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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

MARCH 19, 2024

Transcribed by:
CRC Salomon, Inc.

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| <p style="text-align: right;">Page 2</p> <p>1 BOARD MEMBERS:</p> <p>2 Tiara Booker-Dwyer, Board Chair</p> <p>3 Christina Pumphrey, Vice Chair</p> <p>4 Maggie Domanowski</p> <p>5 Tiffany Lashawn Frempong</p> <p>6 Robin Harvey (Absent)</p> <p>7 Julie C. Henn</p> <p>8 Jane Lichter</p> <p>9 Rodney R. McMillion</p> <p>10 Dr. Brenda Savoy (Absent)</p> <p>11 Felicia Stolusky</p> <p>12 Emory Young (Absent)</p> <p>13 Kayla Drummond, Student Member (Virtual)</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> | <p style="text-align: right;">Page 4</p> <p>1 Rebecca Fyfe 34</p> <p>2 Public Comment on Board Policy 1270</p> <p>3 Sharon Saroff 35</p> <p>4 Bash Pharoan, MD 38</p> <p>5 Public Comment on Board Policy 1280</p> <p>6 Bash Pharoan, MD 40</p> <p>7 Consideration of the Central Area Elementary School</p> <p>8 Capacity Relief Boundary Recommendation 42</p> <p>9 Unfinished Business - Board Policies 66</p> <p>10 New Business - Action Taken in Closed Session</p> <p>11 Ms. de Vastey Jones, Esq. 90</p> <p>12 Special Project Request 93</p> <p>13 Report on Proposed Public Charter Schools 97</p> <p>14 Information Items 135</p> <p>15 Board Member Comments and Agenda Setting 140</p> <p>16 Agenda Items 144</p> <p>17 Announcements 149</p> <p>18 Adjournment 149</p> <p>19</p> <p>20</p> <p>21</p> |
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| <p style="text-align: right;">Page 6</p> <p>1 MS. LICHTER: So moved, Lichter.</p> <p>2 MS. BOOKER-DWYER: Is there a second?</p> <p>3 MS. HENN: Second, Henn.</p> <p>4 MS. BOOKER-DWYER: May I have a roll call vote?</p> <p>5 MS. GOVER: Ms. Pumphrey?</p> <p>6 MS. PUMPHREY: Yes.</p> <p>7 MS. GOVER: Ms. Drummond?</p> <p>8 MS. DRUMMOND: Yes.</p> <p>9 MS. GOVER: Ms. Stolusky?</p> <p>10 MS. STOLUSKY: Yes.</p> <p>11 MS. GOVER: Dr. Savoy?</p> <p>12 DR. SAVOY: (No audible response.)</p> <p>13 MS. GOVER: Mr. McMillion?</p> <p>14 MR. McMILLION: Yes.</p> <p>15 MS. GOVER: Ms. Harvey?</p> <p>16 MS. HARVEY: (No audible response.)</p> <p>17 MS. GOVER: Mr. Young?</p> <p>18 MR. YOUNG: (No audible response.)</p> <p>19 MS. GOVER: Ms. Domanowski?</p> <p>20 MS. DOMANOWSKI: Yes.</p> <p>21 MS. GOVER: Ms. Henn?</p> | <p style="text-align: right;">Page 8</p> <p>1 whom it has jurisdiction, or any other personnel matter</p> <p>2 that affects one or more specific individuals; and to</p> <p>3 consult with counsel to obtain legal advice.</p> <p>4 The summary of the closed session and the open</p> <p>5 session information summary can be found on BoardDocs</p> <p>6 under this Board meeting agenda date.</p> <p>7 The next item on the agenda is personnel</p> <p>8 matters, and for that I call on Mr. McCall.</p> <p>9 MR. McCALL: Good evening, Chair Booker-Dwyer,</p> <p>10 Vice Chair Pumphrey, Superintendent Dr. Rogers, and</p> <p>11 members of the Board. Excuse me. I'd like the Board's</p> <p>12 consent for the following personnel matters:</p> <p>13 terminations, retirements, and resignations.</p> <p>14 MS. BOOKER-DWYER: Do I have a motion to</p> <p>15 approve the personnel matter as presented in Exhibit D1?</p> <p>16 MS. STOLUSKY: So moved, Stolusky.</p> <p>17 MS. BOOKER-DWYER: Do I have a second?</p> <p>18 MS. FREMPONG: Second, Frempong.</p> <p>19 MS. BOOKER-DWYER: Any discussion?</p> <p>20 May have a roll call vote?</p> <p>21 MS. GOVER: Ms. Pumphrey?</p> |
| <p style="text-align: right;">Page 7</p> <p>1 MS. HENN: Yes.</p> <p>2 MS. GOVER: Ms. Frempong?</p> <p>3 MS. FREMPONG: Yes.</p> <p>4 MS. GOVER: Ms. Lichter?</p> <p>5 MS. LICHTER: Yes.</p> <p>6 MS. GOVER: Ms. Booker-Dwyer.</p> <p>7 MS. BOOKER-DWYER: Yes.</p> <p>8 MS. GOVER: Thank you.</p> <p>9 MS. BOOKER-DWYER: Motion carries.</p> <p>10 Dr. Rogers, are there any other additions or</p> <p>11 changes to tonight's agenda?</p> <p>12 DR. ROGERS: There are no other additions or</p> <p>13 changes to this evening's agenda.</p> <p>14 MS. BOOKER-DWYER: Hearing no additional items,</p> <p>15 the agenda stands as amended.</p> <p>16 Earlier this evening, the Board met in closed</p> <p>17 session pursuant to the Open Meetings Act for the</p> <p>18 following reasons: to discuss the appointment,</p> <p>19 employment, assignment, promotion, discipline, demotion,</p> <p>20 compensation, removal, resignation, or performance</p> <p>21 evaluation of appointees, employees, or officials over</p> | <p style="text-align: right;">Page 9</p> <p>1 MS. PUMPHREY: Yes.</p> <p>2 MS. GOVER: Ms. Stolusky?</p> <p>3 MS. STOLUSKY: Yes.</p> <p>4 MS. GOVER: Mr. McMillion?</p> <p>5 MR. McMILLION: Yes.</p> <p>6 MS. GOVER: Ms. Domanowski?</p> <p>7 MS. DOMANOWSKI: Yes.</p> <p>8 MS. GOVER: Ms. Henn?</p> <p>9 MS. HENN: Yes.</p> <p>10 MS. GOVER: Ms. Frempong?</p> <p>11 MS. FREMPONG: Yes.</p> <p>12 MS. GOVER: Ms. Lichter?</p> <p>13 MS. LICHTER: Yes.</p> <p>14 MS. GOVER: Ms. Booker-Dwyer?</p> <p>15 MS. BOOKER-DWYER: Yes.</p> <p>16 MS. GOVER: Thank you.</p> <p>17 MS. BOOKER-DWYER: Motion carries.</p> <p>18 Do I have a motion to approve the personnel</p> <p>19 matters as presented in Exhibits D2 and D3?</p> <p>20 MS. STOLUSKY: So moved, Stolusky.</p> <p>21 MS. BOOKER-DWYER: Do I have a second?</p> |

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1 MS. LICHTER: Second, Lichter.
 2 MS. BOOKER-DWYER: Any discussion?
 3 May I have a roll call vote?
 4 MS. GOVER: Ms. Pumphrey?
 5 MS. PUMPHREY: Yes.
 6 MS. GOVER: Ms. Drummond?
 7 MS. DRUMMOND: Yes.
 8 MS. GOVER: Ms. Stolusky?
 9 MS. STOLUSKY: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. McMILLION: Yes.
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Ms. Henn?
 15 MS. HENN: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: Yes.
 18 MS. GOVER: Ms. Lichter?
 19 MS. LICHTER: Yes.
 20 MS. GOVER: Ms. Booker-Dwyer?
 21 MS. BOOKER-DWYER: Yes.

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1 MS. GOVER: Thank you.
 2 MS. BOOKER-DWYER: Motion carries.
 3 Thank you, Mr. McCall.
 4 MR. McCALL: Thank you.
 5 MS. BOOKER-DWYER: The next item on the agenda
 6 is administrative appointments, and for that I call on
 7 Dr. Rogers.
 8 DR. ROGERS: Good evening, Madam Chair Booker-
 9 Dwyer, Vice Chair Pumphrey, and members of the Board.
 10 I'm bringing forward the following administrative
 11 appointment for your approval this evening: Fiscal
 12 Officer, Division of Curriculum and Instruction.
 13 MS. BOOKER-DWYER: Do I have a motion to
 14 approve the personnel matters as presented in Exhibit E1?
 15 MS. HENN: So moved, Henn.
 16 MS. BOOKER-DWYER: Do I have a second?
 17 MS. FREMPONG: Second, Frempong.
 18 MS. BOOKER-DWYER: Any discussion?
 19 May I have a roll call vote?
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

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1 MS. GOVER: Ms. Drummond?
 2 MS. DRUMMOND: Yes.
 3 MS. GOVER: Ms. Stolusky?
 4 MS. STOLUSKY: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. McMILLION: Yes.
 7 MS. GOVER: Ms. Domanowski?
 8 MS. DOMANOWSKI: Yes.
 9 MS. GOVER: Ms. Henn?
 10 MS. HENN: Yes.
 11 MS. GOVER: Ms. Frempong?
 12 MS. FREMPONG: Yes.
 13 MS. GOVER: Ms. Lichter?
 14 MS. LICHTER: Yes.
 15 MS. GOVER: Ms. Booker-Dwyer?
 16 MS. BOOKER-DWYER: Yes.
 17 MS. GOVER: Thank you.
 18 MS. BOOKER-DWYER: Motion carries.
 19 DR. ROGERS: Good evening. Our appointment for
 20 this evening is Michael Salkauskas. Michael, please
 21 stand. He's attending this evening with his wife, Amy,

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1 if we can give him a round of applause.
 2 (Applause.)
 3 MS. BOOKER-DWYER: Michael is being appointed
 4 to -- as the Fiscal Officer in the Division of Curriculum
 5 and Instruction. With almost nine years of service with
 6 Baltimore County Public Schools, his previous experiences
 7 include Fiscal Analyst 1 and Fiscal Analyst 3, Office of
 8 Budgeting and Reporting. Prior to that, his experiences
 9 include work with the Baltimore County Police Department,
 10 DriverSource, Incorporated, C S Mills Logistics,
 11 Incorporated, and Brody Transportation. Congratulations.
 12 (Applause.)
 13 MS. BOOKER-DWYER: Our next item is public
 14 comment. This is one of the opportunities the Board
 15 provides to hear the views and receive the advice of
 16 community members. If not selected to address the Board,
 17 members of the public may submit their comments to the
 18 Board members via email at boe@bcps.org.
 19 The Baltimore County's Police Department Home -
 20 - Police Department's Homeland Security Unit and Office
 21 of School Safety has recommended safety and security

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1 protocols which are posted in the boardroom and available
 2 in BoardDocs and on the Board's Participation by the
 3 Public website.

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

10 Inappropriate personal remarks or other
 11 behavior, such as language that promotes violence against
 12 a BCPS employee, or that disrupts or interferes with the
 13 conduct of this meeting are out of order and will not be
 14 tolerated. Persons who otherwise disrupt or disturb this
 15 meeting will not be allowed to continue their remarks,
 16 and will be escorted from the meeting.

17 Please observe the three-minute clock which
 18 will let you know when your time is up. The microphone
 19 will be turned off at the end of your time, or prior to
 20 that time at the discretion of the Board chair.

21 I will now call on our school system affiliated

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1 groups to speak. Our first speaker is Ms. Cindy Sexton
 2 with TABCO.

3 (Applause)

4 MS. SEXTON: Good evening, Chair Ms. Booker-
 5 Dwyer, Vice Chair Ms. Pumphrey, Dr. Rogers, and members
 6 of the Board. Thank you for the opportunity to speak
 7 tonight.

8 You have heard me speak many times about the
 9 need to reduce our workload for the educators. Our
 10 educators are doing so much more besides simply teaching
 11 our students: meeting social emotional needs, mental
 12 health concerns, often providing them with school
 13 supplies, and even clothing. Our students need so much,
 14 and our educators are there for them.

15 I'm especially worried about our special
 16 educators. Their workload is even greater and with state
 17 and federal laws, they truly must give more and more of
 18 themselves and their time.

19 I'm grateful for the collaboration that exists
 20 between TABCO's Special Ed Action Working Group,
 21 affectionately known as SWAG, and Mrs. Myers and the

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1 Department of Special Education. Over the course of this
 2 school year, they have met and worked to identify what
 3 could be taken off the plates of our special educators.

4 And I'm happy to say that steps have been taken to reduce
 5 two specific items that will save our educators' time,
 6 and there is work being done to address more. We are
 7 grateful for this.

8 It's not trite to say that every minute matters
 9 to special educators. You'll be hearing from some of
 10 them tonight, telling their personal stories, so I'll
 11 keep my remarks brief. But on behalf of TABCO, I want to
 12 thank Ms. Myers for having her team work with us to
 13 lighten the load.

14 There is still much to be done around this, and
 15 we look forward to continuing the work. We need to do
 16 all we can to keep our special educators. Our students
 17 need them. Thank you.

18 MS. BOOKER-DWYER: Thank you, Ms. Sexton.
 19 (Applause.)

20 MS. BOOKER-DWYER: And Ms. Sexton is with the
 21 unions, not the school system affiliated groups.

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1 Next are our individual citizens and student
 2 groups, and our first speaker is Dr. Bash Pharoan.

3 DR. PHAROAN: Good evening to all. Special
 4 thanks to Mr. McMillion for pressing the important
 5 questions last meeting concerning the Operating Budget.
 6 Also special thanks to Ms. Henn for being persistent and
 7 persevering on questions and concerns regarding the
 8 Operating Budget.

9 Special thanks to Ms. Maggie Domanowski for
 10 taking, like, five seconds before she voted, indicating
 11 the anguish and the thinking about it, and I truly
 12 appreciate that.

13 Other Board members were basically voting yes.
 14 We can't do anything about it. That's all the money we
 15 have. So in my 25 years, Board members always done the
 16 same. From the time of Dr. Hairston and Jim Sasiodic
 17 (phonetic) until today, it's the same thing. We are
 18 really short, don't have enough money. We can't do
 19 anything about it.

20 So I ask you, would you go to a surgeon that
 21 operates with 75 percent instruments, or 75 percent

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1 staff? Would you? Do you think the U.S. Navy or Air
 2 Force would send a ship east unless it is full tank and
 3 fully loaded with bombs and missiles? Right? You
 4 wouldn't. But we do that 25 years in consequence.
 5 So my point is that if you go to a physician,
 6 and he gives you penicillin for 25 years, and it didn't
 7 work, you would change that physician. Why doesn't the
 8 Board change its treatment? You are doing the same
 9 treatment each budget, and you have the same result. We
 10 are short. You heard Cindy, overworked, we need more
 11 staffing, et cetera.
 12 So here is what I propose to you in 35 seconds.
 13 I think the Board needs to lobby the state and the county
 14 for levying taxes. The state and the county gives you
 15 that money, but you need to have an endowment. You need
 16 to have the public donate money to the system. You need
 17 to be able to levy the difference so you have adequate
 18 funding.
 19 Now, I lobbied for elected Board long time ago,
 20 and it went through, but I am only one. I count on you
 21 to do that.

