms. Pumphrey?

16 MS. PUMPHREY: Thank you for your
 17 presentation. Just a quick question about the
 18 opportunity for reassessment. When and how does that
 19 occur when students in 11th or 12 grade are recognized
 20 as not meeting CCR?

21 DR. DiDONATO: Good question. There

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1 currently isn't a pathway for reassessment. So
 2 currently it is the obligation of the school system
 3 and LEA to work with the student, to be monitoring
 4 their progress, to provide them with those
 5 instructional opportunities based on both interest as
 6 well as the area of need, whether it's LEA or math,
 7 but there is not currently a mechanism for
 8 reassessment.

9 MS. PUMPHREY: Thank you.

10 DR. DiDONATO: You're welcome.

11 MS. LICHTER: Other questions? Mr. Young?

12 MR. YOUNG: I wanted to expand on Ms. Henn's
 13 question earlier or get clarification. Is CCBC the
 14 only institution where we're getting feedback on
 15 whether our students are career ready and have to be
 16 put into those remedial classes?

17 DR. ROGERS: No. If I can take that one.
 18 We have access to data from the National
 19 Clearinghouse, and that allows us to see how our
 20 students are doing after they leave us. We have data
 21 at least up until five years after they leave -- it

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1 might be up to six years, depending on what, you know,
 2 school they choose to go to, which is why it is
 3 critically important that senior year with the
 4 counselors asking those students to fill out those
 5 forms so we can track our students.

6 To Ms. Henn's point, I did want to come
 7 back. Even though college and career readiness is not
 8 the same thing as graduation, I wanted knowledge that
 9 as a school system some of the work we're doing is to
 10 make sure that we have a consistent plan of
 11 implementation for how we inform families that
 12 students are not doing well and not making adequate
 13 progress towards graduation, which is likely the kind
 14 of feedback that you're hearing from constituents.
 15 It's about if they can't go to prom, it's about if
 16 they can't go to graduation. Right now the way that
 17 college and career readiness is, this is information
 18 that we share with families, but those kinds of
 19 consequences are not the same, they are more of the
 20 consequences that I shared in the beginning in terms
 21 of how it impacts the future of students. And so I

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1 want to acknowledge to the school system that we hear
 2 that feedback and it's part of work that we'll take
 3 back between the division of schools, the division of
 4 curriculum and instruction, and work with our
 5 principals, particularly at high school to make sure
 6 that we are informing parents in a way. And making
 7 sure that they are acknowledging receipt of the
 8 messages that we are sending early and often, so that
 9 no one is feeling that they're surprised.

10 MS. LICHTER: Thank you, Dr. Rogers. Mr.
 11 Young?

12 MR. YOUNG: Okay.

13 MS. LICHTER: We have visitors.

14 MR. YOUNG: Dr. DiDonato, when you were
 15 talking about the college and career readiness and,
 16 you know, what's available to our students in the 11th
 17 and 12th grade that we have to make available as far
 18 as like AP and IB, I thought I heard you say that for
 19 some of the students who aren't ready, we give them a
 20 taste of that anyway. So you are nodding your head
 21 yes, so we've done that. How has that worked out?

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1 Have some taken the challenge and progressed forward,
 2 whereas others were like, okay, we assess what we're
 3 doing for them?

4 DR. DiDONATO: Currently we have actually
 5 more students who are not CTR ready participating in
 6 our CCBC courses than students who have met that
 7 standard, so clearly students are. We have provided
 8 lots of flexibility with regards to the courses they
 9 can take. They don't necessarily have to be credit
 10 bearing. So some of those things we try to give a
 11 very open, wide range of opportunities for students,
 12 especially as we had funding available to help support
 13 us doing that. However, the Blueprint requires just
 14 that the students who have met that standard are
 15 provided with that.

16 MR. YOUNG: Thank you.

17 DR. DiDONATO: You're welcome.

18 MS. LICHTER: Ms. Booker-Dwyer?

19 MS. BOOKER-DWYER: So thank you for the
 20 presentation. I just have five quick questions for
 21 you. I want to start back at the top. So I want to

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1 go all the way back to slide 2, that slide with
 2 College and Career Readiness. So I know that right
 3 now College and Career Readiness by MSDE is a floor,
 4 right? So it's what you get on your State assessment,
 5 it's industry credentials and potentially GPA in
 6 course credit. But then when we look at this slide 2,
 7 and we see all of these other components of College
 8 and Career Readiness, how are we measuring that and
 9 how are we communicating to parents that your students
 10 have these employability and life skills, the high
 11 order thinking strategies, the social and emotional
 12 intelligence? So beyond just academic performance, is
 13 that a measure of essentially college readiness or an
 14 industry credential which could be a career readiness?
 15 What about all of these other pieces of the pie, how
 16 are we measuring that?
 17 MS. SHAY: Can I say one part of it? I am
 18 going to start first with how we teach it, because I
 19 think your question about how we measure it, I can't
 20 identify a specific assessment that I could say, "This
 21 is the assessment we use that measures those skills."

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1 I'd be interested in one, and I think it is an
 2 important part of this larger puzzle. So the first
 3 answer is we don't have a specific assessment. We do,
 4 however, have some of these specific skills built into
 5 direct coursework. So we have our CCRD course that
 6 many of our high school students take. That is a big
 7 focus of that course, is developing these types of
 8 skills, so the assessments for that course is one way.
 9 It's not currently a requirement for every student,
 10 but that is one avenue. The other piece is we do have
 11 some of these pieces built into across the curricular
 12 areas. And then the other piece that I will offer is
 13 we have our six-year planning process that our school
 14 counselors engage in. We also have access to
 15 something called Tradify that we use that our college
 16 counselors and our CTE teachers use together, which
 17 really helps measure aptitude, interest, what are some
 18 skills that you currently possess? It's not
 19 necessarily measuring performance, it's more measuring
 20 potential, which is another tool that I think helps
 21 communicate to students and their families what is

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1 going to best suit them, and what things they can do
 2 now while in high school to straighten some of those
 3 skills. But I do think it's an area of growth really
 4 across the State about how do we really capture, which
 5 I think is a part of this larger conversation about
 6 redefining the CCR metric, because some of that
 7 research study is one assessment that's purely
 8 academic enough to really measure all of these skills.
 9 To your point, I think that's why that conversation is
 10 happening.
 11 MS. BOOKER-DWYER: So I do think it would be
 12 good to have something to communicate to parents
 13 beyond just, "Your child got a B in Algebra I," around
 14 the other skill sets that they may have acquired. And
 15 whether it is you're taking this course, you know,
 16 it's on the report card or just something that, you
 17 know, when those notifications go out to parents that
 18 your child is not college and career ready, it's only
 19 one piece of the pie really that we've measured of all
 20 of the other components.
 21 So then my next question was around slide 6.