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1 MS. BOOKER-DWYER: Thank you.
 2 Ms. Sharon Saroff.
 3 (Applause.)
 4 MS. BOOKER-DWYER: Okay. Ms. Carly Delavigne.
 5 Delavigne. Please correct me if I mispronounced your
 6 last name.
 7 MS. DELAVIGNE: Good evening, Chair Booker-
 8 Dwyer, Vice Chair Pumphrey, Superintendent Dr. Rogers,
 9 and members of the Board. Thank you for your time. I'm
 10 Carly Delavigne, and I have worked as a teacher for the
 11 Infants and Toddlers Program for five years. I'm
 12 speaking tonight concerning the unsustainable workload we
 13 face in BCPS.
 14 It has become nearly impossible to meet the
 15 needs of our families due to outdated systems, redundant
 16 documentation standards, a lack of resources, and ongoing
 17 staffing deficiencies. It's no wonder, then, that we
 18 have lost 195 special educators and related service
 19 providers in BCPS in the last two years.
 20 Those who decide to go into education do not
 21 make this decision lightly. We do not expect the job to

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1 be easy. We welcome the challenge. In my five years
 2 working in special education, I have learned that
 3 teachers in this county bond more often over our
 4 struggles than our successes. We have realized that if
 5 we mention concerns, they will not be addressed. We have
 6 learned that it takes bullhorns, posters, and red shirts
 7 to be recognized by the people making decisions that
 8 affect us.
 9 In my second week as a teacher in the Infants
 10 and Toddlers Program, several coworkers began asking me,
 11 are you overwhelmed yet? It was a given. Not once has
 12 an administrator asked if I'm overwhelmed. Instead, we
 13 are thanked for doing the work while the expectations for
 14 documentation, reports, and assessments continue to rise.
 15 Furthermore, we question whether the
 16 administration knows birth-to-fives exists. Our program
 17 is shoehorned into a contract that does not acknowledge
 18 us, or the unique obstacles we face. We are not included
 19 when the calendar specifies planning or professional
 20 days. Many of us do not have access to the internet
 21 outside the office, despite our need to access

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1 documentation and files in families' homes and on the
 2 road.
 3 As 12-month educators, snow day closures only
 4 include us when offices are also closed, despite the fact
 5 that our work involves driving to five or six locations
 6 across the district during contract hours.
 7 Case management is not -- is compensated for
 8 some, but not all, and when K through 12 students
 9 returned to school buildings during the COVID-19
 10 pandemic, the decisions made to protect the health and
 11 safety of teachers within their school buildings were not
 12 expanded to Infants and Toddlers teachers, as we ventured
 13 to homes and daycares.
 14 For every special educator or provider who
 15 resigns from BCPS, there are more who are considering it.
 16 I choose to stay because I care about the families I work
 17 with, and the future of their children. This choice
 18 becomes more difficult every day, and I often wonder
 19 whether it is worth the toll on my mental and physical
 20 health.
 21 I hope that you truly listen to the message my

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1 fellow speakers are sending and recognize that there are
 2 years of frustration, passion, and stress behind it.
 3 Thank you.
 4 MS. BOOKER-DWYER: Thank you.
 5 (Applause.)
 6 MS. BOOKER-DWYER: Ms. Christina Lanahan.
 7 MS. LANAHAN: Good evening, Chair Booker-Dwyer,
 8 Vice Chair Pumphrey, Superintendent Rogers, and members
 9 of the Board. Thank you for your time. My name is
 10 Christina Lanahan, and I'm speaking as an individual.
 11 I am here to advocate for our special
 12 educators. This is my 13th year as a special educator in
 13 BCPS. I have also been part of the TABCO Special
 14 Education Working in Action Group for at least half that
 15 time.
 16 During my time as a co-chair of SWAG, we have
 17 had opportunities to meet with members of the Department
 18 of Special Education on a monthly basis. I appreciate
 19 that DSE takes the time to meet with us, and listens to
 20 our concerns, questions, and suggestions. I also
 21 appreciate that provisions were put in our most recent

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1 MOU to discuss ways to reduce IEP case management work.
 2 A few things were removed or lessened because of this.
 3 I wish those decisions had been made and
 4 approved during our meetings, rather than waiting until
 5 we organized this action, but some change was made for
 6 the better. While we have started moving forward, there
 7 is still much more to be done to reduce the workload for
 8 special educators.
 9 This job is hard. Case management work is
 10 crushing. Let me give you an example. In the past two
 11 weeks, I've had to write six IEPs and two assessment
 12 reports. This is in addition to the five groups I plan
 13 for and work with each day, the time I spend supporting
 14 students inside of general education, and the time I
 15 spend collaborating with general educators.
 16 Being seasoned, I can complete paperwork at a
 17 fairly good rate, yet this paperwork has taken me a
 18 minimum of 18 hours to complete. That's 1,080 minutes,
 19 which is literally only for organizing data and writing
 20 documents.
 21 We have bargained extra planning time for

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1 special educators, which is wonderful, but in two weeks,
 2 that time adds up to 810 minutes. And that planning time
 3 is also used for actual planning, and often for testing.
 4 This year, we have already lost at least 37
 5 special educators. Over the past two years, we have lost
 6 195 special educators. Also, many of our special
 7 education positions are being filled by conditional
 8 teachers because we cannot recruit certified special
 9 educators.
 10 If you ask special educators why they are
 11 leaving, it's not the pay. It's because they are
 12 drowning. We are expected to do the work of at least two
 13 people with legal deadlines attached. I know this isn't
 14 a BCPS-only problem. It's a nationwide problem. I get
 15 it.
 16 Desmond Tutu once stated, "There comes a point
 17 where we need to stop just pulling people out of the
 18 river. We need to go upstream and find out why they're
 19 falling in."
 20 So that is what I'm asking, imploring you to
 21 do. Be proactive. Be the system that figures out the

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1 way to support special educators so that they want to
 2 come here and want to stay. Be the trendsetters that
 3 other districts want to emulate. Go upstream. Stop the
 4 drowning before it happens. Thank you for your time.
 5 (Applause.)
 6 MS. BOOKER-DWYER: Ms. Beverly Folkoff.
 7 MS. FOLKOFF: Good evening. My name is Beverly
 8 Folkoff. I've been a special education teacher in this
 9 county for 16 years, and I'm the 2023 Teacher of the
 10 Year.
 11 I am here today to ask for help, and for a
 12 systematic change. Over and over again, special
 13 education teachers have gone to the Office of Special
 14 Education to ask for help, and it's not coming. Instead,
 15 all we see is more responsibilities being placed on us
 16 under the guise of, "It will only take 10 minutes." But
 17 it's 10 minutes per kid, and I have 10 kids I serve.
 18 This month alone, we have asked for two
 19 documents that are not required by law to be removed or
 20 lessened from our duties. But instead of providing a
 21 systematic answer that would support all teachers, we

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1 were told that individual schools can now make their own
 2 choices about these documents for their buildings, but
 3 with limited guidance as to how they should do it.
 4 Decisions like this create chaos and confusion instead of
 5 the help we actually need.
 6 I was diagnosed with a learning disability in
 7 the second grade and retained my IEP through high school,
 8 and I depended on that document to allow me access to the
 9 curriculum, and it worked. I graduated with honors from
 10 Towson University and then went on to receive a master's
 11 from the University of Virginia. I wholeheartedly
 12 believe in special education, its process, and I am proof
 13 of the results.
 14 But this process is coming to a crashing halt.
 15 My fellow special education teachers and I are tired. We
 16 are tired of being taken advantage of because we believe
 17 in the process and have been willing to do the work. We
 18 are tired of asking for help and being ignored or called
 19 lazy because we can't do the impossible. We are tired of
 20 feeling like failures because we aren't giving our
 21 students what they deserve but, instead, are doing what

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1 we need to do to survive the day.
 2 We no longer want thank yous. We no longer
 3 want pats on the back. What we need is strong leadership
 4 and real change that will create a special education
 5 program that supports its teachers, so they can support
 6 every student in this county.
 7 We are drowning in a sea of paperwork. We're
 8 tired of being thrown life vests. It's time to pull us
 9 out of the water. It's time for systematic, proactive
 10 changes that change special education's profession into a
 11 job that we can be proud to do. Thank you very much.
 12 (Applause.)
 13 MS. BOOKER-DWYER: Ms. Sharon Saroff.
 14 MS. SAROFF: Good evening. I'm glad to hear my
 15 fellow special educators up here to say what needs to be
 16 said, and I'm going to cheer them on. Because that is
 17 what's going on in this county, unfortunately.
 18 The Office of Special Education doesn't want to
 19 answer anybody. Just recently, I had a meeting for a
 20 client who had to go out to do an outside evaluation.
 21 And that outside evaluation showed that the client was

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1 regressing. And the school's response was, oh, well,
 2 yeah, we can do something about it, but maybe not. I
 3 contacted the Office of Special Education to get some
 4 assistance, and the response I got was, the school will
 5 take care of it. If the school is the problem, who's
 6 taking care of it?
 7 I'm not going to say that these teachers don't
 8 want to do their job because I've seen some very
 9 excellent special educators in this county. But if
 10 somebody is asking for help, the Office of Special
 11 Education should be willing to give it to them, and
 12 they're not. They're telling their teachers to go to
 13 their principals and their vice principals who are
 14 telling them, stay in your lane when they come to a 504
 15 meeting or a special ed -- or an IEP meeting to dismiss
 16 an IEP. Or to not test.
 17 There are a lot of parents out there who do not
 18 know their rights, who do not even know the process, and
 19 I've been working with a lot of them this year. And if a
 20 parent asks for an evaluation so that they can get their
 21 child services, they should be able to get it. And if a

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1 teacher is backing them up, that teacher shouldn't be
 2 afraid to say something because they're being told, stay
 3 in your lane.
 4 I have said something to this Board several
 5 times about the culture of threats continues. It does,
 6 and it's right now, and the Office of Special Ed is not
 7 willing to look at it because the school building will
 8 take care of it. That's all I have to say.
 9 (Applause.)
 10 MS. BOOKER-DWYER: At this time, I will call on
 11 Dr. Rogers.
 12 DR. ROGERS: Thank you. I just wanted to take
 13 a moment to address our special educators who are in the
 14 audience. First, on behalf of BCPS, I want to thank you
 15 for coming out to share. I also want to thank Ms.
 16 Sexton, TABCO President, along with Ms. Myers, who have
 17 been working diligently to come to some resolution.
 18 What I heard from you directly this evening was
 19 you talking about drowning in a sea of paperwork. We all
 20 know that federal and state guidelines require a lot of
 21 those paperwork -- you know, make a lot of those

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1 stipulations. But I also heard you come to the table,
 2 and you've come to the table with Ms. Myers and reached
 3 some solution in spaces where things are not required.
 4 Your request was that we have systematic
 5 answers that don't leave a lot of space for schools to
 6 implement in different ways. We know that implementation
 7 is the key to success, and so we hear your feedback.
 8 We, too, are pleased -- I thank you guys for
 9 recognizing out of 195 educators, special educators, that
 10 left Baltimore County Public Schools over the last two
 11 years, there are 37 for this year. Which points to us
 12 that our movement is in the right direction, but we hear
 13 you loud and clear that there's more work to do. And so
 14 I know that Ms. Myers and Ms. Sexton will continue to
 15 work in that group.
 16 We will also create other opportunities for you
 17 guys to provide some specific feedback about suggestions
 18 that can be implemented across the system moving forward.
 19 Given our elevation of special education as an
 20 academic priority that we're all focused on for the
 21 system, and as you see the FY '25 budget really

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1 incorporating and recognizing the needs of special
 2 education, pre-K through 12, in our system, I thought
 3 that it would be appropriate to depart from past practice
 4 and to share this response to you directly. So I look
 5 forward to hearing more updates about the progress that's
 6 being made. Thank you.
 7 MS. BOOKER-DWYER: Thank you, Dr. Rogers. And
 8 please know to all the special educators, know that the
 9 Board of Education, we hear you, as well, and we take
 10 what you have to say very seriously. It is a priority of
 11 us that all of our teachers having working conditions
 12 that are conducive to teaching -- high-quality teaching
 13 and learning. And we are working in partnership with the
 14 Superintendent to begin to make those shifts in Baltimore
 15 County Public Schools.
 16 Next is public comment on Board Policy 0200,
 17 Perceptions, Beliefs, and Values of Baltimore County
 18 Public Schools. And the first speaker is Ms. Carly
 19 Delavigne.
 20 MS. DELAVIGNE: I already spoke.
 21 MS. BOOKER-DWYER: Okay.

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1 Ms. Sharon Saroff?
 2 MS. SAROFF: I'm going to (indiscernible) this
 3 time.
 4 MS. BOOKER-DWYER: No problems. Dr. Bash
 5 Pharon?
 6 DR. PHAROAN: May I speak for all of them?
 7 MS. BOOKER-DWYER: No, we have some other
 8 speakers.
 9 DR. PHAROAN: Am I speaking nine minutes in
 10 consequence?
 11 MS. BOOKER-DWYER: No, you're speaking on Board
 12 Policy 0200 for three minutes.
 13 DR. PHAROAN: Okay. Not yet. Okay. Now I can
 14 start. Policy 200. It has the word describing the
 15 public as uninformed. To my ear, I think it's heavy.
 16 Uninformed, it means negative. I suggest that you would
 17 replace it with unknowing or unaware. It's more
 18 diplomatic, more easier on the ear.
 19 Next point is about the Oxford comma. I know I
 20 talked to you about it last time. I really enjoyed
 21 searing it. I learned what it is. I don't know if many

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1 people know what it means, but I learned something.
 2 I think the policy is not as good at other
 3 school systems. For example, Anne Arundel County talks
 4 about when master standard that are rigorous, rich, and
 5 relevant to the real world. I think that description is
 6 better than ours, and I really love that they say
 7 relevant to the real world. Our kids are going to face
 8 Indians, Chinese, Middle East, Finland, and Germany.
 9 I like in Anne Arundel County description
 10 better than ours. They use the word equity lens. And I
 11 love that they use operate openly and transparency with
 12 trust and integrity. Powerful use to be in a policy.
 13 Prince George's County is also good, better
 14 than us. I love that they say the board firmly believe,
 15 firmly believe, very strong and meaningful word. And
 16 they say redistribution of resources to implement
 17 accountable reform. Again, they are talking about
 18 accountable change.
 19 I love in that policy better than ours that
 20 they say the board of education vows to close the
 21 achievement gap. Vows, very clear and powerful word.

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1 And then they say that the board commits distributing
 2 resources equitably, effectively, efficiently in the best
 3 interest of all children. I really love that clarity in
 4 all of them.
 5 MS. BOOKER-DWYER: Thank you, Dr. Pharoan.
 6 Our next speaker is Ms. Rebecca Fyfe. And this
 7 is on the Board Policy 0200.
 8 MS. FYFE: Hello.
 9 MS. BOOKER-DWYER: Hello.
 10 MS. FYFE: So I'm a special educator with
 11 Baltimore County Public Schools. I was educated in
 12 Baltimore County Public Schools, as well. It concerns me
 13 greatly over my lifetime to see how the county schools
 14 have changed to greatly. That the -- some of the
 15 teachers are still very concerned about students leaving
 16 school with the ability to read and write correctly --
 17 MS. BOOKER-DWYER: Ms. Fyfe, this is about
 18 Board Policy 0200.
 19 MS. FYFE: Well, you know, I was -- I said that
 20 I was speaking. They pushed me over into 0200. So if
 21 you -- I'll stop right here if you'd like me to.

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1 MS. BOOKER-DWYER: Yes, because right now, we
 2 are taking --
 3 MS. FYFE: I did read the policy. And I was
 4 speaking about it, but --
 5 MS. BOOKER-DWYER: Okay. If you have feedback
 6 on the policy, that's what we're hearing now.
 7 MS. FYFE: It's fine. I just -- I hope that
 8 the Board will listen very clearly to public opinion and
 9 teachers because we have so much that could help you.
 10 MS. BOOKER-DWYER: Thank you.
 11 Next is public comment on Board Policy 1270,
 12 Parent and Family Engagement, and the first speaker is
 13 Ms. Carly Delavigne. Okay.
 14 Ms. Sharon Saroff.
 15 MS. SAROFF: I'm going to echo the last
 16 speaker, some of the words of the last speaker by saying
 17 that my kids were educated in this county, and I have
 18 watched this county go downhill. And one of the reasons
 19 I think that this county has gone downhill is because the
 20 lack of willingness to engage families and collaborate
 21 with families.