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1 On slide 6 where we talk about once again to keep
 2 students on track to meet the college and career
 3 readiness, what are these on-track measures? So if a
 4 student -- and then I get back to thinking, so if a
 5 student earns an A in English 9, is that going to
 6 correlate to them earning a 3 or 4 in the MCAP? So
 7 how do we know that students are truly on track for
 8 college and career readiness? Is it solely just a
 9 grade that they're earning or what else is there?
 10 DR. DiDONATO: Part of our curriculum-based
 11 assessments are measurements of those standards along
 12 the way, so students participating in 9th grade
 13 English, while they do get an end of course grade and
 14 marking period grades, during the course of that class
 15 they are taking periodic assessments and measures of
 16 certain standards along the way. So really looking at
 17 how students are performing on those, along the way
 18 give us a measure, a pre-measure, of what they may
 19 perform on when they get to 10th grade MCAP. So we do
 20 have small measures along the way to see where they
 21 are.

<p style="text-align: right;">Page 90</p> <p>1 MS. BOOKER-DWYER: Okay. And then on slide 2 14 it had the students participating in CTE 3 certifications. And you have all the schools and the 4 count of CTE certification exam results. I thought it 5 was interesting that the comprehensive high schools 6 had more students -- it was a higher count there than 7 some of the technical high schools. So could you just 8 talk a little bit to why is that, because you would 9 think that, you know, students who are going to -- we 10 will use Carver, that's the first one, as opposed to 11 Catonsville High School. They're going to Carver to 12 get those industry credentials, so what's happening 13 there, whereas the comprehensive high school these 14 students are killing it. They're, you know, they're 15 getting their credentials, but then at the schools 16 that's where the focus is it is not happening all the 17 way. I mean you see Eastern Tech, that has a high 18 number, but then you go to Owings Mills, and it's like 19 what are they doing there? What are they getting 20 their credentials in, and why is that not -- I would 21 just expect to see the technical high schools, I would</p>	<p style="text-align: right;">Page 92</p> <p>1 I mentioned, some of this does reflect a lack of I 2 would say 100% confidence in the reporting because of 3 ransomware and some of the changes we made in the 4 system. So part of our root cause analysis has been 5 to talk to individual teachers to shift our training 6 model and to create that infrastructure. But I think 7 in the first piece it is easier to -- what we were 8 trying to illustrate is that it isn't actually just in 9 a magnet program, because I think it's important for 10 students and their families to know that they have 11 this opportunity in every high school. But to your 12 point then taking another look at what are those 13 programs that we are seeing the most success in 14 technical skill attainment, and how do we then 15 leverage that to the other programs. 16 MS. BOOKER-DWYER: And then it would also 17 just be interesting to see how many students took the 18 credential exam and how many students actually passed 19 it. 20 DR. DiDONATO: That is a data point that we 21 are interested in looking at also too.</p>
<p style="text-align: right;">Page 91</p> <p>1 see those bars high, and then the comprehensive high 2 school is not as high. Do you know what are the root 3 causes or what is happening there? 4 MS. SHAY: I can certainly share that what 5 we're looking at the other data points for the same 6 type of question. So first it comes to not every -- 7 it's really easier to look at programs. So we see our 8 highest rate at things like Autodesk and some of our 9 programs that have that type of certification, or 10 where the certification can be like the AP computer 11 science exam. We see a high participation in Adobe, 12 for example. So it's less about the school and more 13 about the programs. Where we see the real 14 differential is that there are certain programs that - 15 - for example, Carver doesn't have as much, because 16 much of Carver is focused on the arts, and so their 17 certification and credentials are different. So some 18 of what I talked about in terms of making sure that 19 every program results in that is some of what you're 20 seeing play out. And then the other piece is also 21 making sure that our data reporting is strong. So as</p>	<p style="text-align: right;">Page 93</p> <p>1 MS. BOOKER-DWYER: And then my last question 2 is on slide 9. And with slide 9, I blew up that 3 little piece on the side with the content area 4 mathematics and what the student would do. So is this 5 a bridge project? 6 MS. SHAY: It's different than a bridge 7 project, but it's got a similar vibe, right? 8 MS. BOOKER-DWYER: It felt like a bridge 9 project vibe. 10 DR. DiDONATO: And actually I used that 11 analogy when we were talking with you about it. 12 MS. SHAY: Here's what is different though, 13 which I think is critical. And this is new. We are 14 creating and developing it because this is an area we 15 have not as an LEA been given any guidance. The 16 bridge project was a set project. Every kid did it, 17 regardless of why they were not at CCR, what areas 18 they needed. It had no really responsiveness to the 19 individual student. This is going to be -- students 20 are going to have some choice. There is going to be 21 lots of projects. The kids are going to be able to</p>

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1 have agency around. It is going to measure those same
 2 skills, but that's one really important difference
 3 because part of what Blueprint is asking us to do is
 4 to align it to where is the gap in the student's not
 5 yet readiness, and how does this individualize
 6 programs? So that is an important distinction that I
 7 am hoping will change the outcomes to be different.
 8 MS. BOOKER-DWYER: Thank you.
 9 MS. SHAY: Sure.
 10 MS. LICHTER: Mr. McMillion?
 11 MR. McMILLION: A couple of weeks ago I
 12 attended a program at Kenwood in the afternoon, and
 13 they had something -- they had a chef and they had
 14 kids provide food and it was called a ProStart
 15 Culinary Program.
 16 MS. SHAY: Yes, sir.
 17 MR. McMILLION: Now is that a CTR program?
 18 MS. SHAY: It is a CT program, yeah.
 19 MR. McMILLION: And how is -- so that's
 20 separate from the Sollers Culinary and the --
 21 MS. SHAY: Yes, that allows us to expand and

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1 offer that type of program at a comprehensive high
 2 school.
 3 MR. McMILLION: So how many are there -- are
 4 there other ProStart besides just the culinary piece?
 5 Are there other Pro Start programs out there?
 6 MS. SHAY: There sure are. If you give me a
 7 second I can tell you exactly where. I have it. Give
 8 me one second and I will tell you where. What you
 9 referenced in Sollers and some of our other places,
 10 that is baking and pastry at the culinary arts magnet.
 11 The ProStart Program talks more about food and
 12 nutrition, safe preparation, safe handling of food, so
 13 it's a more comprehensive approach. And I am going to
 14 tell you exactly --
 15 MR. McMILLION: Like a catering piece?
 16 MS. SHAY: More how do I cook for my family
 17 or myself in a way that's healthy, and how do I earn
 18 the State certification so I can work in a restaurant
 19 kitchen and do it safely. So these may not be
 20 students who want to pursue a career in Hospitality
 21 Management, but they could, but it's more for students

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1 understanding how to cook for themselves, their
 2 family, and maybe pursue a job in that industry, but
 3 maybe not that career pathway. It is at Catonsville,
 4 Kenwood, Lansdowne, Milford Mill, New Town, Overlea,
 5 Parkville, Patapsco, Perry Hall, Randallstown,
 6 Sparrow's Point, Towson, and Woodlawn.
 7 MR. McMILLION: And that's the ProStart
 8 Culinary? Do you call it culinary?
 9 MS. SHAY: It's Food and Beverage
 10 Management, but we use the ProStart curriculum.
 11 MR. McMILLION: Okay. And then lastly, are
 12 they in competition for the magnet school culinary
 13 monies? I mean, are they all in competition for
 14 monies to run their program and provide them the
 15 supplies and equipment that they need?
 16 DR. DiDONATO: So to some degree there is a
 17 budget that is allocated differently based on the
 18 needs of the program, but we don't have a competition
 19 per se. We just use the allocation based on the needs
 20 of the program to make sure that schools have what
 21 they need. The needs are different. The equipment

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1 needs are different, so the allocation may be
 2 different, but we don't pose schools to compete each
 3 other.
 4 MR. McMILLION: Is it coming from the same
 5 pot of money?
 6 DR. DiDONATO: Everything comes from one,
 7 but there are CT funds identified for school, as well
 8 as magnet funds identified for school. So there are
 9 two different like funding pathways.
 10 MR. McMILLION: Okay. Thank you very much.
 11 DR. DiDONATO: You're welcome.
 12 MS. LICHTER: And to Mr. McMillion's point,
 13 Mr. Young and Ms. Pumphrey and I had the pleasure of
 14 going to Patapsco last week for a -- I am going to get
 15 all of the names wrong but just bear with me -- the
 16 Apprentice Signing. So there are so many hidden gems
 17 throughout our County for the CTE. I guess I was so
 18 embedded in elementary that I didn't realize what the
 19 grown-up kids were doing. But I mean I just feel that
 20 every time we go somewhere, to Mr. McMillion's point,
 21 that was catered by these students at Kenwood. When

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1 we went to Patapsco last week we saw four employers
 2 who were beaming more than the kids were as far as
 3 their partnership with the school and with giving kids
 4 this opportunity. So there are so many of these
 5 hidden gems out there that are providing our kids with
 6 opportunity after opportunity. I just don't think
 7 everybody knows about it. Like we didn't know about
 8 it until we sat in that audience and just was thrilled
 9 with what we were seeing. So I think any way we can
 10 help families, help the public, help anybody really
 11 understand that is offered. I want to know also what
 12 Owings Mills -- what 160 kids at Owings Mills got a --
 13 I know they've got a whole graphic 3-D printing all of
 14 those pieces, so it's one of our gems of a program,
 15 our CTE. Thank you for everything that you are doing.

16 MS. SHAY: Thank you for attending everyone.
 17 Thank you for sharing that story for us.

18 MS. LICHTER: Ms. Henn?

19 MS. HENN: I just have a quick follow-up.
 20 Thank you, Madam Chair. And this is back to slide 14,
 21 as Board members are discussing, I too would like to

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1 understand what our capacity is and how many students
 2 have opportunities within each -- maybe within each
 3 segment of the CTE programs? Engineering, culinary,
 4 health sciences. By school, who has the opportunity
 5 that could be participating and then being able to
 6 track that over time and show our growth, and that
 7 would be a really powerful story to share. In one of
 8 your other graphs it talks about we're a leader in the
 9 number of students participating in CTE programs.
 10 Let's show that off. Let's dive into the details,
 11 because they are the best kept secrets within BCPS,
 12 some of these programs. And it would be great to
 13 know. I too want to know what is going on in Owings
 14 Mills and what these students are doing, and these are
 15 great stories to share. So I think having that data
 16 behind it and being able to show succinctly who is
 17 doing what and where would be helpful.

18 MS. SHAY: We love to share the good news.
 19 One thing I want to say is that Owing Mills is one of
 20 our PTECH schools, so that is part of it. And Owings
 21 Mills is wonderful in a lot of ways. But yes, we can

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1 do that.

2 MS. LICHTER: Well, thank you for everything
 3 about -- oops, Ms. Frempong? Go ahead.

4 MS. FREMPONG: So thank you for the
 5 presentation. Definitely some kudos. I know of a
 6 parent who had her child doing some of that dual
 7 enrollment and early college. We hear a lot about AP,
 8 but she went down the path of early college in dual
 9 enrollment, and so in just two years was able to
 10 finish with a Bachelor's degree at a really good
 11 school and is now pursuing a Master's. So, again,
 12 kudos. It is a wonderful program. And also I'm
 13 excited about for our students who are not meeting
 14 CCR, the idea of working with the parents to
 15 understand what is it that the student is interested
 16 in. I mean, an engaged learner is basically going to
 17 be the best type of learner.