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1 I come up here a lot because I hope I'm going
 2 to be heard, and I will say that listening to the last
 3 meeting that I was not at, I think I do get heard
 4 sometimes.
 5 MS. BOOKER-DWYER: Ms. Saroff, this is --
 6 MS. SAROFF: I know.
 7 MS. BOOKER-DWYER: Okay.
 8 MS. SAROFF: I know. If you want to increase
 9 parent and family engagement, you have to make the Board
 10 meetings, your website, and how you get information out
 11 more friendly. You need to have a website that people
 12 can find things very easily, and not that I'm spending 20
 13 minutes trying to find something, and that's usually what
 14 happens.
 15 If you --
 16 MS. BOOKER-DWYER: So it's your recommendation
 17 to modify the policy to include website -- a friendlier
 18 website?
 19 MS. SAROFF: Friendlier website. Making your
 20 Board meetings friendlier. There's fewer people coming
 21 to Board meetings for public comment. I've seen

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1 sometimes where I've been the only one on public comment.
 2 Or there's been one -- there was, like, one person at the
 3 last meeting for public comment.
 4 MS. BOOKER-DWYER: So are you recommending that
 5 for the policy --
 6 MS. SAROFF: Mm-hmm.
 7 MS. BOOKER-DWYER: -- to make Board meetings
 8 friendlier.
 9 MS. SAROFF: Make this county more willing to
 10 make -- to be engaged with the -- with families. Because
 11 families are not feeling that way, and I'm looking at --
 12 I looked at this policy, and one of the things that
 13 didn't come out to me was that there's no special ed
 14 listed there.
 15 We need to talk about special ed, Title 1, what
 16 are priorities for the homeless, where are parents going
 17 to find resources. You need to engage parents by giving
 18 them those answers, and that's not in the policy,
 19 especially for special ed.
 20 MS. BOOKER-DWYER: Thank you.
 21 Dr. Bash Pharoan?

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1 DR. PHAROAN: To me, the policy has ESSA, E-S-

2 S-A. I really didn't know what is that. I know

3 (indiscernible). So suggest that you would have a help

4 board to explain to the public what ESSA is.

5 And this policy also talks about supportive --

6 supporting parent engagement. How would you think that

7 you're supporting parent engagement? I am an example,

8 for instance. I am a parent. Do you think you are

9 supporting them by just inviting them and that's it? Do

10 you think you are supporting parents' engagement by not

11 answering their email? Or not really answering the

12 presentations?

13 Do you think you need to do a little bit more?

14 Think of it. If you are McCormick Company or NVIDIA or

15 Microsoft, you would do a whole lot better with the

16 public than what public schools do. I don't see that.

17 In page 1 in line 14, also, you talk about

18 being ready for college. It gives the impression that

19 your goal as a Board that for students to be plumbers,

20 electricians, and go to two-year college, it doesn't

21 mention university. It doesn't really mention about

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1 meeting the world, as I mentioned in the previous policy.

2 And then this policy talks about promoting and

3 supporting engagement. That's line 16 and 17. So I like

4 that wording, but I ask you, how do you do that? I mean,

5 I am really an example. For instance, I asked for

6 engagement with the curriculum for 25 years, and I got

7 very little, if any. All right?

8 The engagement outside, you have, like, 10

9 books about English, and I can't take it home with me to

10 review it, for instance. Do you think me standing out

11 there 5 minutes, 10 minutes, 15 minutes is really a good

12 engagement and critique of something you want to add to

13 our students?

14 I have been here 25 years, and I can't get

15 really much forward, and I'm not really costing you

16 money. Three minutes, I don't think that engagement is

17 really real. I think it is just really a word in the

18 policy. I'm really surprised that the school system is

19 changing their policy. It's just hidden with the same

20 deceptive way (indiscernible).

21 MS. BOOKER-DWYER: Thank you, Dr. Pharoan. You

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1 can stay there.

2 The next public comment on board -- the next --

3 next is public comment on Board Policy 1280, Boundary

4 Changes. And the first speaker is Dr. Pharoan.

5 DR. PHAROAN: Thank you, Madame President.

6 Chair. Line 10, 11, the staff recommend no substantive

7 change, and I'm really honestly surprised. So here is my

8 thought, and I really thought of it a lot.

9 For 25 years of me present here, it's the same

10 thing. Schools are overcrowded. The policy talks about

11 overcrowding. You change boundaries a little bit, and we

12 are still overcrowded even with changing the boundaries,

13 right? We talked about that before.

14 So, you know, the policy is not really

15 correcting the issue. It's still overcrowded. The

16 teachers are already telling you they are overburdened,

17 overworked. You know? They are short staffed. So, you

18 know, we are not changing the policy, and that treatment

19 is not really working for 25 years.

20 So this policy talks about quality education,

21 equitable, inclusive education, et cetera. All right.

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1 My question to you as a Board along the same line. How

2 can we really perform as a system, the implementation of

3 these valuable and important words in education, if we

4 are short staffed? If the county and the state gives us

5 money, and all what we do is say, we can't do anything

6 about it. We can't levy taxes. You know, we'll vote for

7 operating budget the way they gave us. That's it. You

8 know, we can't do anything.

9 You can't implement the good words in that

10 policy with nickels and dimes. You need funding. You

11 need to change the system, and if you don't change the

12 system, this Board is no different than Sasiodic board,

13 no different than Arnold board, no different than any

14 other board. Just really managing, and I'm really sorry.

15 I feel like sometime that I am a little bit too

16 negative. I don't mean that. You gave me three minutes.

17 I can't tell you how many positive things I see in the

18 school system with my three kids, which is really the

19 reason why I'm here. In appreciation of what the school

20 system and the teachers have done many years before.

21 But to fix something, you have to talk about

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1 the negative. You have to address it. You have to find
 2 different solution. You have to think outside the box,
 3 and not use penicillin for 25 years, and expect you are
 4 going to cure the infection. I hope you understand where
 5 I'm coming from.

6 MS. BOOKER-DWYER: Thank you.

7 The next item on the agenda is consideration of
 8 the Central Area Elementary School Capacity Relief
 9 Boundary Recommendation, and for that I call on Dr. Grim.

10 DR. GRIM: Good evening, Chair Booker-Dwyer,
 11 Vice Chair Pumphrey, Superintendent Dr. Rogers, and
 12 members of the Board. We are here this evening to
 13 request Board approval of the recommendation of the
 14 Central Area Elementary School Boundary Study Committee.

15 As a reminder, the purpose for this boundary
 16 study was to relieve schools projected to be overcrowded,
 17 and to maximize use of available space in schools until
 18 additional seats can be added in the region through the
 19 capital program.

20 At its meeting on February 27, 2024, the Board
 21 received for consideration the recommendation to approve

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1 Option C2 from the Central Area Elementary School
 2 Boundary Study Committee.

3 A public hearing was held on March 6, 2024 for
 4 additional public comment and feedback to the Board
 5 regarding the committee's recommendation.

6 At this time, we are requesting the Board's
 7 approval of Option C2 from the Central Area Elementary
 8 School Boundary Study Committee.

9 MS. BOOKER-DWYER: May I have a motion to
 10 approve the Central Area Elementary School Capacity
 11 Relief Boundary Recommendation as presented as Option C2
 12 in Exhibit G?

13 MS. DOMANOWSKI: So moved, Dominowski.

14 MS. BOOKER-DWYER: Is there a second?

15 MS. FREMPONG: Second, Frempong.

16 MS. BOOKER-DWYER: Any discussion?

17 Ms. Stolusky, and then we'll go to Ms.
 18 Pumphrey.

19 MS. STOLUSKY: Thank you. I just have a couple
 20 of questions, just to make sure that the public is fully
 21 aware of the answers to these questions. The first

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1 question is, there was a question about Harford Hills
 2 Elementary and Carney Elementary, that they both feed
 3 into Pine Grove Middle, but they were not part of the
 4 study. So it would be helpful for the public to
 5 understand why. Thank you.

6 MR. TAYLOR: The cluster of schools that we
 7 identified for the study was larger than we'd ever done.
 8 We had a lot of conversations. We made a judgment call
 9 about which schools should be included and which ones
 10 should not. And it -- those just did not make the cut.
 11 I don't -- we don't have any -- there's no heavy reason
 12 why they didn't -- weren't included.

13 MS. STOLUSKY: Okay. Thank you. And then my
 14 second question is, the Cromwell Magnet Program. Was
 15 there any consideration to move it to Jacksonville, since
 16 Jacksonville was under capacity? Thank you.

17 DR. GRIM: So is your question what was their
 18 consideration to move the magnet program itself?

19 MS. STOLUSKY: Yes.

20 DR. GRIM: So any changes in the magnet program
 21 would actually have to go through the Board for

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1 consideration. So that was not considered as part of the
 2 task that the Boundary Study Committee had.

3 MS. STOLUSKY: Okay. Thank you.

4 DR. GRIM: You're welcome.

5 MS. BOOKER-DWYER: Ms. Pumphrey?

6 MS. PUMPHREY: Hi, Dr. Grim. At the public
 7 hearing, we heard from a group from Fellowship Forest
 8 regarding 22 homes that we're moving, I believe, from --
 9 to West Towson. I may have gotten that opposite, instead
 10 of Stoneleigh. Unless I have it opposite.

11 And my question is, they're concerned that --
 12 because they're the addresses that was unintended and
 13 that they -- this move was spoken to at some of the
 14 community meetings. However, they thought they were left
 15 out of the switch itself and weren't considered. And I
 16 just -- I think there was a question posed about that. I
 17 just was curious if that was addressed at all, or if
 18 there was truth to that concern.

19 DR. GRIM: Yes, ma'am. So we did some
 20 investigation after those concerns were brought up in the
 21 meeting. I have some notes that I'm going to refer to

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1 because it does get a little bit complicated, if you
 2 will. So staff reviewed the following information, and
 3 this is about Planning Block 426 and 427. It includes
 4 the Glenmont Apartment Complex and the single-family
 5 homes on Jacobo Lane and Ridgewood Road.
 6 Jacobo Lane and Ridgewood Road were not
 7 originally part of Planning Block 426, based on the
 8 subdivision data that we had received from the county.
 9 However, when we went back and took a look at this, it
 10 was determined that the referenced area of Jacobo Lane
 11 and Ridgewood Road are part of Fellowship Forest
 12 Homeowners Association.
 13 So to include all of Fellowship Forest
 14 community within Planning Block 426, it would require
 15 moving Jacobo Lane and Ridgewood Road addresses to that
 16 planning block, which would be 426. This would move 24
 17 single-family home units from Planning Block 427 into
 18 426.
 19 There wouldn't be change to enrollment
 20 utilization or demographics of either school, as no K-to-
 21 5 live attend students currently reside on those streets

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1 as of September 30, 2023.
 2 So essentially, there was part of one planning
 3 block that included a neighborhood which falls under an
 4 HOA that was part of another planning block. To make
 5 that change would require a breakup of the planning
 6 block, the way that it sits.
 7 So part of the planning block included an
 8 apartment complex and part of an HOA. The other planning
 9 block, 427, included all the other neighbors in that
 10 subdivision, which was the subdivision and not just the
 11 homeowners association.
 12 MS. PUMPHREY: So are you saying the current
 13 map breaks that planning block, or does not break that
 14 planning block?
 15 DR. GRIM: It does not break the planning
 16 block. It breaks the HOA and not the subdivision as its
 17 -- as the county has defined it. So essentially, you
 18 have a neighborhood. There is another road that is
 19 adjacent to the neighborhood. They are part of the same
 20 homeowners association. They are in two different
 21 planning blocks because according to the county, they are

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1 in different subdivisions.
 2 MS. PUMPHREY: And if we were to put those
 3 together, how would that change the demographics of the
 4 schools?
 5 DR. GRIM: So we researched what would happen
 6 if just the lane that was part of the homeowners
 7 association would move over. It would not have a
 8 material effect on the utilization of the schools.
 9 However, moving the entire block over would have an
 10 impact. I don't think we looked entirely at the entire
 11 planning block because there's a much larger community
 12 within it.
 13 MS. BOOKER-DWYER: Any --
 14 DR. GRIM: And this was the recommendation --
 15 it's our understanding -- our staff went back and did
 16 look at -- there was some discussion around this before
 17 the Boundary Committee made their vote. And it's our
 18 understanding that this was discussed at the last
 19 meeting, and this is where the committee landed.
 20 MS. BOOKER-DWYER: Okay. Ms. Henn?
 21 MS. HENN: Thank you, and thank you, Vice Chair

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1 Pumphrey, for those questions. I have a couple follow-
 2 up, Dr. Grim, for you. So to make sure my understanding
 3 is correct, the Option C that's being considered by the
 4 Board does not include maintaining the continuity of
 5 Fellowship Forest. Is that correct?
 6 DR. GRIM: So Option C2 does not include
 7 Fellowship Forest as it's defined by the homeowners
 8 association as we researched after the meeting where that
 9 came up with the community.
 10 MS. HENN: And in order to modify that, I heard
 11 you say that would not have a material impact on the
 12 enrollments, should we change the definition of the
 13 planning block in order to maintain the continuity of
 14 that development.
 15 DR. GRIM: So based on our investigation,
 16 Jacobo Lane, which is what's in question, Jacobo and
 17 Ridgewood, the 24 homes that are there would not impact
 18 the utilization based on the data that we have.
 19 MS. HENN: Okay. Thank you.
 20 Madam Chair, I'd like to make --
 21 MS. BOOKER-DWYER: Dr. Rogers. Oh.

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1 MS. HENN: -- a motion to consider that. And I
 2 know there's a motion on the floor.
 3 MS. BOOKER-DWYER: Yes.
 4 MS. HENN: I would move to amend the motion on
 5 the floor to make those changes to maintain the
 6 continuity of Fellowship Forest.
 7 MS. BOOKER-DWYER: But we wouldn't maintain the
 8 continuity of Fellowship Forest. That's just one street.
 9 There's a much larger planning block. So I don't -- and
 10 so, Dr. Grim, could you explain that again? Because
 11 you're talking about one street, and that homeowners
 12 association encompasses, as I understand it, two much
 13 larger divisions.
 14 So if we're talking about maintaining the
 15 continuity, then we're looking at moving that entire --
 16 everything that's encompassed in that homeowners
 17 association. Am I correct with that?
 18 DR. GRIM: So from our perspective, there's two
 19 planning blocks. There's 426, and there's 427. The
 20 Planning Block 427 includes both these 24 homes in --
 21 within the homeowners association for Fellowship Forest

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1 on Jacobo Lane and Ridgewood, and it includes a larger
 2 apartment complex. If the Board did want to make a
 3 change, they could modify the planning block without
 4 moving it in its entirety. That's at the option of the
 5 Board.
 6 So what our comment was is -- I think one of
 7 the original questions was, if we move the entire
 8 planning block over, what would the impact be? And that
 9 would be more significant, and it would go -- it would be
 10 adverse to the decision of the Boundary Study Committee.
 11 So just to make sure everyone's aware of that. But to
 12 provide the Board with as much information, since we did
 13 hear those public comments, we wanted to give you the
 14 information regarding what the individual planning blocks
 15 were -- consisted of, as well as that neighborhood.
 16 MS. BOOKER-DWYER: Okay. So we have a motion
 17 on the floor that we --
 18 MS. HENN: Madam Chair -- oh, sorry.
 19 MS. BOOKER-DWYER: -- oh, go ahead, Ms. Henn.
 20 MS. HENN: I was going to modify my motion
 21 based on Dr. Grim's information that he provided.

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1 MS. BOOKER-DWYER: Okay. So we currently have
 2 a motion on the floor. What's your amended -- your
 3 recommend --
 4 MS. HENN: Just to state it properly, and that
 5 is to redefine Planning Block, is it 426, Dr. Grim?
 6 DR. GRIM: I believe it's 427.
 7 MS. HENN: 427. Thank you. To include Jacobo
 8 Lane and Ridgewood.
 9 DR. GRIM: You -- I'm sorry. I hate to
 10 interject, but I think what you're trying to do, and
 11 correct me if I'm wrong --
 12 MS. HENN: Please help me with this.
 13 DR. GRIM: You're trying to include Jacobo and
 14 Ridgewood in Planning Block 426.
 15 MS. HENN: That's why I asked for clarification
 16 of which planning block they should be in to maintain --
 17 DR. GRIM: Right, so they are --
 18 MS. HENN: -- that continuity of --
 19 DR. GRIM: Yeah. They're currently in 427, so
 20 you would be -- you are requesting for them to move to
 21 426.