18 So with the questions I have, the Power
 19 INFORM system, that's our data management system. And
 20 we are using that to determine if a student is on
 21 track in grade 9; is that correct? So that on-track

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1 is for graduation?

2 MS. SHAY: Yes.

3 MS. FREMPONG: But now we are going to start
 4 using it from the perspective of on-track for CCR?
 5 MS. SHAY: Yes, correct. The Power INFORM
 6 actually has multiple different widgets, we call it,
 7 and so what we reference there is that the team has
 8 actually created a report for schools that also will
 9 help them identify who is not yet CCR within that
 10 same. So we still have the 9th grade tracker about
 11 passing those core courses to stay on track for
 12 graduation, and we have the ability to report, as Dr.
 13 DiDonato said, using multiple data points to identify
 14 students at risk of not meeting that CCR standard.

15 MS. FREMPONG: Okay. So do we know at this
 16 point what percent of our students are on track to
 17 meet the CCR versus the students that are not on track
 18 to meet the CCR?

19 MS. SHAY: I don't have that data in front
 20 of me. I also will say they're about to potentially
 21 change the standard for what that means and that will

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1 impact our data, but certainly we could take that
 2 back.

3 MS. FREMPONG: Okay. So I guess at a later
 4 time we will be able to get that update. Okay. And
 5 then the next piece would be for these plans. They're
 6 individualized support plans to help meet the
 7 standards, but the standards which have not yet been
 8 determined I understand, but once we know what those
 9 standards are, the standards will be the same, it's
 10 just how do we help the students individually meet
 11 those standards, but it is the same standard, correct?

12 MS. SHAY: Yes. And again I want to offer,
 13 we've been given very little guidance across this data
 14 about how to implement this part. So LEA is our
 15 partner, and together we are trying to do our best to
 16 meet the expectations. What Blueprint talks about is
 17 it needs to be individualized, it needs to align to
 18 college and career-ready standards in literacy and
 19 mathematics. So actually using the content standards
 20 of the framework of the curriculum. And then it needs
 21 to be culturally responsive, which is where we built

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1 in this opportunity of agency and choice and students
 2 having that opportunity, and then project or problem
 3 based. So based on that pretty, you know, basic
 4 criteria, we have developed a series of about 12 to 15
 5 different projects that are currently going through
 6 review in CNI and with some partnership for schools,
 7 and sharing with other LEA's to understand what
 8 they're doing. So the target was using the content
 9 standards in the 9th, 10th, 11th, and 12th band for
 10 both literacy and then Algebra 1, Algebra 2 or
 11 Geometry and develop these project plans. Part of
 12 what MSDE and the AIB, which is the accountability
 13 board for Blueprint have said, first things first.
 14 They have to determine the measure and then they will
 15 talk about reassessment opportunities and how do you
 16 change the status. So they have sort of intentionally
 17 said that's on hold until they know the standard. And
 18 yet, our obligation for these individual pathways is
 19 here now. So what we're doing is using the actual
 20 content standards to drive the project, while offering
 21 choice on the topic. So some of the math projects,

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1 students get to research a topic of interest, thinking
 2 about how they can use mathematical skills to solve a
 3 wide range of problem. That's where we're leaning in
 4 and sharing with other LEA's.

5 MS. FREMPONG: Okay. Thank you.

6 MS. SHAY: Sure.

7 MS. LICHTER: Okay. Thank you very much for
 8 your presentation and answering our questions, but
 9 they are good questions and it is a good topic, so
 10 thank you.

11 MS. SHAY: Thank you.

12 DR. DiDONATO: Thank you.

13 MS. LICHTER: The next item on the agenda is
 14 the report on the FY-2023 Annual Comprehensive
 15 Financial Report. For that I call on -- am I on the
 16 right one? We've got all of these financial reports.
 17 Okay, just making sure you are all awake. Wait a
 18 second.

19 The next item on the agenda is the report on
 20 Infrastructure - Update on the Enterprise Resource
 21 Planning ARP System. And for that I call on Mr.

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1 Agosto, Mr. Hartlove, and Mr. McCall. Dr. Rogers will
 2 get them started.

3 DR. ROGERS: Yes, good evening everyone.
 4 Thank you for the opportunity to provide everyone with
 5 an update on our Enterprise Resource Planning Project,
 6 implementation update regarding what you can expect.
 7 As everyone is aware, we identified four major
 8 priorities for Baltimore County Public Schools, one of
 9 them being infrastructure. Specifically our goal is
 10 to make sure that we are providing an efficient,
 11 effective, responsive, and reliable systems to ensure
 12 smooth operations across our school system. And so
 13 this project that you approved, and we are grateful
 14 for your approval, and the transfer this evening for
 15 the specific funds will impact our day-to-day
 16 operations across all schools and across all offices.
 17 We really have Mr. Agosto working as the lead, because
 18 this is about high-quality data and data integrity.
 19 However, this project was so significantly important,
 20 you see three chiefs sitting in front of you. As this
 21 work will impact our finances as well as our human

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1 resources. All three offices' divisions impact every
 2 single staff member across team BCPS. And so without
 3 further delay, I turn it over to Mr. Agosto to walk us
 4 through, and members of the team. Thank you.

5 MR. AGOSTO: Thank you, Dr. Rogers, Board
 6 members.

7 So I'd like to start the next slide please,
 8 just to kind of define what is ERP, Enterprise
 9 Resource Planning. It's the platform that provides an
 10 integrated process of core business functions, meaning
 11 in any organization they are the key functions that
 12 keep the business running. So Human Resources,
 13 Budget, Financing, Procurement, all of these functions
 14 inherently talk to each other. They are tightly
 15 woven. So, for example, onboarding will result in
 16 somebody being in the payroll system getting paid.
 17 For finance and budgeting, you budget our every year.
 18 You go through the procurement process to procure
 19 goods and services, which will then feed into the
 20 financial system. So it makes sense to have a
 21 platform that efficiently manages and tightly

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1 integrates those processes.