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1 MS. HENN: 26.
 2 MS. BOOKER-DWYER: Is --
 3 MS. PUMPHREY: Second, Pumphrey.
 4 MS. BOOKER-DWYER: -- there a sec -- okay. Ms.
 5 Pumphrey has second. Any discussion?
 6 Ms. Lichter.
 7 MS. LICHTER: I know you probably said it. I'm
 8 just trying to get this straight. So you said that -- as
 9 -- there was a discrepancy between the planning block and
 10 the homeowners association. That was the --
 11 DR. GRIM: Yes, ma'am. So when the planning
 12 blocks were created --
 13 MS. LICHTER: Correct.
 14 DR. GRIM: -- we do that based, in part, on
 15 subdivision. So when we get the subdivision information
 16 from -- in working with Baltimore County Planning,
 17 Department of Planning, the subdivision did not show that
 18 Jacobo Lane and Ridgewood was part of the homeowners
 19 association that links Fellowship Forest together.
 20 So we didn't -- we wouldn't have that
 21 information that that is considered one community until

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1 after the fact. And so with the questions that we
 2 received, we went back and did research and confirmed
 3 that they are linked through a homeowners association.
 4 MS. LICHTER: And I appreciate that you went
 5 back after we received the letters and the information.
 6 So are homeowners associations usually contained within
 7 planning blocks? Is that the norm that --
 8 MR. TAYLOR: That's -- if we're aware of the
 9 homeowners association, yes, we would try to include them
 10 in the same planning block.
 11 MS. LICHTER: But we were not aware of this
 12 when the planning blocks were created, and the
 13 information was given to the committee originally.
 14 DR. GRIM: That is correct, and sometimes it's
 15 extremely difficult to include an entire homeowners
 16 association within the same planning block or designation
 17 because of its size or other geographic factors.
 18 MS. LICHTER: Okay. My concern is, I know the
 19 work that these committees do, and it's very long and
 20 tedious to give us a recommendation. So I'm just trying
 21 to figure out if we were missing -- if the committee was

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1 missing information originally, based on this planning
 2 block, versus homeowners association so.
 3 DR. GRIM: And we understand that, and our role
 4 is to --
 5 MS. LICHTER: Oh, no, I'm not saying it's
 6 anybody's fault. It's just if there was something that
 7 was missing --
 8 DR. GRIM: No, we --
 9 MS. LICHTER: -- then that's different --
 10 DR. GRIM: -- like I said, we discovered --
 11 MS. LICHTER: -- than changing -- right.
 12 DR. GRIM: -- this on follow-up so, yeah.
 13 MS. LICHTER: Right. No, that's different than
 14 making a change just to make a change. If there was
 15 something missing originally, that's just -- I need that
 16 clarification, so thank you.
 17 DR. GRIM: Yes, ma'am.
 18 MS. BOOKER-DWYER: And so just to piggyback off
 19 of what Ms. Lichter said, you know, I do recognize that
 20 the Boundary Committee, they put in a ton of work, and I
 21 am concerned with the Board making a shift like this

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1 without hearing the voice of the Boundary Committee, and
 2 of the community that's there. I understand we had a
 3 public hearing, but to do a change like -- as significant
 4 as this without including the community that was
 5 instrumental in the identification of Option C2, that
 6 concerns me.
 7 And then I just also have a question about was
 8 there -- so the number of K-5 students that are in that
 9 area, how many is it?
 10 DR. GRIM: According to the information that we
 11 had, there wouldn't be any -- there wouldn't be any
 12 impact right now. Like the immediate impact as of
 13 September 30, 2023, there wouldn't be an impact.
 14 MS. BOOKER-DWYER: So there are -- so with this
 15 change that we are proposing, so there's no K-5 students
 16 in that block at all?
 17 MR. TAYLOR: Correct.
 18 MS. BOOKER-DWYER: Right now. And those two
 19 streets, the Jacobo Lane and Ridgewood, right. So in
 20 those 24 homes, there's not a single K-5 student.
 21 DR. GRIM: According to the data that we had

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1 from September 30, 2023. From the official MSDE
 2 enrollment, yes, ma'am.
 3 MS. BOOKER-DWYER: And so we would be including
 4 these homes, just for something in the future, perhaps.
 5 DR. GRIM: According to the data and
 6 information that we have, and the follow-up that we did.
 7 MS. BOOKER-DWYER: Okay. Ms. Domanowski.
 8 MS. DOMANOWSKI: If this block or this road,
 9 the Jacobo and the Ridgewood, are they walkers to
 10 Cromwell? Or not Cromwell, Stoneleigh? Or are they bus
 11 -- are they driven --
 12 DR. GRIM: Honestly, we -- that's not something
 13 that we researched, so I don't know that we have that
 14 information right now..
 15 MR. TAYLOR: I don't have that information.
 16 DR. GRIM: We don't --
 17 MS. DOMANOWSKI: Don't -- you don't --
 18 DR. GRIM: We can't answer that right now. I
 19 don't have -- we don't have that -- I don't have that
 20 information available right here.
 21 MS. DOMANOWSKI: I thought that was one of the

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1 things that we look for to make -- to keep the walkers in
 2 the same -- in the vicinity of the school.
 3 DR. GRIM: It is a consideration that the
 4 committee looks at, as they look at different
 5 (inaudible). I can't answer for you whether or not this
 6 change would make them walkers or not. I can't answer
 7 that information. We don't have that in front of us.
 8 MS. DOMANOWSKI: Okay. So is 426 a walking
 9 zone for Stoneleigh?
 10 DR. GRIM: I can't answer that question for
 11 you, either, because I don't have that data in front of
 12 me.
 13 MS. DOMANOWSKI: No, I -- okay. Okay. Okay.
 14 DR. GRIM: You're correct that those are
 15 considerations that the committee makes, as they make --
 16 as they look at the planning blocks, and they decide what
 17 the boundaries would be. But it would be disingenuous
 18 for Mr. Taylor and I to comment whether they're walkers
 19 or not because we don't have that data in front of us.
 20 MS. DOMANOWSKI: Okay. And this might go to
 21 Tiara -- Ms. Booker-Dwyer. I know we have committee

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1 members here in attendance, and would it be inappropriate
 2 --
 3 MS. BOOKER-DWYER: No, this wouldn't be the
 4 time.
 5 MS. DOMANOWSKI: Okay.
 6 MS. BOOKER-DWYER: Yep. So we'll go to Ms.
 7 Frempong and then Ms. Pumphrey.
 8 MS. FREMPONG: Okay. So I have the map up in
 9 front of me with the blocks on it. So as it is in the
 10 recommended C2 map, the Planning Block 426 has six. And
 11 then PB 427 has 62. I just want to make sure I'm correct
 12 on those numbers and I'm looking at the right thing.
 13 Okay.
 14 So then we're saying, though, for those streets
 15 that are part of the Fellowship, because there's zero,
 16 that's why the statistics are not going to change. So,
 17 you know, the demographics, the enrollment, et cetera,
 18 would still stay the same. But if we were trying to
 19 incorporate all of PB 427, that's when we have to take
 20 into account the 62, and that would have the large
 21 impact.

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1 DR. GRIM: Yes, ma'am.
 2 MS. FREMPONG: Okay. Got it. Thank you.
 3 DR. GRIM: Yes, ma'am.
 4 MS. BOOKER-DWYER: Ms. Pumphrey.
 5 MS. PUMPHREY: First, just only from my notes
 6 from the public hearing, it does state that that will
 7 make them in walking -- walkers instead of riders.
 8 That's just according to my notes. I know that's not
 9 official, but I wanted to make that comment.
 10 Also, I also recognize the tedious work of the
 11 Boundary Study Committee. However, I do -- I think it is
 12 the Board's job to make tiny tweaks such as this when
 13 something comes up that may have been overlooked in the
 14 process. And something small, not something huge.
 15 That's just how I feel about that part of it, as well.
 16 And I think that's it. I think my -- Ms. Frempong
 17 addressed my question about the future enrollment.
 18 MS. BOOKER-DWYER: Any other -- Ms. Henn?
 19 MS. HENN: And just to reiterate what we heard
 20 from staff, it is practice to try to keep these
 21 communities together when that information is available.

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1 Given that the Boundary Study Committee, and I admire
 2 their work and defer to them on almost all of these, but
 3 this is a tweak based on new information, based on
 4 community feedback.
 5 This is why we have this process in place, and
 6 I appreciate the flexibility, the information provided by
 7 staff this evening to inform us. And this is not
 8 uncommon for the Board to make tweaks as we receive
 9 information outside of the boundary process. So thank
 10 you, Madam Chair.
 11 MS. BOOKER-DWYER: Mr. McMillion?
 12 MR. McMILLION: Dr. Grim, obviously, I don't
 13 like in that community. I don't know these streets. But
 14 these two particular streets you're speaking of, where
 15 are those kids, if there were any kids, where would they
 16 currently go to school?
 17 MR. TAYLOR: Taking a moment to figure it out.
 18 DR. GRIM: Let me -- let's see if we can get
 19 you that information. I'm not sure whether it's West
 20 Towson or Stoneleigh. So let me get that information.
 21 Mr. Taylor has it.

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1 MR. TAYLOR: I'm searching on the map.
 2 MS. BOOKER-DWYER: Any --
 3 DR. GRIM: Believe it would be Stoneleigh, but
 4 we want to check to make sure.
 5 MR. TAYLOR: It looks right.
 6 MS. BOOKER-DWYER: Okay.
 7 MR. TAYLOR: I believe it is Stoneleigh.
 8 MR. McMILLION: So with -- okay, so Stoneleigh.
 9 So with this amendment, they stay at Stoneleigh, or they
 10 now, if there were any kids, they would go where?
 11 DR. GRIM: They would go to West Towson.
 12 MR. McMILLION: If there were any kids. Okay,
 13 thank you.
 14 MS. BOOKER-DWYER: Okay. Ms. Stolusky? Yes.
 15 MS. STOLUSKY: Just one quick point of -- just
 16 to make sure that I'm fully understanding. I know you
 17 said that when a homeowners association is extremely
 18 large, that would be a time where it would be hard to
 19 keep the planning block together. Do you know about the
 20 size of the Fellowship Forest Homeowners Association? Is
 21 it small enough that it would be reasonable to try to

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1 keep the community together? Or is it, you know, just
 2 relatively too large to do that? Thank you. And I don't
 3 know if you have that information, but.
 4 DR. GRIM: So -- and again, from our point of
 5 view, as coordinators of the process, we are here to
 6 provide that information. I think that's a threshold
 7 that becomes a judgment or a recommendation call. In
 8 this case, as I said, we did find after the fact that
 9 they are -- these two -- these roads are tied together as
 10 part of the homeowners association.
 11 They do not appear -- if you look on a map,
 12 they are not connected by another through road. They are
 13 in different subdivisions of the county, which is a
 14 differentiator. However, like many other neighborhoods
 15 in Baltimore County, they are brought together by the
 16 homeowners association. If you look at them on a map,
 17 they are together. They are in close proximity to one
 18 another, and they sit near another community which is
 19 largely an apartment complex.
 20 MS. STOLUSKY: Thank you.
 21 MS. BOOKER-DWYER: Any other questions?

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1 May I have a roll call vote? And we're voting
 2 on the amended -- we're voting on the amendment that --
 3 to redefine Planning Block 426 to include Jacoby and
 4 Ridgely -- couldn't read my own handwriting.
 5 MS. HENN: Ridgewood.
 6 DR. GRIM: And Ridgewood.
 7 MS. BOOKER-DWYER: And Ridgewood.
 8 May I have a roll call vote?
 9 MS. GOVER: Ms. Pumphrey?
 10 MS. PUMPHREY: Yes.
 11 MS. GOVER: Ms. Drummond?
 12 Sorry. Ms. Stolusky?
 13 MS. STOLUSKY: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 MR. McMILLION: Yes.
 16 MS. GOVER: Ms. Domanowski?
 17 MS. DOMANOWSKI: Yes.
 18 MS. GOVER: Ms. Henn?
 19 MS. HENN: Yes.
 20 MS. GOVER: Ms. Frempong?
 21 MS. FREMPONG: Yes.

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1 MS. GOVER: Ms. Lichter?
 2 MS. LICHTER: Yes.
 3 MS. GOVER: Ms. Booker-Dwyer?
 4 MS. BOOKER-DWYER: Yes.
 5 MS. GOVER: Thank you.
 6 MS. BOOKER-DWYER: So now we vote on the motion
 7 as amended.
 8 May I have a roll call vote?
 9 MS. GOVER: Ms. Pumphrey?
 10 MS. LICHTER: What did we just vote on?
 11 MS. BOOKER-DWYER: We voted on the amended
 12 motion.
 13 MS. HENN: Option C2 as amended.
 14 MS. BOOKER-DWYER: Right, so we're going to --
 15 so -- right. So now this is the vote to adopt -- to
 16 actually adopt the C2 map as amended. Okay? All right.
 17 Am I good over there? Yes. Okay.
 18 MS. GOVER: Ms. Pumphrey?
 19 MS. PUMPHREY: Yes.
 20 MS. GOVER: Ms. Stolusky?
 21 MS. STOLUSKY: Yes.

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1 MS. GOVER: Mr. McMillion?
 2 MR. McMILLION: Yes.
 3 MS. GOVER: Ms. Domanowski?
 4 MS. DOMANOWSKI: Yes.
 5 MS. GOVER: Ms. Henn?
 6 MS. HENN: Yes.
 7 MS. GOVER: Ms. Frempong?
 8 MS. FREMPONG: Yes.
 9 MS. GOVER: Ms. Lichter?
 10 MS. LICHTER: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer?
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Thank you.
 14 MS. BOOKER-DWYER: Thank you.
 15 Okay. The next item on the agenda is new
 16 business, Report on Board Policies. This is the first
 17 reader for these policies, and for that I call on Ms.
 18 Christina Pumphrey, Chair of the Policy Review Committee.
 19 MS. PUMPHREY: Thank you. Members of the
 20 Board, the Policy Review Committee asks that the Board
 21 accept this report of the committee's recommendation of

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1 proposed changes to the following Board policies: Board
 2 Policy 0200, Precepts, Beliefs, and Values of the
 3 Baltimore County Public Schools; Board Policy 1270,
 4 Parents and Family Engagement; and Board Policy 1280,
 5 Boundary Changes. These policies are presented to you on
 6 tonight's agenda as Exhibits H1 through H3.
 7 MS. BOOKER-DWYER: May I have a motion to
 8 accept the recommendations -- the recommendation of the
 9 Board's Policy Review Committee for Board Policy 0200,
 10 1270, and 1280?
 11 MS. FREMPONG: So moved, Frempong.
 12 MS. BOOKER-DWYER: Is there any discussion?
 13 Ms. Henn.
 14 MS. HENN: Thank you, Madam Chair. I just have
 15 a question for Vice Chair Pumphrey as Chair of the
 16 committee. And that is, did the committee consider the
 17 other LEA policies on this in the discussion, or discuss
 18 any other language you liked from those policies in
 19 considering it?
 20 MS. PUMPHREY: Are you referring to a specific
 21 policy, or all three of them?

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1 MS. HENN: The other linked policies that were
 2 included in the document for other LEAs as part of the
 3 analysis. I'm sorry, 1270.
 4 MS. PUMPHREY: Give me just a second.
 5 MS. HENN: Sorry about that.
 6 MS. PUMPHREY: Looking at the policy. Give me
 7 just a second. I believe for this particular policy, we
 8 were all provided, of course, with the analysis in
 9 advance and prepare for the (inaudible). I don't recall
 10 any discussion about any specifics in the actual meeting
 11 itself for this particular policy. I'm looking at the
 12 correct one.
 13 MS. HENN: Madam Chair, may we separate 1270?
 14 I'd like to make a motion to send 1270 back to committee
 15 for further discussion of the other LEA policies to see
 16 if any other recommendations should be made, based on
 17 public feedback we heard tonight. Based on the fact that
 18 community engagement is a priority for the Board and
 19 Superintendent.
 20 MS. BOOKER-DWYER: We may have a motion to move
 21 all of the policies back. Let's go around through

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1 discussion and then come through the -- to the motion.
 2 MS. HENN: Okay.
 3 MS. BOOKER-DWYER: So yes, because I have some
 4 questions about the policy, and we can start with Policy
 5 0200. The guiding principle -- so we're requesting that
 6 the Superintendent implement these policies. And when I
 7 read over these policies, I'm just -- I'm not clear, how
 8 do we know that they've been implemented effectively?
 9 So when I look at a statement like, "We respect
 10 the worth of all individuals," I don't know how -- what
 11 is the rule that would be developed to measure -- to do
 12 that?
 13 Or when I look at, "We strive to be our best."
 14 So it's just -- it's some of the language in the Policy
 15 020 that I do think can be strengthened so that it's a
 16 clear connection to -- if we're going to develop a rule,
 17 if the Superintendents want to develop a rule and then
 18 we're going to hold the Superintendent accountable for
 19 implementing. But right now, I do feel like it's a
 20 little -- the words could be a little stronger.
 21 Ms. Pumphrey, yes.

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1 MS. PUMPHREY: So there is a rule. It's Rule
 2 0200. I think a good way to look at rule and policy, for
 3 me, when I look at it to try to tell the difference, the
 4 rule is implementing the policy. And when we think of
 5 our rule is governance and as overseeing, that's what
 6 policy does. The rule itself is getting into the fine
 7 details of implementing the policy and the operational
 8 part of that. So you can refer to the rule to see how it
 9 is implemented.

10 As far as metrics, I feel that they would also
 11 follow the rule and not necessarily the policy. So
 12 you're really looking for the details in the rule itself
 13 because that's the implementation. Our governance is the
 14 overview and the policy itself, in other words, the --
 15 what we want done is in the policy. The how we do it is
 16 in the rule.

17 MS. BOOKER-DWYER: Right. So if what we --
 18 what we want done has to be clear enough to develop a
 19 rule that's sharp enough so that then we can -- because
 20 we're -- if we're looking to really shift some things in
 21 Baltimore County, it starts with the policy. And so the

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1 policy has to be shaped in a way that a rule can be
 2 crafted so that there could be some accountability to
 3 that rule, so that then the Board can hold the
 4 Superintendent accountable for implementing it.

5 And right now, just the way that this policy is
 6 crafted, I don't know, you know, with respecting the
 7 worth of individuals, or we believe in the importance of
 8 public education, I'm just -- I'm not sure if -- it just
 9 -- this doesn't feel as though it's -- I don't know what
 10 we're trying to get at here with this policy. What is it
 11 that we're actually trying to govern here? How do I
 12 govern that we value -- we respect the worth of all
 13 individuals? What does that look like?

14 And so that's just my concern -- overarching
 15 concern with -- at least, and I'm just using Policy 0200
 16 as an example.

17 Ms. Frempong?

18 MS. FREMPONG: So again, to reiterate with Ms.
 19 Pumphrey is saying, a lot of the things are how it's done
 20 is going to be done through the rule. So I actually have
 21 the rule pulled up, and so if you look at Rule 0200,

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1 first of all, it talks about the purposes. It's going to
 2 implement the policy itself. And then it starts getting
 3 into employees are going to have access to training and
 4 resources supporting these precepts, beliefs, and values.
 5 We're going to be incorporating that into all of the
 6 school system's onboarding programs for new employees.

7 So those are examples of how that's going to
 8 happen or how it's going to be measured. But again,
 9 that's on the rule side. And I think it is sometimes a
 10 challenge when the policies come up before us as a Board,
 11 it may almost feel that it's incomplete because you're
 12 not seeing that big picture. So in order to see the big
 13 picture, you really do need to take the policy in
 14 collaboration with the rule. And so that's, you know,
 15 just my points on that.

16 MS. BOOKER-DWYER: Ms. Henn?

17 MS. HENN: Thank you. So I hear what my
 18 colleagues are saying regarding the rule containing the
 19 operational implementation. But Madam Chair, I also
 20 agree with what you've said regarding there being an
 21 opportunity for the Board to provide some more specific

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1 direction envisioning through the policy that then guides
 2 the rule.

3 And the example I was looking at was with
 4 Policy 1270, Number 2, Standards. There is some very
 5 general standards around how we engage with our
 6 communities and families that this Board should review
 7 and take a look. Do those standards still align with our
 8 priorities? Can we be more specific? I agree, they need
 9 to be measurable, and that the details can be implemented
 10 in the rule.

11 But it starts with setting a policy that has
 12 concrete deliverables that are more than feel-good
 13 language, something that we can use for accountability
 14 sake to hold ourselves and the Superintendent accountable
 15 for those. Thank you.

16 MS. BOOKER-DWYER: And I'll just go to an
 17 example with Policy 1270. When I look at the Board's
 18 vision, the Board's goals, are these the same vision and
 19 goals that are in our -- that we're looking to have
 20 overarching, or we have a separate vision and goals just
 21 for parent and family engagement? Or do we -- are these

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1 -- what I'm questioning is, is this the right language
 2 for the policy?
 3 We have one overarching vision, overarching
 4 Board goals, so then what are we trying to say here?
 5 We're now introducing a new vision and goals? So that's
 6 where I'm -- I have some questions.
 7 Yes, Ms. Frempong.
 8 MS. FREMPONG: So I guess I have a question for
 9 Ms. Henn because listening to what you (inaudible)
 10 deliverables. What does that look like then when we're
 11 talking about governance? I just want to make sure I'm
 12 clear on what you're looking for.
 13 MS. HENN: May I respond, Madam Chair?
 14 MS. BOOKER-DWYER: Oh, yes, Ms. Henn.
 15 MS. HENN: Thank you. So I think that might
 16 lead into another discussion in terms of accountability
 17 and evaluation and our role, which is outside of the
 18 scope of this discussion. However, the policy guides the
 19 rules and guides implementation, without containing those
 20 operational details.
 21 There is some room for definitions. There's

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1 room for realignment or review of the alignment, as Madam
 2 Chair said. Are these still current? Do they still
 3 match with the Board's current priorities? So review.
 4 So I would -- if Madam Chair would entertain a motion to
 5 send these three policies back to committee for further
 6 review and discussion, or to a committee of the whole?
 7 I'm not sure what you were envisioning next steps would
 8 be, but I would support that.
 9 MS. BOOKER-DWYER: Okay. Let's see what Dr.
 10 Rogers.
 11 DR. ROGERS: Thank you, Chair Booker-Dwyer. I
 12 think just to share with the full Board, as well, with
 13 the community at large, we should give Ms. Hahn and Ms.
 14 Onijala an opportunity to come forward to the dais. They
 15 can speak specifically to Policy 1270, what those
 16 specifics are to just provide some more context
 17 holistically for the Board. Thank you.
 18 MS. HAHN: Thank you, Dr. Rogers. I am Susan
 19 Hahn with the Office of Family and Community Engagement,
 20 and I appreciate all your questions. As a Central Office
 21 staff member, the policy is the systemic view and in

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1 partnership with Title 1, each school has a compact, so
 2 each school is doing this work in the school level, and
 3 your policy is for the system to include all schools.
 4 We also developed a system -- Title 1 and
 5 systemwide family engagement plan because just Title 1
 6 schools should not have a plan, so that plan is in all
 7 schools. And much of this policy and rule is connected
 8 to ESSA, and so a lot of the requirements of ESSA
 9 actually do guide our rule and policy, or your rule and
 10 policy. Your rule and your policy.
 11 MS. ONIJALA: And I think I would just add,
 12 also, someone had asked specifically about benchmarking
 13 with other systems. I think that's best practice across
 14 the board when we're talking about reviewing policies and
 15 making updates that we're looking at what other similar-
 16 sized districts are doing, incorporating some of the
 17 really good things that we see there.
 18 And then, also, just another layer we've been
 19 before you before to talk about our work around the
 20 strategic communications plan for the system, which also
 21 includes a lot of the work with family and community

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1 engagement. So there are throughlines in everything that
 2 we do, and just to reassure you that these are things
 3 that we're very thoughtful about and looking at how all
 4 of those pieces come together at the school level and at
 5 the Central Level.
 6 MS. HAHN: And you did bring up accountability
 7 and assessment, in a sense. Family engagement has always
 8 been very difficult to get evaluation of, but we have
 9 worked really hard the last couple years. Every single
 10 event we attend, every staff professional development we
 11 give, we include Policy 1270 and that family engagement
 12 plan. So that all our staff, who are our messengers,
 13 know about this plan and this policy, and can share it
 14 with families.
 15 And so we are looking at all evidence-based
 16 family engagement practices and implementing them, too,
 17 as we possibly can.
 18 MS. BOOKER-DWYER: Okay. Any -- go ahead, Ms.
 19 Pumphrey.
 20 MS. PUMPHREY: Nothing else for that particular
 21 policy. But I wanted to mention something about, excuse

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1 me, 1280, so I don't know if you want me to do that now.

2 MS. BOOKER-DWYER: Yes.

3 MS. PUMPHREY: I just wanted to point out that

4 we did have a thorough discussion, it's in the analysis,

5 and made some changes in PRC for 1280, and it's under the

6 background PRC and Board action dated February 5, 2024.

7 I just wanted to point that out to the rest of the Board.

8 MS. BOOKER-DWYER: Okay. Okay, Ms. Henn, you

9 can make your motion and see where it goes.

10 MS. HENN: Okay.

11 MS. BOOKER-DWYER: Yes.

12 MS. DE VASTEY JONES: So there's already a

13 motion on the floor, so the -- I know Ms. Henn had

14 originally made a different motion. So there has to be

15 an amendment request here, so we can't make a new -- an

16 entirely new motion, which is what it was sounding like.

17 So we need to just make sure there is an active motion on

18 the floor.

19 MS. BOOKER-DWYER: Okay.

20 MS. HENN: So Madam Chair, I will withdraw my

21 last motion, which I don't remember what it was anymore

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1 after this discussion, and will make a new motion to

2 amend the motion on the floor to consider these three

3 policies after further discussion by the P -- by PRC. If

4 that sounds like a different motion I'm giving --

5 MS. DE VASTEY JONES: So you want to make a

6 motion to amend to recommit -- to strike the original

7 motion where it was going to approve the three. I'm

8 sorry, let me look at your original motion. So to make a

9 motion to amend -- instead of to accept the

10 recommendation of the Board Policy Review Committee, to

11 recommit the Board Policies 0200, 1270, and 1280.

12 MS. HENN: Yes. Thank you for that assistance.

13 So to strike the original motion and to recommit Policy

14 0200, 1270, and 1280.

15 MS. DE VASTEY JONES: You're just striking the

16 word accept.

17 MS. BOOKER-DWYER: You're striking.

18 MS. HENN: To strike just the word accept?

19 MS. DE VASTEY JONES: And to -- and insert --

20 and to reject the recommendation. And then we're going

21 to add to then to recommit.

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1 MS. HENN: Okay. So move to amend to strike

2 the word accept, add the word reject.

3 MS. BOOKER-DWYER: Strike the word --

4 MS. HENN: I'm sorry. To insert reject, and to

5 --

6 MS. DE VASTEY JONES: And that'll be fine --

7 MS. HENN: That's plenty.

8 MS. DE VASTEY JONES: -- and then you could do

9 your next motion.

10 MS. HENN: And then we'll move it back to PRC.

11 Okay. As a separate motion.

12 MS. BOOKER-DWYER: Okay. So there's a motion

13 on the floor to strike the word accept the -- to strike

14 the word accept the recommendation of the Board Policies

15 -- to -- and insert reject.

16 So may I have a motion to strike the word

17 accept and insert the word reject?

18 MS. HENN: So moved.

19 MS. BOOKER-DWYER: So we need a second.

20 MS. HENN: We need a second.

21 MS. STOLUSKY: Second, Stolusky.

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1 MS. BOOKER-DWYER: Okay. Is there any

2 discussion?

3 Ms. Lichter.

4 MS. LICHTER: And the purpose of this is for

5 the committee to redo the work they already did, or to

6 take in consideration -- what is the -- why are we

7 sending it back is my question. Why are we rejecting all

8 the words -- why are we -- we're basically sending it

9 back, correct?

10 MS. BOOKER-DWYER: And so I do think there are

11 some specific modifications that are needed, so for

12 example, Policy 1270 to align the vision and goals with

13 the Board's vision and goals. For, like, Policy 200 to

14 strengthen the guiding principles, especially the -- to

15 strengthen the language in the guiding principles so that

16 as a Board, we can see that -- so that we could see the

17 throughline for the governance.

18 MS. LICHTER: Okay. So it's to take into

19 consideration the feedback of the Board tonight and

20 public comments.

21 MS. BOOKER-DWYER: Yes.

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1 MS. LICHTER: Okay. Thank you.
 2 MS. BOOKER-DWYER: Okay.
 3 May I have a roll call vote?
 4 MS. GOVER: Ms. Pumphrey?
 5 MS. PUMPHREY: No.
 6 MS. GOVER: Ms. Drummond?
 7 MS. DRUMMOND: Yes.
 8 MS. GOVER: Ms. Stolusky?
 9 MS. STOLUSKY: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. McMILLION: Yes.
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Ms. Henn?
 15 MS. HENN: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: No.
 18 MS. GOVER: Ms. Lichter?
 19 MS. LICHTER: No.
 20 MS. GOVER: Ms. Booker-Dwyer?
 21 MS. BOOKER-DWYER: Yes.

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1 MS. GOVER: Favor is six.
 2 MS. BOOKER-DWYER: Motion does not carry. So
 3 I'll go back to the original motion to accept the
 4 recommendation of the Board's Policy Review Committee for
 5 Board Policy 0200, 1270, and 1280. Any discussion?
 6 Go ahead, Mr. McMillion.
 7 MR. McMILLION: So if we vote this down, does
 8 that mean it goes back?
 9 MS. BOOKER-DWYER: Yes.
 10 Ms. Stolusky? Oh, no? Okay.
 11 MS. STOLUSKY: No comment. Thank you.
 12 MS. BOOKER-DWYER: Okay. May I have a roll
 13 call vote?
 14 MS. GOVER: Ms. Pumphrey?
 15 MS. PUMPHREY: Yes.
 16 MS. GOVER: Ms. Drummond?
 17 MS. DRUMMOND: Yes.
 18 MS. GOVER: Ms. Stolusky?
 19 MS. STOLUSKY: No.
 20 MS. GOVER: Mr. McMillion?
 21 MR. McMILLION: No.

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1 MS. GOVER: Ms. Domanowski?
 2 MS. DOMANOWSKI: No.
 3 MS. GOVER: Ms. Henn?
 4 MS. HENN: No.
 5 MS. GOVER: Ms. Frempong?
 6 MS. FREMPONG: Yes.
 7 MS. GOVER: Ms. Lichter?
 8 MS. LICHTER: Yes.
 9 MS. GOVER: Ms. Booker-Dwyer?
 10 MS. BOOKER-DWYER: No.
 11 MS. GOVER: Favor is four.
 12 MS. BOOKER-DWYER: So motion does not carry.
 13 So what happens now? So it goes -- so they just stay
 14 until the next time. The next cycle of -- so the
 15 policies will stay as they are without the modifications
 16 that are including -- so they'll go back to their
 17 original state?
 18 So we can make a motion to recommit them back
 19 to Policy Committee.
 20 Ms. Henn.
 21 MS. HENN: So moved.

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1 MS. BOOKER-DWYER: Is there a second?
 2 MS. DOMANOWSKI: Second, Domanowski.
 3 MS. BOOKER-DWYER: Is there any discussion?
 4 MS. PUMPHREY: I'm going to mess this up, but I
 5 would like to separate 1270.
 6 MS. BOOKER-DWYER: So you are --
 7 MS. PUMPHREY: Actually, yes. I want to -- I
 8 would like to separate 0200 and 1280 and vote on that
 9 separately from 1270 as far as recommitting.
 10 MS. BOOKER-DWYER: So you would like to amend
 11 the motion to only send --
 12 MS. PUMPHREY: 1270.
 13 MS. HENN: Madam Chair, I believe we don't need
 14 to change the motion. We can vote on them separately
 15 with the motion that's on the floor.
 16 MS. BOOKER-DWYER: Okay. What is the motion on
 17 the floor? To recommit. Okay, so let's -- we'll do it
 18 one at a time. So do I have -- so we can do a -- okay.
 19 So may I have a motion to recommit Policy 0200 back to
 20 the Policy Review Committee?
 21 MS. STOLUSKY: So moved, Stolusky.

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1 MS. BOOKER-DWYER: Is -- yep. Okay. Is there
 2 -- may I have a roll call vote? This is 0200 to go back
 3 to committee.
 4 MS. GOVER: Ms. Pumphrey?
 5 MS. PUMPHREY: No.
 6 MS. GOVER: Ms. Drummond?
 7 MS. DRUMMOND: Yes.
 8 MS. GOVER: Ms. Stolusky?
 9 MS. STOLUSKY: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. McMILLION: Yes.
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Ms. Henn?
 15 MS. HENN: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: No.
 18 MS. GOVER: Ms. Lichter?
 19 MS. LICHTER: No.
 20 MS. GOVER: Ms. Booker-Dwyer?
 21 MS. BOOKER-DWYER: Yes.