2 The other point I want to make, and Dr.
 3 Rogers did mention, that the ERP project is a business
 4 transformation effort. It's not solely technology,
 5 it's really about how do we change the way we do
 6 business for the better, right? Before we go to the
 7 next slide, I actually want to mention the graphic
 8 there on the top on the right there shows the feed in
 9 the different areas that tie to each other. So what I
 10 would like to do is Mr. McCall can talk about the HR
 11 pieces, specifically the BCPS and how this ERP will be
 12 affecting that.

13 MR. MCCALL: First of all I just want to say
 14 thank you, thank you, thank you. I am excited about
 15 this project and, of course as mentioned, you have the
 16 three of us here. We are working collaboratively
 17 across divisions to actually have this platform
 18 implemented across the system. One of the things, of
 19 course, where we are currently is we begun the work
 20 with discovery sessions with AST. Of course, AST is
 21 the company we are working with. It helps us with

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1 implementing the Oracle system. We provided all of
 2 our current standard operating procedures to them so
 3 that they know where we are currently with our
 4 processes. As we move forward, AST would help us with
 5 providing those modifications if you will of standard
 6 operating procedures. And then with that, we will be
 7 able to, as Pedro had mentioned earlier, those
 8 processes will be working to interact with each other.

9 The other thing, of course, that we are
 10 currently with our implementation is -- what we have
 11 discussed with other school systems who are
 12 implementing the Oracle platform, was that they
 13 noticed that there was a time commitment from their
 14 employees. And so one of the things that we're doing
 15 currently to help with offsetting the time commitment
 16 is to hire some of the back fills for individuals who
 17 are being pulled from their jobs at 60% of their time
 18 during the process of the implementation.

19 As you know, we are currently working with
 20 our platform of front line, and front line is a
 21 recruitment platform that we recruit individuals to

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1 the school system regardless of what bargaining unit,
 2 whether or not it is a paraeducator or teacher,
 3 administrator, any other central office personnel, to
 4 bring them into the system. Then once that person has
 5 applied through front line, they are moved onto
 6 onboarding, which is Silk Road, which is currently our
 7 onboarding system. Those systems are working, but the
 8 goal is obviously to bring Oracle in so that we have
 9 that one-stop shop, if you will, that will move from
 10 the recruitment platform into the onboarding and then,
 11 of course, those systems talking with other systems
 12 across the system when it comes to payroll and making
 13 sure people get paid as well.

14 MR. AGOSTO: Thank you, Mr. McCall. And Mr.
 15 Hartlove, if you can just speak a little bit about the
 16 finance pieces.

17 MR. HARTLOVE: Sure. Good evening again,
 18 Board. The big thing with this system is -- we talk
 19 about our budget all the time, and we talk about the
 20 amount of dollars that go towards people. The system
 21 that we use is the leverage for the people. I mean,

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1 our folks we need a better system than the system
 2 where we went through a long process to procure this
 3 system. It is a good system. We've heard it. It is
 4 being used in systems our size across Maryland and
 5 across the country, so it is a very good system. It
 6 will allow all of our employees, but specifically our
 7 employees in Human Resources and in the Finance
 8 Division, to be more efficient, because that's the big
 9 cost. Right now because of systems that are not
 10 working the way we would like them to work, that
 11 really has been an inefficiency for our staff. This
 12 is an integrated system. We have a shared charter
 13 accounts, shared positions, positions within HR are
 14 also used on the budgeting side to budget for
 15 positions and also to expense out benefits and those
 16 types of things. The charter accounts again is
 17 utilized within the budget system, within the
 18 procurement system, within the financial modules. So
 19 this will be a good system -- a great system -- it
 20 will be a great thing for -- I have been here for two
 21 years, and within the first few days, you know, we

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1 learned from my folks that we're like wow, we would
 2 love to have a better system. Everybody is very
 3 excited to have this system up and running. We wish
 4 we could just flip a switch and have it up and
 5 running. We know during the implementation it is hard
 6 work, because we have to do our jobs, our everyday
 7 jobs, and at the same time we have to implement the
 8 system. But we know that the system we currently
 9 have, I think we implemented 20 or 25 years ago. We
 10 are setting up the future generation of BCPS
 11 employees. Hopefully they won't be cursing us,
 12 they'll be saying, "Those folks did a great job a few
 13 years back putting in a very good system that is going
 14 to help us move forward."
 15 MR. AGOSTO: Thank you, Chris. Next slide
 16 please. So that is going to segway into where are we?
 17 So as Chris had mentioned, there is a lot of work.
 18 Mr. McCall also mentioned we kicked off this project
 19 officially in October of this year. We are currently
 20 going through discovery sessions. The reason for the
 21 discovery sessions is to understand the processes, the

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1 business processes currently being used by BCPS.
 2 Those are being aligned against the best practices
 3 that are embedded into the Oracle cloud solution. A
 4 little bit different than may have been done in the
 5 years past, there is this concept of building to
 6 standard. So within the system, and this is the
 7 approach that ERP vendors are doing now, is you have
 8 the best practice within the application. Instead of
 9 customizing and getting into the bad habits of putting
 10 in nonstandard processes, you have to justify why
 11 can't you retrofit to the process that we're telling
 12 you is best practice in the industry? So that's a
 13 little bit of change, and that's what is going on
 14 right now. We will go implement HR, Payroll, and as
 15 Chris mentioned the Charter accounts in early 2025.
 16 Strategically we chose HR and Payroll to address some
 17 of the issues that we've heard throughout the last
 18 couple of years of efficiencies, lack of productivity
 19 within the use of those systems. After HR and Payroll
 20 go live, we will be following with the Financials and
 21 Budget, which will wrap up in April of 2026. So we

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1 are looking at a two-year plus implementation, which
 2 is typical for ERP implementations. Next slide
 3 please.
 4 Now we understand -- and this is a very
 5 critical project -- there is a sizable investment in
 6 this project. I want to detail here some of the
 7 things that we're doing to prepare for a successful
 8 implementation. First and foremost we have hired a
 9 dedicated project manager. This project manager has
 10 experience. He is a seasoned project manager who has
 11 experience with Oracle Cloud implementations, and
 12 actually working with our integration vendor. So he
 13 understands the pitfalls, he understands the
 14 challenges, he understands what it takes to get
 15 through the finish line.
 16 The second one is mentioned -- everyone here
 17 has mentioned it -- our integration vendor has already
 18 started the discovery sessions to understand the
 19 business work flows. Another important one is the
 20 governance. We have an ERP Governance Committee. All
 21 three of us here are co-sponsors, executive sponsors,

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1 on that steering committee. That committee is put
 2 together. We meet regularly to go through any items,
 3 to address issues, escalation point and set direction
 4 for where we want to go. So you have the highest
 5 level here of senior leadership involved and engaged
 6 in the implementation of the ERP project.

7 Next is the formal classroom training for
 8 BCPS. We are identifying Train the Trainers, and
 9 that's going to be our approach for making sure that
 10 the new features and functions and the work flows that
 11 are implemented are pushed out to all staff. We've
 12 mentioned it time and time again, this is not solely
 13 an IT project. So because of this there is a huge
 14 organizational change management piece to this. There
 15 is a formal organizational change management plan and
 16 strategy that we will put together. That is going to
 17 include communication, that is going to include
 18 strategies of adoption of the new business processes
 19 that we are implementing. It's a key aspect to the
 20 success of an ERP implementation.

21 And lastly, after we go live we have a

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1 dedicated 60 days support, post implementation
 2 support. The vendor will be available for priority
 3 items or anything that comes up for those post 60
 4 days, just to ensure smooth transition and
 5 implementation. Next slide, please.

6 And at this point, we will be open to any
 7 questions you might have.

8 MS. LICHTER: Thank you for that. Ms.
 9 Frempong?

10 MS. FREMPONG: Thank you for the
 11 presentation. It is a formidable project, so having a
 12 background in engineering I understand that. My
 13 question is for the support. So it is going into
 14 different areas. It's just not technology that is
 15 being impacted. Let's say for example from Mr.
 16 McCall's group, HR is having some trouble post these
 17 60 days, is the IT Department with BCPS at that point
 18 the primary support or are we still relying on the
 19 vendor?

20 MR. AGOSTO: Yeah, so the dedicated -- the
 21 post-60 day support is for surge support. After the

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1 60 days, the vendor will be available, but there's a
 2 knowledge transfer to my IT staff as well, to be able
 3 to support this ongoing. So that will be part of our
 4 steady state operations.

5 MS. LICHTER: Other questions? Ms. Henn?
 6 MS. HENN: Thank you. And thank you for the
 7 presentation, it was outstanding. I promise I won't
 8 ask too many questions, but this is my bailiwick. Mr.
 9 Agosto, you mentioned organizational and change
 10 management, which was great to hear because I was
 11 going to ask about that. I know how important it is.
 12 Can you tell me who is the owner of that who developed
 13 the plan? Is there a similar taskforce that's been
 14 formed to go into the change management piece?

15 MR. AGOSTO: Yes. So the organizational
 16 change management, it's a joint responsibility between
 17 BCPS and our integration vendor. So part of the plan
 18 which is being formulated now, will include who the
 19 stakeholders are. We will put together adoption
 20 strategies, and part of the outreach for
 21 communications as to how do we, in essence, sell this

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1 to our staff. There's going to be a dedicated change
 2 manager. As we did with the PM, there is going to be
 3 a dedicated CM for this.

4 MS. HENN: Thank you. And the same question
 5 with regards to business process re-engineering. Can
 6 you speak to that about who is owning that from BCPS'
 7 perspective?

8 MR. AGOSTO: It is actually going to be
 9 under different divisions. Now the vendor is owning
 10 working with our business units to go through work
 11 flows. And as I mentioned before -- let me be very
 12 clear that for business process re-engineering, we are
 13 -- the onus is going to be on the business unit to try
 14 and explain why we want to deviate from a standard
 15 practice that is built into the application. So
 16 there's a process -- it is going to be managed by the
 17 overall PM, but a lot of the work is going to be done
 18 between the vendor and the identified staff of the
 19 business units.

20 MS. HENN: Okay. Lastly, can you speak to
 21 risk management, both from a project implementation

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1 standpoint and then beyond implementation. Are you
 2 working with the internal audit office at all, or will
 3 they be brought in in terms of data validation or
 4 auditing?
 5 MR. AGOSTO: Yes. So in terms of the
 6 project, our project manager, one of the deliverables
 7 for the project is a risk register, so it is
 8 documenting the risks, given a total exposure score
 9 based on likelihood of the risk being realized and
 10 impact to the project. We have not reached out to
 11 audit or any of the post-implementation governance
 12 areas. We've manage any of the current ERP changes
 13 through our governance committee, which sets the
 14 direction and sets priority, but in terms of anything
 15 with managing risk, we will work with the group as we
 16 have done with any of the systems that we have in
 17 place.
 18 MS. HENN: Because this touches every part,
 19 every person associated with team BCPS, I think
 20 internal audit has been charged. Their charge is
 21 managing organizational risk. So I think it would be

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1 helpful to include them in some of the planning at
 2 least at a high level so that they can advise on the
 3 organizational risk.
 4 DR. ROGERS: Thank you, Ms. Henn, for your
 5 suggestion. We also have a working around our risk
 6 management team. That decision has not been made yet,
 7 but we will definitely take note of it. Thank you.
 8 MS. LICHTER: Other questions? Ms.
 9 Stolusky?
 10 MS. STOLUSKY: Thank you. Employees are
 11 really quite excited about this, and this is not my
 12 area of expertise, but if people are curious, is there
 13 a simple explanation for the implementation why -- I
 14 don't want to say slow, but it does take several years
 15 to fully implement -- just for people who are curious.
 16 Thank you.
 17 MR. AGOSTO: Yes. As you mentioned, this is
 18 a very expansive project, so it goes through, as you
 19 see, three divisions here, multiple offices, so the
 20 breadth and scope of this is huge. We have to
 21 implement each of these separate areas, but also keep