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1 MS. GOVER: Favor is six.
 2 MS. BOOKER-DWYER: Okay. So it doesn't --
 3 stays as is.
 4 So may I have a motion to move Policy 1270 back
 5 to the Policy Review Committee?
 6 MS. STOLUSKY: So moved, Stolusky.
 7 MS. BOOKER-DWYER: May I have a roll call vote?
 8 Do we need a second? May I have a second?
 9 MS. DOMANOWSKI: Second.
 10 MS. BOOKER-DWYER: May I have a roll call vote?
 11 MS. GOVER: Ms. Pumphrey?
 12 MS. PUMPHREY: Yes.
 13 MS. GOVER: Ms. Drummond?
 14 MS. DRUMMOND: Yes.
 15 MS. GOVER: Ms. Stolusky?
 16 MS. STOLUSKY: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. McMILLION: Yes.
 19 MS. GOVER: Ms. Domanowski?
 20 MS. DOMANOWSKI: Yes.
 21 MS. GOVER: Ms. Henn?

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1 MS. HENN: Yes.
 2 MS. GOVER: Ms. Frempong?
 3 MS. FREMPONG: Yes.
 4 MS. GOVER: Ms. Lichter?
 5 MS. LICHTER: Yes.
 6 MS. GOVER: Ms. Booker-Dwyer?
 7 MS. BOOKER-DWYER: Yes. Motion carries.
 8 May I have a motion to move Board Policy 1280
 9 back to the Policy Review Committee?
 10 MS. STOLUSKY: So moved, Stolusky.
 11 MS. BOOKER-DWYER: Is there a second?
 12 MS. DOMANOWSKI: Second.
 13 MS. BOOKER-DWYER: May I have a roll call vote?
 14 MS. PUMPHREY: I have a point of clarification
 15 here, please.
 16 MS. BOOKER-DWYER: Oh, yes.
 17 MS. PUMPHREY: If we vote no to recommitting
 18 this, the changes that are currently there will not stay,
 19 correct? The changes made by PRC? Okay, thank you.
 20 MS. BOOKER-DWYER: May I have a roll call vote?
 21 MS. GOVER: Ms. Pumphrey?

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1 MS. PUMPHREY: Yes.
 2 MS. GOVER: Ms. Drummond?
 3 MS. DRUMMOND: Yes.
 4 MS. GOVER: Ms. Stolusky?
 5 MS. STOLUSKY: Yes.
 6 MS. GOVER: Mr. McMillion?
 7 MR. McMILLION: Yes.
 8 MS. GOVER: Ms. Domanowski?
 9 MS. DOMANOWSKI: Yes.
 10 MS. GOVER: Ms. Henn?
 11 MS. HENN: Yes.
 12 MS. GOVER: Ms. Frempong?
 13 MS. FREMPONG: Yes.
 14 MS. GOVER: Ms. Lichter?
 15 MS. LICHTER: Yes.
 16 MS. GOVER: Ms. Booker-Dwyer?
 17 MS. BOOKER-DWYER: Yes.
 18 MS. GOVER: Thank you.
 19 MS. BOOKER-DWYER: Motion carries. Okay.
 20 The next item on the agenda -- we're done with
 21 this, right? Okay. The next item on the agenda is

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1 Action Taken in Closed Session, and for that I call on
 2 Ms. de Vastey Jones.
 3 MS. DE VASTEY JONES: Good evening, Madam
 4 Chair, and Dr. Rogers, and members of the Board. Earlier
 5 this evening, the Board met in closed session in its
 6 quasi-judicial capacity to render a decision in Case Nos.
 7 20232024-07 and 20232024-06. Now would be an appropriate
 8 time to confirm the action taken in closed session.
 9 MS. BOOKER-DWYER: May I have a motion to
 10 affirm the action taken during closed session on Case
 11 SD20232024-06 in which no argument was requested, and
 12 authorize Ms. Gover to sign for those Board members not
 13 present?
 14 MS. PUMPHREY: So moved, Pumphrey.
 15 MS. BOOKER-DWYER: Is there a second?
 16 MS. LICHTER: Second, Lichter.
 17 MS. BOOKER-DWYER: Any discussion?
 18 May I have a roll call vote?
 19 MS. GOVER: Ms. Pumphrey?
 20 MS. PUMPHREY: Yes.
 21 MS. GOVER: Ms. Drummond?

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1 MS. DRUMMOND: Yes.
 2 MS. GOVER: Ms. Stolusky?
 3 MS. STOLUSKY: Yes.
 4 MS. GOVER: Mr. McMillion?
 5 MR. McMILLION: Yes.
 6 MS. GOVER: Ms. Domanowski?
 7 MS. DOMANOWSKI: Yes.
 8 MS. GOVER: Ms. Henn?
 9 MS. HENN: Abstain.
 10 MS. GOVER: Ms. Frempong?
 11 MS. FREMPONG: Yes.
 12 MS. GOVER: Ms. Lichter?
 13 MS. LICHTER: Yes.
 14 MS. GOVER: Ms. Booker-Dwyer?
 15 MS. BOOKER-DWYER: Yes.
 16 MS. GOVER: Thank you.
 17 MS. BOOKER-DWYER: Motion carries.
 18 May I have a motion to affirm the action taken
 19 during closed session on Case SD2023-2024-07, in which no
 20 argument was requested, and authorize Ms. Gover to sign
 21 for those Board members not present?

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1 MS. STOLUSKY: So moved, Stolusky.
 2 MS. BOOKER-DWYER: Is there a second?
 3 MS. FREMPONG: Second, Frempong.
 4 MS. BOOKER-DWYER: Any discussion?
 5 May I have a roll call vote?
 6 MS. GOVER: Ms. Pumphrey?
 7 MS. PUMPHREY: Yes.
 8 MS. GOVER: Ms. Drummond?
 9 MS. DRUMMOND: Yes.
 10 MS. GOVER: Ms. Stolusky?
 11 MS. STOLUSKY: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 MR. McMILLION: Yes.
 14 MS. GOVER: Ms. Domanowski?
 15 MS. DOMANOWSKI: Yes.
 16 MS. GOVER: Ms. Henn?
 17 MS. HENN: Abstain.
 18 MS. GOVER: Ms. Frempong?
 19 MS. FREMPONG: Yes.
 20 MS. GOVER: Ms. Lichter?
 21 MS. LICHTER: Yes.

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1 MS. GOVER: Ms. Booker-Dwyer?
 2 MS. BOOKER-DWYER: Yes.
 3 MS. GOVER: Thank you.
 4 MS. BOOKER-DWYER: Motion carries.
 5 The next item on the agenda is the report on
 6 Proposed Public Charter Schools. The first report is on
 7 Bilingual Global Citizens Public Charter School, and for
 8 that I call on Dr. DiDonato and Ms. Casey Kirk.
 9 Oh, wait. Let's pause. I just need to
 10 refresh. Okay. We're actually going to modify this. So
 11 the next item on the agenda is the newly added business,
 12 a special project request, and for that I call on Dr.
 13 Grim.
 14 And so Dr. DiDonato and Ms. Kirk, you will be
 15 after this. All right. Dr. Grim.
 16 DR. GRIM: Good evening again, Chair Booker-
 17 Dwyer, Vice Chair Pumphrey, Superintendent Dr. Rogers,
 18 and members of the Board. I am here this evening
 19 representing, and in partnership, with the Division of
 20 Schools and Division of Curriculum and Instruction to
 21 request Board approval of a privately funded project for

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1 a STEM center at Lansdowne Middle School.
 2 The Cal Ripken, Sr. Foundation is poised to
 3 donate STEM materials, furnishing, signage, equipment,
 4 training, and a wall wrap as part of this privately
 5 funded project.
 6 In alignment with Board policy and
 7 Superintendent's Rule 7330, Capital Projects Funded by
 8 Private Donations, BCPS staff have reviewed the documents
 9 for this initiative, and recommend it for your
 10 consideration and approval.
 11 MS. BOOKER-DWYER: May I have a motion to
 12 approve the special project request for Lansdowne Middle
 13 School's STEM Center?
 14 MS. FREMPONG: So moved, Frempong.
 15 MS. BOOKER-DWYER: Is there a second?
 16 MS. LICHTER: Second, Lichter.
 17 MS. BOOKER-DWYER: Any discussion?
 18 May I have a roll call vote?
 19 MS. GOVER: Ms. Pumphrey?
 20 MS. PUMPHREY: Yes.
 21 MS. GOVER: Ms. Drummond?

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1 MS. DRUMMOND: Yes.
 2 MS. GOVER: Ms. Stolusky?
 3 MS. STOLUSKY: Yes.
 4 MS. GOVER: Mr. McMillion?
 5 MR. McMILLION: I did have a question
 6 (indiscernible).
 7 MS. BOOKER-DWYER: Go ahead, Mr. McMillion.
 8 MR. McMILLION: I'm just curious how this
 9 original contact was made with Ripken. Did the Ripken
 10 Foundation reach out to us, or we reached out to Ripken?
 11 How did that take place?
 12 DR. GRIM: So I believe that the Ripken
 13 Foundation and BGE Exelon reached out to the school
 14 system. This is an initiative that will be spread not
 15 only in BCPS, but across the region.
 16 Ms. DiDonato -- Dr. DiDonato, I think it's
 17 something like 80 schools when they're complete. Is that
 18 correct?
 19 DR. DIDONATO: Yes. So the Ripken Foundation
 20 in partnership with BGE Exelon received a grant through
 21 MSDE, so they're installing, and seeking to install, STEM

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1 centers in schools across the state of Maryland, and
 2 especially for BG&E and Exelon within their operational
 3 area. And they identified Lansdowne Middle as one of the
 4 schools that they would like to partner with us.
 5 Currently, Lansdowne High School has a strong
 6 relationship with BG&E, and has several students who do
 7 apprenticeships and internships there, and they've
 8 actually hired several of our students out of high
 9 school. So they wanted to sort of increase their
 10 partnership by branching into the middle school.
 11 MR. McMILLION: Thank you.
 12 DR. DIDONATO: You're welcome.
 13 MR. McMILLION: Yes.
 14 MS. BOOKER-DWYER: Okay.
 15 MS. GOVER: Ms. Domanowski?
 16 MS. DOMANOWSKI: Yes.
 17 MS. GOVER: Ms. Henn?
 18 MS. HENN: Yes.
 19 MS. GOVER: Ms. Frempong?
 20 MS. FREMPONG: Yes.
 21 MS. GOVER: Ms. Lichter?

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1 MS. LICHTER: Yes.
 2 MS. GOVER: Ms. Booker-Dwyer?
 3 MS. BOOKER-DWYER: Yes.
 4 MS. GOVER: Thank you.
 5 MS. BOOKER-DWYER: Motion carries. Thank you,
 6 and we look forward to seeing the new STEM Center at
 7 Lansdowne Middle School.
 8 (Applause.)
 9 MS. BOOKER-DWYER: Okay. Now the next item on
 10 the agenda is the report on Proposed Public Charter
 11 Schools. The first report is on Bilingual Global
 12 Citizens Public Charter School, and for that I call on
 13 Dr. DiDonato and Ms. Casey Kirk.
 14 DR. DIDONATO: Good evening, Board Chair
 15 Booker-Dwyer, Vice Chair Ms. Pumphrey, and Superintendent
 16 Dr. Rogers, as well as other Board members. Tonight, we
 17 bring to you, in accordance with BCPS Rule 1600, a report
 18 and recommendation for the new charter school application
 19 submitted by the Partnership for Infinite Education for
 20 the Bilingual Global Citizens Public Charter School.
 21 At this time, I'm going to turn it over to Ms.

| | |
|--|--|
| <p style="text-align: right;">Page 98</p> <p>1 Kirk, our Supervisor of Special Projects. Next slide. 2 MS. KIRK: Thank you, Dr. DiDonato. This slide 3 summarizes the introduction and purpose component of the 4 report. After receiving and evaluating Bilingual Global 5 Citizens Public Charter School Letter of Intent, and 6 related prospectus two years prior to their anticipated 7 opening, the BCPS team evaluated the information based on 8 BCPS Rule 1600, and approved the organization to move 9 forward to the application stage. 10 The application was submitted on January 2, 11 2024. After a technical review, a BCPS team of 23 12 content experts was convened to review the formal 13 application. The final stage of the process included a 14 one-hour virtual interview, and opportunity to provide 15 written responses to the interview questions. Next 16 slide, please. 17 This slide outlines the qualitative review 18 process. The team used the scoring tool for a charter 19 application, which is publicly available in BCPS Rule 20 1600 Appendix D. As you can see on this slide, the tool 21 has four main sections and 28 subsections. Next slide,</p> | <p style="text-align: right;">Page 100</p> <p>1 Charter School application describes a dual-language 2 immersion model, driven by curriculum that's aligned with 3 the Maryland College and Career Readiness Standards, and 4 detailed the many supporting documents that accompanied 5 the application. 6 The organization utilized EdReports to identify 7 high-quality instructional materials, and the 8 professional learning is aligned with Research for Better 9 Teaching. Next slide. 10 The special student population section 11 generally highlights the identification process for 12 students with disabilities, and speaks generally about 13 supporting students with disabilities and students who 14 receive ESOL services. More explicit plans to support 15 students with alternative educational frameworks is 16 desired. 17 It is noted in the application that some of the 18 charter school board members have prior recruiting 19 experience, and have already started surveying the 20 community in the area which they hope to establish their 21 school. The school's code of conduct is detailed and</p> |
| <p style="text-align: right;">Page 99</p> <p>1 please. 2 This slide provides a summary of Section A, the 3 overview of the application review. Bilingual Global 4 Citizens Public Charter School was proposing a K-8 dual 5 language immersion school on the east side of Baltimore 6 County. The languages that the charter school plans to 7 teach are both Chinese and French with two classes, half- 8 day Chinese, half-day English and then half-day French, 9 half-day English. 10 The school intends to open with grades K 11 through 3, and then adding one grade level each year for 12 subsequent years to end with K through 8. It is noted 13 that all affidavits will need to be signed by all members 14 if a decision is made to approve the contract. 15 At this time, I'd like to turn the presentation 16 over to Dr. DiDonato to discuss Section B. Next slide, 17 please. 18 DR. DIDONATO: So the next three slides will 19 provide an overview of the educational plans summarizing 20 key components that were included in the charter school 21 application. The Bilingual Global Citizens Public</p> | <p style="text-align: right;">Page 101</p> <p>1 aligns with BCPS Policies 5550 and 5560. Next slide. 2 Bilingual Global Citizens Public Charter School 3 submitted several waivers to be considered as part of 4 their application in the areas of school calendar, 5 student assessments, and interviewing and hiring new 6 staff. Several questions during the interview phase of 7 the application process were related to these waivers. 8 The organization addressed those without -- with concerns 9 and questions in the interview and subsequent written 10 responses. 11 Part of the details on this slide identify 12 those specific waivers, specifically looking at a waiver 13 for MAP testing in BCPS, given the other assessments that 14 would be conducted with a bilingual education program. 15 Next slide. 16 This slide provides a summary of the 17 organizational plan details in the charter school 18 application. The application demonstrated clear 19 organizational and reporting structure, and a robust plan 20 for partnerships designed to positively impact student 21 learning.</p> |

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1 As was discussed in the interview, it's
 2 important that the organization, if approved, have a
 3 robust plan for recruiting teachers, especially
 4 considering the specialized teacher qualifications
 5 aligned with our bilingual mission. Next slide, please.
 6 The final section of the application review is
 7 the business plan. While the budget described in the
 8 application is realistic, the fact is that their building
 9 has yet to be secured does present a financial risk that
 10 was noted. Because Bilingual Global Citizens Public
 11 Charter School plans to use BCPS Nutrition Services, the
 12 organization would also need to account for the
 13 purchasing of related equipment aligned with BCPS
 14 standards.
 15 At this time, I will turn the presentation back
 16 to Ms. Kirk to discuss the interview phase. Next slide,
 17 please.
 18 MS. KIRK: Thank you again, Dr. DiDonato. The
 19 interviewers found that the Bilingual Citizens Public
 20 Charter School was well prepared for the interview, and
 21 each member was intimately familiar with both the plan

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1 and the school's mission. As was discussed in a previous
 2 slide, the need for more details related to plans for
 3 special student populations, and that was an outcome of
 4 the application review.
 5 As such, a sizable portion of the interview, as
 6 well as the written responses to the interview questions
 7 submitted after the interview, were devoted to this area.
 8 I will turn the presentation over to our Chief
 9 Academic Officer, Dr. DiDonato, and Superintendent Dr.
 10 Rogers to discuss the recommendation. Next slide,
 11 please.
 12 DR. DIDONATO: On this slide, you'll find the
 13 recommendation that was made to the Superintendent from
 14 the Charter School Committee. The Bilingual Global
 15 Citizens Public Charter School is recommended for
 16 approval to pursue a contract in BCPS with the following
 17 contingencies.
 18 Secure a facility that meets standards and is
 19 approved by BCPS Department of Facilities Management and
 20 Strategic Planning. Provide identified requisite
 21 documents, such as a certificate of good standing.

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1 We would also strongly encourage them to work
 2 collaboratively with our Office of ESOL and World
 3 Languages, given the components of their instructional
 4 program and looking at the progression of students as
 5 they move from a bilingual immersion program at the
 6 elementary level into our middle and high schools.
 7 MS. BOOKER-DWYER: Okay. Any questions from
 8 the Board?
 9 Mr. McMillion, then Ms. Lichter.
 10 MR. McMILLION: Realistically, how do you go
 11 about finding the funding for a building?
 12 DR. DIDONATO: So the charter schools use a
 13 variety of either grant funds for funding of buildings.
 14 MSDE has public charter school grants, also. There's
 15 also lots of private partnerships that our other charter
 16 school has identified, and that's how they were able to
 17 secure their building.
 18 MR. McMILLION: Now, Waterview was an old
 19 Catholic school. Is that a parochial school?
 20 DR. DIDONATO: Watershed? Yes.
 21 MR. McMILLION: Yeah. Thank you.

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1 MS. BOOKER-DWYER: Ms. Lichter?
 2 MS. LICHTER: I -- it might be in here. I just
 3 can't remember. How will students be selected to attend
 4 the charter school?
 5 MS. KIRK: The charter school would go through
 6 a lottery process, which is same as Watershed.
 7 MS. LICHTER: Okay. So no testing, no
 8 interviewing of kids, just a pure lottery.
 9 MS. KIRK: Yes.
 10 MS. LICHTER: Because there was one question
 11 that said will all children -- ELL -- I'm not using the
 12 right terminology. Will all -- where is it -- ELL
 13 students be provided a place -- oh, here it is. Will all
 14 ESOL students who applied be accepted into the school,
 15 and it says the answer is yes. So how does that work
 16 with a lottery?
 17 MS. KIRK: The -- I believe that the English
 18 Language Learner component is not considered in the
 19 lottery process. And the reason that this special
 20 population was chosen due to the fact that it is an
 21 immersion school, so they would not only be learning

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1 French and/or Chinese, they would also be learning
 2 English at the same time. And it was really important
 3 that our Office of Multilingual Learners was involved in
 4 the interview process, and that is part of our
 5 recommendation to move them forward is to make sure that
 6 they continue to include that office in their planning.
 7 MS. LICHTER: So if we have a large number of
 8 ESOL students who apply, they could be taking up all of
 9 the seats and then a lottery would not be needed.
 10 MS. KIRK: So if there are more students who
 11 apply than they have seats, then the lottery would take
 12 place. But if there are not enough seats, then everyone
 13 would be accepted. For instance, Watershed currently
 14 does not have any ESOL students.
 15 MS. LICHTER: Okay. Thank you.
 16 MS. BOOKER-DWYER: Any other questions? What
 17 is the timeline for them to have -- to begin to identify
 18 a facility?
 19 MS. KIRK: That would be dictated by the
 20 contract and our next steps. For instance, after seeking
 21 some information directly from MSDE, we could put into

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1 the stipulations that they have to provide monthly
 2 reports. We just need to make sure that they would have
 3 a facility in time to open by that September 2025 date.
 4 Or August 2025 date.
 5 MS. BOOKER-DWYER: Ms. Frempong?
 6 MS. FREMPONG: And we don't know how many
 7 students they're able to accept because they don't have a
 8 building.
 9 MS. KIRK: Yes.
 10 DR. DIDONATO: Correct.
 11 MS. FREMPONG: Okay. So what is the timing on
 12 that, or is there anything that's going to stop their
 13 movement forward until we actually know what type of
 14 building they secure, and how many students they can
 15 have?
 16 MS. KIRK: So again, that is part of the
 17 contract process. Based on information on charter school
 18 regulation, we're not allowed to deny a charter school
 19 just because they don't have a building in place. So
 20 that would be part of coming up with those stipulations
 21 after either it is -- if it is approved to move forward

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1 that way.
 2 Their intention, though, is to have two classes
 3 of each grade level, K through 3, and then move forward
 4 with those subsequent years for K through 8.
 5 MS. BOOKER-DWYER: Ms. Domanowski?
 6 MS. DOMANOWSKI: So did they have any buildings
 7 already in mind that they were looking at, or that you
 8 know of or you're aware of?
 9 MS. KIRK: I believe they were looking, but
 10 there was nothing mentioned in the report about a
 11 specific building.
 12 MS. DOMANOWSKI: Okay.
 13 MS. BOOKER-DWYER: Mr. McMillion?
 14 MR. McMILLION: Are any of their leadership
 15 here tonight?
 16 DR. DIDONATO: No, from Bilingual Global
 17 Citizens Public Charter School, no.
 18 MR. McMILLION: If you could have one of them
 19 reach out to me. I'd like to talk to one of them.
 20 MS. BOOKER-DWYER: We -- yes, we could build --
 21 we can talk about that, Mr. McMillion. We could perhaps

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1 build that in the agenda. I have another question. And
 2 I may have missed this. Does the community want this
 3 school? Is there interest from parents and --
 4 MS. KIRK: According to their report, they've
 5 been surveying the community for which they would like to
 6 have the charter school and are looking for a facility,
 7 and they believe that there is interest. Also, this
 8 would be, I guess, the only immersion -- language
 9 immersion school in Baltimore County if it's approved.
 10 MS. BOOKER-DWYER: Okay. So thank you. Any
 11 other questions from the Board? I think we've got them
 12 all. Okay. Thank you. We're not scheduled to vote on
 13 this until April 16th, so there's some time.
 14 Okay. The second report is on Puzzle Pieces
 15 Learning Academy Public Charter School. And once again,
 16 I call on Dr. DiDonato and Ms. Kirk.
 17 DR. DIDONATO: Okay. So again, in accordance
 18 with BCPS Rule 1600, this presentation is a report and
 19 recommendation for the new charter school application
 20 submitted by the Puzzle Pieces Learning Academy Public
 21 Charter School.

| | |
|---|---|
| <p style="text-align: right;">Page 110</p> <p>1 At this time, I'm going to turn it over to Ms. 2 Kirk to get us started. Next slide. 3 MS. KIRK: Thank you, Dr. DiDonato. This slide 4 summarizes the introduction and purpose component of the 5 report. After receiving and evaluating the Puzzle Pieces 6 Learning Academy Public Charter School Letter of Intent 7 and related prospectus two years prior to their 8 anticipated opening, the BCPS team evaluated the 9 information based on BCPS Rule 1600, and after two 10 submission iterations of the Letter of Intent, approved 11 the organization to move forward to the application 12 stage. 13 After approving a one-day extension request to 14 Puzzle Pieces Learning Academy Public Charter School, the 15 application was submitted on January 3, 2024. After a 16 technical review, a BCPS team of 23 content experts was 17 convened to review the formal application. The final 18 stage of the process included a one-hour virtual 19 interview and the opportunity to provide written 20 responses to interview questions. Next slide, please. 21 This slide outlines the qualitative review</p> | <p style="text-align: right;">Page 112</p> <p>1 with MSDE standards without identifying and explaining 2 specific plans to implement the curriculum or 3 assessments. Next slide. 4 Continuing in Section B, the BCPS review team 5 noted a continued lack of detail related to the 6 implementation of what the applicant mentions as a robust 7 learning plan. While some professional development was 8 identified, specific integration of the professional 9 learning with the curriculum was not clearly stated. 10 The application missed the opportunity to 11 provide details and context as to how the support will be 12 offered to students -- special student populations. 13 Additionally, the required third-party evidence-based 14 research rationale for curriculum selection was not 15 included, except for a portion that included the 16 identification of some intervention programs. Next 17 slide. 18 While specific marketing and recruitment 19 strategies are not included, it's noted that the 20 organization plans to hire a third party, Lincoln 21 Barretta, to provide services in this area.</p> |
| <p style="text-align: right;">Page 111</p> <p>1 process. The team used the scoring tool for charter 2 application, which is publicly available in Rule 6 -- 3 BCPS Rule 1600 as Appendix D. As you can see on this 4 slide, the tool has four main sections and 28 5 subsections. Next slide, please. 6 This slide provides a summary of Section A, the 7 overview of the application review. Puzzle Pieces 8 Learning Academy Public Charter School proposed a school 9 on the western side of Baltimore County that focuses on 10 an inclusive and empowering environment for all students. 11 This section briefly mentions the desire to have 12-month 12 programming, uninterrupted work time, and a hybrid mode. 13 At this time, I'd like to turn the presentation 14 over to Dr. DiDonato to discuss Section B. Next slide, 15 please. 16 DR. DIDONATO: Thank you, Ms. Kirk. As the 17 next three slides again will provide overall findings 18 regarding the educational plan. The BCPS review team 19 noted an overall lack of detail within this portion of 20 the application. Examples included there were mention of 21 evidence-based curriculum and regular assessments aligned</p> | <p style="text-align: right;">Page 113</p> <p>1 A code of conduct and communication plan are 2 mentioned. However, the opportunity was missed to 3 provide details on the content and implementation of 4 these plans. A plan for student participation and state 5 assessments and/or other standardized assessments was not 6 included. Next slide, please. 7 Similar to Section B, the BCPS reviewers for 8 Section C noted an overall lack of details in the 9 application for this section. The section was missing 10 details related to jobs and proposed evaluation 11 frameworks, the professional learning communities -- and 12 professional learning communities. 13 In the application, and in the interview, 14 Puzzle Pieces Learning Academy indicated a robust plan to 15 engage with community partners to support students at the 16 school. Next slide, please. 17 The final selection -- final section of the 18 application review is the business plan. Budget concerns 19 are primarily related to the funding of staff positions 20 and an unidentified facility. One example of the 21 concerns with the staff position funding, the fringe</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 114</p> <p>1 benefits are -- were seemingly too low for the salary 2 totals indicated. Additionally, more details are needed 3 with regards to a rent allocation, and if that would be 4 realistic based on the facility.</p> <p>5 An opportunity was missed to describe the 6 financial management procedures and identify a financial 7 management system. The application did state that Puzzle 8 Pieces Learning Academy Public Charter School will 9 participate in the Federal School Lunch Program and adapt 10 to the BCPS model in year 5. There was concerns by the 11 BCPS reviewers with regards to the feasibility of 12 transitioning from a self-sustained food service program 13 self-operated system to the BCPS system, and ensuring 14 compliance with refrigeration and required equipment.</p> <p>15 I will now turn it over to Ms. Kirk to discuss 16 the interview phase.</p> <p>17 MS. KIRK: Puzzle Pieces Learning Academy 18 Public Charter School was provided the interview 19 questions three days prior to the interview. The order 20 of interview questions was adjusted based on the request 21 from the founder via email prior to the meeting. Overall</p> | <p style="text-align: right;">Page 116</p> <p>1 included. The math curriculum and instruction lacked 2 presence within the charter school application, which is 3 misaligned with BCPS current priority areas. The English 4 language arts curriculum and instructional descriptions 5 were short of really describing a robust instructional 6 program for students in grades K through 5.</p> <p>7 So Board members, at the request of Puzzle 8 Pieces Learning Academy, members from the organization 9 would like to address the Board for 15 minutes, given the 10 recommendation. So Ms. Dashiell, the founder, CEO, and 11 President; Dr. Lesley Bovell, founding board member; Ms. 12 Alice Cook, founding board member; and Mr. Leroy Smith, 13 administrative and planning committee member may come up.</p> <p>14 MS. DASHIELL: Good evening, Board. We are 15 here today because we understand that we had some 16 inaccuracies with the application process. Just to give 17 a little bit of feedback and background, our board is 18 comprised of over 20 years' experience in public 19 education and private sector.</p> <p>20 We, too, understand that in coming from D.C. 21 public schools and D.C. charter schools, your process is</p> |
| <p style="text-align: right;">Page 115</p> <p>1 interview responses left interviewers with outstanding 2 questions and concerns related to the qualities needed to 3 create, implement, and sustain a successful school. 4 Examples are provided in the report.</p> <p>5 It was noted that the math curriculum was 6 neither mentioned nor discussed in the application or the 7 interview. More detail is provided in the report. 8 During the interview, it was noted that the organization 9 was no longer pursuing the facility described in the 10 application, and had yet to secure a facility.</p> <p>11 I will turn the presentation over to our Chief 12 Academic Officer, Dr. DiDonato, and Superintendent Dr. 13 Rogers to discuss the recommendation. Next slide, 14 please.</p> <p>15 DR. DIDONATO: So the recommendation from the 16 BCPS Charter Review Committee is that Puzzle Pieces 17 Learning Academy Public Charter School was not 18 recommended to -- for approval to pursue a contract in 19 BCPS because of the following reasons.</p> <p>20 The details needed to support a strong plan for 21 creating, implementing, and sustaining a school were not</p> | <p style="text-align: right;">Page 117</p> <p>1 different. So there were some things that just -- were 2 just misaligned as part of the process, so some of the 3 inaccuracies were just not either recorded or not even 4 pointed out as just.</p> <p>5 We are here because we follow, and want to 6 follow, the MSDE community schools model. That is our 7 mission. That is our goal. We support whatever 8 community around it. Our values are centered around 9 project-based learning. We're also centered around SEL 10 curriculum, and we also are centered around project-based 11 learning.</p> <p>12 I will let my board members comprise and 13 actually speak to some of the academic achievements.</p> <p>14 MR. SMITH: Sure. So we'll start off. One of 15 the recommendations that was made by Baltimore County 16 Schools was around the ELA curriculum, in which we said 17 in the -- I believe the capacity interview that we were 18 looking at Foundations and the Wilson Reading Program, 19 which are evidence-based programs through IES What Works 20 Clearinghouse.</p> <p>21 We also mention Eureka Math Squared, which was</p> |

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1 also a math curriculum that is an evidence-based program
 2 through EdReports. These particular curricular
 3 components of our school will comprise, specifically, for
 4 those who are not familiar with the Wilson Reading
 5 Program, it's been a program that's been used for
 6 decades, not only here in Maryland but in Baltimore
 7 County Schools.

8 This program is a multisensory approach for
 9 learnings who struggle with reading. It includes tapping
 10 out in phoneme segmentation. It also includes
 11 comprehension components to support students with
 12 comprehension.

13 The Eureka Math Program curriculum includes a
 14 focus on conceptual development mathematically, fluency
 15 practice, and problem solving that will increase
 16 students' mathematical proficiency. It has been a
 17 program that has been used before in a neighboring
 18 county, Baltimore City Public Schools. They used Eureka
 19 Math and Engage New York, which were aligned to the
 20 common core state standards and transitioned them to the
 21 Maryland College and Career Readiness Standards.

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1 Additionally, we wanted to focus on the fact
 2 that the Wilson Reading Program also has a Tier 1, Tier
 3 2, and Tier 3 component for all learners. So that
 4 includes small group instruction and one-on-one
 5 instruction for our most deserving learners who are
 6 struggling with reading.

7 MS. COOK: Good evening. I'm going to speak to
 8 the concerns around supporting the ESOL population, or
 9 emerging multilingual students, and their families. But
 10 we understand that EL students represent 16 percent of K-
 11 5 students in Baltimore County.

12 We're going to -- we plan to follow MSDE
 13 requirements and regulations regarding identifying
 14 students to place them in ELD programs. So that beings
 15 with whether students and families answer two or more
 16 questions on the home language survey, saying that they
 17 speak a language other than English at home. Based on
 18 the answer to those -- to that survey, administering the
 19 English language proficiency test, and providing the WIDA
 20 or alternative access K-WIDA for our kindergarten
 21 students.