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1 in mind that we want to integrate, because that is the
 2 whole reason we are doing this. We are trying to
 3 build these efficiencies, so we need to have the
 4 proper integrations. In today's technology, it's a
 5 little bit easier with open API's versus how this was
 6 done 20 years ago, but there is still a huge
 7 integration effort. There is still a huge data
 8 migration effort, because you have to get all the HR,
 9 all the Financial data, which is critical -- we want
 10 to make sure it is right -- pulled out of the Legacy
 11 application mapped into the new system that we are
 12 doing. So there is a lot of work that goes into
 13 making sure this thing gets done correctly.
 14 MS. STOLUSKY: Thank you.
 15 MS. LICHTER: Ms. Booker-Dwyer.
 16 MS. BOOKER-DWYER: Yes, I am excited about
 17 this system. I only have three questions for you. On
 18 your timeline slide, slide 4, you go from October 2023
 19 to early 2025. So could you just talk a little bit
 20 about what is happening in 2024?
 21 MR. AGOSTO: Yes. So the HR/Payroll go

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1 live. As I mentioned, we are going through discovery.
 2 Once discovery is completed -- through this process we
 3 are also doing -- we're front loading, as I mentioned,
 4 data migration, so the mapping and data analysis is
 5 also going on as we are going through the discovery
 6 session. Once discovery is completed, then comes the
 7 large effort of doing the configuration of the system
 8 based on feedback that the vendors receive from our
 9 business units. And then once that is complete, then
 10 we are doing the testing and then the rollout. And
 11 then also, because of these business units, there are
 12 times where we have to implement. So for HR and
 13 Payroll, if we don't hit a date then it goes in
 14 quarterly increments. So there are a lot of moving
 15 pieces to juggle. Your typical implementation for HR
 16 and Payroll is around a 15 to 18-month period.
 17 Overall, it's about a little shade over two years.
 18 MS. BOOKER-DWYER: And when would we be able
 19 to see a demonstration of the ERP system? As pieces
 20 are being built out, will we be able to get like a
 21 high level overview presentation of how it works?

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1 MR. AGOSTO: What we'll need to do is figure
 2 out the best way to show that, simply because the way
 3 this works is it is kind of the waterfall mentality
 4 for implementation, so you're getting the entire
 5 system. There will be bits and pieces, but then
 6 you'll have the entire rollout go live. We will run
 7 through near the end of the first implementation -- we
 8 will run through two consecutive payroll runs in doing
 9 a comparison between the Legacy and the new, making
 10 sure that everything lines up and reconciles. So we
 11 can work with the vendor to try and show some kind of
 12 demonstration. It may not be -- it may be hybrid, it
 13 may not be all of our data, but at least give you a
 14 feel for what to expect.

15 MS. BOOKER-DWYER: Or even if it's focused.
 16 Like I am really interested on the budget formulation
 17 and how this system is going to work to do that. So
 18 if we even had just a quick snapshot of this is the
 19 data we input, and this is what it spits back out to
 20 us, and that's how it is forming the creation of the
 21 budget, that would even be helpful. I am wondering if

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1 this data that you're collecting through HR, will it
 2 allow us to see the trend data around resignations,
 3 especially to begin to distill down to, you know, are
 4 there certain -- are we seeing certain trends? Are
 5 there certain teachers that are resigning at a higher
 6 rate than others? Are there certain teachers in
 7 certain schools that are resigning at a higher rate
 8 than others, especially like a year or less. So would
 9 it be able to spit that data out pretty quickly?

10 MR. AGOSTO: There is the ability to do
 11 that, and I'll tell you why. One of the things with
 12 implementation, and again this is part of changing how
 13 we are doing our business, is position management. We
 14 are going to single incumbency so that every employee
 15 will have a unique ID, and that will be tracked to a
 16 position. So because we'll have that information in
 17 that way, we will be able to track by role what's
 18 going on. And the other thing is, this platform
 19 allows for more self-service reporting. So we will
 20 have the ability to go in and query the system, we
 21 being DOIT, a little bit easier than with the Legacy

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1 system.
 2 MS. BOOKER-DWYER: Thanks.
 3 MS. LICHTER: Any other questions or
 4 comments? Ms. Frempong?
 5 MS. FREMPONG: Okay. You've got me
 6 interested with the data and trending. So will you be
 7 working then -- for example, we have -- I'm going to
 8 screw up the name of our department -- but the people
 9 who do our data --
 10 MR. AGOSTO: DRAW?
 11 MS. FREMPONG: Thank you. So are you
 12 working with them then to kind of develop those cases
 13 so they can determine self-service reporting?
 14 MR. AGOSTO: I think the use cases I think
 15 will be built on as we start going through, because
 16 part of the implementation and the communication
 17 process is just to go through what can people expect?
 18 What features and functionality are there? I think --
 19 what I would suggest here, we will take this to heart
 20 is that in reaching out to DRAW we will say here's
 21 what you have at your fingertips, start thinking about

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1 what information you would like to compile and be able
 2 to report on.
 3 MS. FREMPONG: Right, perfect. Okay. Thank
 4 you.
 5 DR. ROGERS: Okay, if we can -- I know this
 6 is very exciting, it is very new. We too are very
 7 excited about changing how we do business in the
 8 school system. This evening we really wanted to
 9 provide an overview of what the project is going to
 10 look like, what the aims of the project are like, and
 11 we promise we will be back updates as we get deeper
 12 into it. But it looks like we are going to go into
 13 "what about this," and "what if this", and I don't
 14 want the gentlemen in an attempt to respond and be
 15 responsive, you know, make a statement that may or may
 16 not be where we land as we get further into the
 17 project. So, I really want to thank everyone for
 18 sharing an overview. I really want to thank everyone
 19 for your investment and your enthusiasm and
 20 excitement, because we are too, because it will impact
 21 everyone who is here as well as everyone that we want

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1 to bring to be a part of team BCPS.

2 MS. LICHTER: Okay. So thank you for all of

3 that information. We look forward to hearing more and

4 more about it as time goes on.

5 The next item on the agenda is an

6 information item, including the financial report for

7 the month ending September 2023, minutes of the

8 September Southeast Area Education Advisory Council

9 meeting, and the new superintendent's role for 0500

10 workplace bullying. Wait a second. The next item on

11 the agenda is Board Committee updates and any agenda

12 setting items. The first committee update is Mr.

13 McMillion for the Audit Committee.

14 MR. McMILLION: We will not meet in

15 December. Our next meeting will be Tuesday, January

16 16th at 4:30, so please join us. Thank you.

17 MS. LICHTER: Thank you. Ms. Domanowski,

18 Budget Committee?

19 MS. DOMANOWSKI: We canceled our meeting on

20 Wednesday -- this past Wednesday -- with a lot of

21 budget talks coming up and working on the next fiscal

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1 year budget. We wanted to give our staff a rest until

2 we have all of our questions ready for that budget.

3 MS. LICHTER: Thank you for doing that.

4 Building and Contracts, Ms. Harvey is not here. Mr.

5 Young, would you like to say anything?

6 MR. YOUNG: The next Building and Contracts

7 meeting is Monday, December 4th at 4:30.

8 MS. LICHTER: Thank you. Curriculum, our

9 next meeting is actually a week from today, and we

10 have several contracts to go over. Dr. Savoy for

11 Equity?

12 DR. SAVOY: Our next meeting will be held in

13 January, the first week in January on a Thursday at 4

14 o'clock for Equity.

15 MS. LICHTER: And Ms. Booker-Dwyer, I think

16 we are getting ready to start your committee.

17 MS. BOOKER-DWYER: Oh, we are getting ready

18 to kick off in a big way. So I want you to tune in

19 for that at 4:30 on November 30th. This will be a

20 level setting meeting where we are going to go over

21 just the purpose of the Legislative and Governmental

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1 Relations Committee. We will go over some of the

2 MABE, the Maryland Associated of Boards of Education,

3 some of their legislative priorities. But yeah, we

4 are ready to rock and roll this legislative session,

5 so tune in.

6 MS. LICHTER: Right. Mr. Basemore

7 (phonetic) you had better get ready back there, okay?

8 MS. BOOKER-DWYER: And then I have just one

9 more thing with the agenda items for future agendas.

10 Is this the time, or are we still --

11 MS. LICHTER: Go for it.

12 MS. BOOKER-DWYER: Okay. The section on

13 Information on the Board meeting agenda. The

14 financial reports I think they should be included in

15 our monthly discussions, not just an information item

16 in case a Board member has questions about that

17 monthly report. Like I have questions about this

18 monthly report to the Board. I'm not sure what's the

19 appropriate venue to do that if we don't open it up

20 for discussion.

21 MS. LICHTER: At this point it will be our

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1 weekly, year, biweekly report, but we can take that

2 under advisement. Thank you.

3 And Ms. Pumphrey, for Policy Review

4 Committee?

5 MS. PUMPHREY: Our next meeting is December

6 11th at 4:30.

7 MS. LICHTER: Thank you. And then any other

8 agenda items from 876 Ms. Henn?

9 MS. HENN: Thank you. I would like to see

10 space on the agenda to allow Dr. Rogers to respond to

11 the public after they comment, if she would care to

12 respond. Often our stakeholders do not receive a

13 formal response from the system, and this would be an

14 opportunity for them to hear from her directly in a

15 timely fashion. They take the time to come and speak

16 to us, they deserve at least that type of response, if

17 appropriate at the time, otherwise a follow-up written

18 response. But I would like to see a few minutes

19 allotted on every agenda for a response following

20 public comment.

21 MS. LICHTER: Okay, thank you. Ms.

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1 Domanowski?
 2 MS. DOMANOWSKI: I have three, but they are
 3 ones I've already said. I just kind of want to get an
 4 update on these. A capacity relief boundary study
 5 agenda item where it would include a presentation from
 6 Strategic Planning with recommendations on how we can
 7 improve this process and its frequency. I would also
 8 like an agenda item for student behaviors to include a
 9 plan to form a committee of educators, administrators,
 10 and central office tasked with creating
 11 recommendations to improve the student behaviors. And
 12 cell phones again. I would like to see a presentation
 13 or update on the steps being taken to strengthen our
 14 cell phone policy and how we are advising and
 15 supporting our educators in its implementation. Happy
 16 Thanksgiving, or have a wonderful holiday season.
 17 MS. LICHTER: Is that an agenda item?
 18 That's a good one. We are good with that one. Any
 19 other agenda items? Ms. Solusky?
 20 MS. SOLUSKY: Just a special thank you. The
 21 CTE program is exceptional here. So just rally

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1 exciting information to share. Thank you for that.
 2 It is very exciting that the ERP implementation is
 3 happening as well. What a great start to the year. I
 4 know that the teacher resignations are rising, and you
 5 know, just an understanding of what's going on with
 6 teacher satisfaction, the reasons for the rise in the
 7 resignations, and what more we can do to support
 8 teachers and staff. Thank you and Happy Thanksgiving.
 9 MS. LICHTER: Are you saying that's an
 10 agenda item, the last part? Okay.
 11 The last item on the agenda is
 12 announcements. The Board's next meeting will be held
 13 on Tuesday, December 5, 2023 at 6:30 p.m. I hope
 14 everyone has a wonderful Thanksgiving. We are
 15 thankful as a Board for the staff and all of the
 16 information that you provide to us and the questions -
 17 - or actually the answers. We did good with the
 18 questions, but you guys are doing great with the
 19 answers. So thank you for that. And everybody have a
 20 wonderful evening.
 21 (Meeting adjourned.)

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C E R T I F I C A T E

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

IN WITNESS THEREOF, I have subscribed my
 name on November 29, 2023.

Vivian Saxe
 Transcriber

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