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1 WIDA testing is in alignment with Baltimore
 2 County, as well as the ACCESS for ELL testing. We will
 3 track data to communicate with family, teachers, and
 4 other stakeholders.

5 For academic support, we'll be employing ESOL
 6 teachers from the school and also offering opportunities
 7 for our teachers to obtain the Maryland Bilingual
 8 Certification. All of our teachers are going to be
 9 trained to utilize can-do indicators from the WIDA
 10 framework, based on each students' test scores in
 11 listening, speaking, reading, and writing.

12 We would be providing a language line for
 13 interpretive services and, importantly, ensuring that all
 14 children, especially our EL children, receive the GT test
 15 in grade 3. And that we are able to identify any
 16 potential special education designation for EL students
 17 because in the state of Maryland, EL students are just as
 18 likely to be students with (inaudible) as the non-
 19 English-speaking population -- or sorry, the English-only
 20 speaking population. Excuse me.

21 We will hire and train staff in best practices

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1 for emerging multilingual students. Since EL students'
 2 test scores on grade 3 through 8 state assessments are
 3 nearly four times lower than their heritage English and
 4 reclassified EL peers, we will focus on teacher PD to
 5 support students in these subject areas, which are ELA
 6 and math.

7 At Puzzle Pieces Learning Academy, we'll
 8 utilize a social cultural participation perspective of
 9 our emerging multilingual students. This means we
 10 believe students bring competencies and use their
 11 resources in learnings. Teachers will -- should focus on
 12 uncovering and supporting the resources students bring.
 13 This perspective builds on and acknowledges experiences
 14 and competencies of both multilingual and monolingual
 15 students.

16 We understand -- we know that we need to
 17 support our emerging multilingual students in class
 18 discussions and using multiple modalities of learning,
 19 rather than just focusing on pronunciation, vocabulary,
 20 or lower-level linguistic skills.

21 We're going to utilize instructional context

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1 that is language rich and requires both receptive and
 2 expressive understanding, and allows space for students
 3 to use words in multiple ways. We believe that our
 4 curriculum choices reflect this.

5 For example, I want to reiterate the
 6 curriculums that my colleague stated earlier. These
 7 curriculums emphasize multiple ways of knowing and
 8 learning, group work, multiple models, particularly with
 9 mathematics. That's really important, multiple models of
 10 mathematical understanding, and active learning.

11 We also plan to implement the MSDE work group,
 12 the EL work group Recommendation No. 3, which are the
 13 seven -- sorry, 3B, which are the seven high-leverage
 14 literacy strategies for EL students in our school. This
 15 includes incorporating the Science of Reading strategies,
 16 and also innovative school models. And our school is a
 17 project-based learning model, which is an innovative
 18 school model. Thank you.

19 MS. DASHIELL: So to add to this, we have
 20 already identified a building. It's located at 4416
 21 Wilkins Avenue. We've supplied the documentation and

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1 supporting documents, which were submitted today prior to
 2 the Board meeting, as well. We also did -- also, too,
 3 provide the Board with samples of our lessons and
 4 curriculum. We also did answer to all the inaccuracies
 5 that Dr. Elmendorf identified in his nine-page report.

6 In saying this, we realize that some of the
 7 answers were insufficient, but we had the page -- excuse
 8 me, we had a page limit that could not fulfill our
 9 complete detail of the requirement of the BCPS
 10 requirements.

11 We admit, too, that our curriculum wasn't
 12 great, but we are willing to take constructive criticism
 13 and work collaboratively with, excuse me, with the school
 14 system and the Board to resolve the deficiencies.

15 We request an opportunity to cure these
 16 deficiencies prior to the Board's final decision.

17 According to MSDE's decision of the DaVinci Collaborative
 18 versus Baltimore City School Board Commissioners. The
 19 school Board is required to engage in a collaborative
 20 process.

21 In addition to submitting follow-up responses,

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1 as we have already done for in the interview questions.
 2 These responses and the applicant to demonstrate that is
 3 -- excuse me, capable of fixing the deficiencies. The
 4 applicant must be provided with time to address the
 5 concerns raised in the recommendation.

6 If the applicant had not been provided an
 7 opportunity to cure the problems, the local Board should
 8 direct that such an opportunity be provided.

9 Dr. Bovell, can you speak to our organizational
 10 structure?

11 DR. BOVELL: So we have taken the
 12 recommendations that were presented to us, especially the
 13 sections of the governance that did not meet
 14 requirements, and we would like to resubmit with detailed
 15 job descriptions of all of the members of our staff
 16 roster. We also would like to submit an organizational
 17 chart that depicts a real detailed and outlined structure
 18 of each role and responsibility within our organization.

19 Additionally, we have robust and detailed plans
 20 for facilities management, financial operations, human
 21 resources. We have fleshed out our PPLA staff evaluation

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1 framework in alignment with BCPS standards and MSDE,
 2 using the Castle model. We have gone into detail, and we
 3 did go into detail in our interview with the interviewer
 4 for -- before for the -- when we initially met with the
 5 Board. I don't remember what it's called, but we went
 6 through what our professional development and what are
 7 PLC professional learning collaborative networks look
 8 like. And so we proposed our professional learning
 9 communities to -- in that forum.

10 We also have presented, and we restructured a
 11 plan, that will better outline the professional learning
 12 communities across the board, as well as addressing what
 13 support for our teachers, as well as teacher retention,
 14 will look like overall from our recruitment and our
 15 retention plan that we have also developed.

16 We also have technology infrastructure to make
 17 sure that everyone has the technology capabilities that's
 18 needed to either navigate the school day or students to
 19 access information as required during the school day.

20 So overall, we would like the opportunity to
 21 rectify what was missing because we have done the due

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1 diligence to go back and now make those corrections, or
 2 add to what the plans that were already established.
 3 MS. DASHIELL: And we just want to say in
 4 conclusion that, you know, coming into a system, you
 5 know, where we come from where it's very structured.
 6 That's our background. We're used to things being
 7 recorded. We're used to things being documented and
 8 things being aligned. And so we are trying to be
 9 flexible in the sense of that understanding that we don't
 10 -- we're not in D.C. D.C. operates totally differently.
 11 And so we want to employ that we are willing to
 12 collaborate and to cure a lot of these deficiencies that,
 13 you know, BCPS, Dr. Elmendorf, and Casey Kirk actually
 14 identified, you know, in their report. We just need the
 15 opportunity and the time and actually be recorded for us
 16 to know that how can we correct things if it's not
 17 measurable, or if it's not identified for us? That's the
 18 growth that we actually teach our students.
 19 If it's not outlined for us, you know, exactly
 20 what we did wrong, how can we ever make change? And so
 21 that's the area and opportunity that we feel that it

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1 lacked. And so when we asked for additional -- you know,
 2 we weren't being combative. We weren't trying to be
 3 difficult. When we asked for additional documentation of
 4 the audio, and we asked for additional documentation of
 5 the transcript, it was not to be combative or to be
 6 challenging to the school Board, or to, you know, BCPS.
 7 It was just to make sure that we aligned our responses to
 8 what we actually was -- that was actually written.
 9 And so we want to be able to correct those
 10 things, and so those are the opportunities that we
 11 actually wanted. You know, we -- you know, Puzzle
 12 Pieces, I graduated from Milford Mill High School. I am
 13 a fan of Baltimore County Schools. I was born and raised
 14 here. I still live here, and so this -- we are -- this
 15 isn't a fly-by-night situation for us. We are very
 16 passionate about the community. We all still volunteer
 17 in our community. We still give back. We still work in
 18 the schools. We work on the ground floor, and we feel
 19 that who better to operate and own the school than people
 20 who have done the groundwork?
 21 So in saying that, that's our spiel. Does

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1 anybody want to give any final thoughts from our board?
 2 MR. SMITH: We just want to thank you for
 3 hearing us out tonight. And I also wanted to say this as
 4 a member in the community, that several of our students
 5 after the COVID-19 pandemic were identified with several
 6 behavioral challenges that we are seeing in our schools
 7 every day. And we have several members on this board
 8 that have expertise in supporting students who had these
 9 significant behaviors.
 10 We have noticed that even in a BCPS data that
 11 there have been an increase in specific behaviors across
 12 the district. And with our programming, we can be able
 13 to support those students with our wraparound model. And
 14 I just want to commend everyone in this process, the BCPS
 15 team, for evaluating the application, and our board here
 16 for coming to you all. Because we truly care about our
 17 children because who else for our children but us, the
 18 people who work alongside them, and the people who have
 19 come through this wonderful school system.
 20 So we want to thank you, and I want to thank my
 21 sister here, and I want to thank our leader here because

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1 this is a challenging time that we're in for our students
 2 who are experiencing trauma and experiencing behavioral
 3 challenges, and we're here to -- we're here and we're
 4 equipped to do something about it.
 5 MS. DASHIELL: That's it.
 6 MS. BOOKER-DWYER: Thank you. At this time, I
 7 open it up to the Board for any questions to either the
 8 Puzzle Pieces Learning Academy, Dr. DiDonato, or Ms.
 9 Kirk.
 10 So I have some questions. So we have one
 11 chance to get it right for our students, and so when we
 12 look at these charter applications, we are looking at are
 13 you taking advantage of that one chance to get it right?
 14 And so that is where my concern is, is that
 15 there was an opportunity to submit all this information
 16 initially. And it wasn't until you got back the does-
 17 not-meet standard, does-not-meet requirement that now all
 18 this information is coming up. So could you just clarify
 19 as to what is that disconnect? Because we don't -- if
 20 practice dictates performance, we can't have this
 21 translate to our students.

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1 MS. DASHIELL: We understand. So the
 2 disconnect came into, one, when we started this process,
 3 we -- there was the 150-page limit. And so that's one
 4 piece to it. Because in our understanding, if it's 150-
 5 page limit, and I'm already at 237 pages, I don't know
 6 because I'm not familiar with this process, I don't know
 7 if it's even going to be looked at because I'm already
 8 over the limit.

9 And so we had these things or whatever, we had
 10 these materials already created, already developed for
 11 our students. And so we just didn't supply them just
 12 because we wanted to follow the guidelines in your policy
 13 and procedures. Does anybody want to add?

14 MR. SMITH: Additionally, I think some of the
 15 questioning around the third-party tool to evaluate
 16 curricular resources was a little bit ambiguous. We were
 17 -- we had asked the question about that early in the
 18 process, before the application was even submitted. So
 19 we can have full clarity about what that really meant for
 20 us in the application process.

21 It wasn't until we had the interview that we

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1 were able to explain that we did look at those things
 2 after we received information and feedback after the
 3 application was submitted. So part of this -- the
 4 disconnect was that we wanted more clarity upfront, and I
 5 think that's what Ms. Dashiell is saying is that it was
 6 hard for us to pinpoint some of those things in that
 7 application when some of the things that we had asked for
 8 upfront were just not fully clear to us to fully answer.

9 So we tried to answer based upon what was given
 10 to us upfront, and we also adjusted and maneuvered back
 11 to what we were recommended to answer for. And so I
 12 think that was probably the biggest disconnect is that we
 13 were receiving different bits of information along the
 14 way, and we were trying to respond to those bits of
 15 information as you were receiving the feedback. And even
 16 though some of these questions were asked upfront before
 17 the application was submitted, we did not get enough
 18 information to adequately adjust the application to have
 19 all those things that were required initially.

20 MS. BOOKER-DWYER: Thank you. And so any
 21 questions for the -- for Ms. -- for our board of our --

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1 BCPS Central Office staff?
 2 MR. SMITH: From us or from --
 3 MS. BOOKER-DWYER: No, from --
 4 MR. SMITH: Oh, sorry.
 5 MS. BOOKER-DWYER: Go ahead, Ms. Henn.
 6 MS. HENN: And you touched on this, but I'd
 7 like to get a better sense of what happened during the
 8 application process. You mentioned MSDE requires this to
 9 be a collaborative process. What did that look like as
 10 you were encountering these questions, difficulties?
 11 Sounds very frustrating listening to you, so I appreciate
 12 your perseverance going through the process.
 13 What did that collaboration look like, and did
 14 you receive assistance from anyone within BCPS? Can you
 15 describe that process for us?
 16 MS. DASHIELL: We didn't necessarily -- I mean,
 17 if we did reach out to BCPS, they would try to provide us
 18 with some type of feedback, referring us back to the
 19 Superintendent, you know, log of 6 -- you know, rule of
 20 1600. But that's at best that we say the assistance
 21 linked to. After that, we really had to, like, find out

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1 things on our own. And so we had to really learn a lot
 2 of things on our own. And so that took us, actually, you
 3 know, building a lot of the community partnerships and
 4 community networks that actually have either been through
 5 the process, are familiar with the process, or know the
 6 process.
 7 And so that's part of where the frustration, or
 8 I think some of the disconnect lied is that because of it
 9 not being very streamlined for us, and we're used to it
 10 being very rote process, that it just was -- it was a lot
 11 of, like Mr. Smith stated, it was a lot of back and forth
 12 in understanding it. Because the confusion came into,
 13 for us, is that how can one pass or get approved for a
 14 technical review, and then go through the interview
 15 process, and then get a report with all these
 16 inefficiencies?
 17 I would think that if I -- if we had all these
 18 inefficiencies, right, and we had all these issues, then
 19 why wasn't it brought up at the time of the interview?
 20 MS. HENN: Thank you. And one follow-up. When
 21 you did reach out, did that -- did one of the groups you

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1 reached out to include Watershed? Given that they've
 2 been through this process.
 3 MS. DASHIELL: Yes, we actually --
 4 MS. HENN: And were successful.
 5 MS. DASHIELL: -- we actually did reach out to
 6 Watershed. Jessie was very welcoming for me. She gave
 7 me -- I met with her one time, and so she did give me
 8 some feedback and some guidance with some things, but her
 9 time is actually limited, too, because she actually is
 10 running a school, as well. But she did provide some
 11 level of feedback.
 12 We also did, too, get the support of, I would
 13 just like to mention, of Watershed, Sage. She did
 14 provide some level of support for us this evening, as
 15 well.
 16 MS. BOOKER-DWYER: So at this time, any
 17 additional questions, we will take through -- we'll have
 18 a written response. So we will take any other questions
 19 written, and this goes for both this -- for Puzzle Pieces
 20 and for the Bilingual Global Citizens Public Charter
 21 School. So thank you.

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1 MS. DASHIELL: Thank you.
 2 MS. BOOKER-DWYER: The Board is scheduled to
 3 vote on the two charter schools' applications at their
 4 April 16, 2024 Board meeting. We're asking that Board
 5 members do not individually contact any leadership of the
 6 charter schools. You could submit the questions through
 7 to the Board, and we will ensure that they will -- that
 8 you will receive a response. And so this will be -- we
 9 will bring this up at our April 16, 2024 Board meeting.
 10 Thank you.
 11 Yes, Ms. Frempong?
 12 MS. FREMPONG: Okay. So how is -- it said
 13 write any more questions, and then who are we actually
 14 submitting the questions to? Dr. Rogers?
 15 MS. BOOKER-DWYER: Yes.
 16 MS. FREMPONG: Okay. Thank you.
 17 MS. BOOKER-DWYER: Okay. So the next item on
 18 the agenda is information. The first item is the FY '24
 19 General Fund Report on Revenues, Expenditures, and
 20 Encumbrances, Budget and Actual for the period ending
 21 January 2024.

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1 The next item is the minutes of the January 22,
 2 2024 Southeast Area Education Advisory Council meeting.
 3 And the last item is an update on key school legislation
 4 that has been introduced and presented during this
 5 session.
 6 Any questions about the information items?
 7 Ms. Domanowski?
 8 MS. DOMANOWSKI: Yes, I have questions about
 9 the financial report.
 10 MS. BOOKER-DWYER: Mm-hmm.
 11 MS. DOMANOWSKI: So just looking at the -- for
 12 the fixed charges, I think it was fixed charges, the
 13 health services non-salary. We were over -- we're over
 14 budget by, like, 430 percent right now. What is the
 15 reasoning? What -- is there, like, a main reason behind
 16 that?
 17 MR. HARTLOVE: I don't -- and so you said it's
 18 in the health services or -- I actually have the report
 19 in front of me. Let's see here. Yeah, it's for
 20 contracted services. For the -- under health services,
 21 this would be contracted nursing services that have

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1 exceeded the budget, but probably offset -- or is offset
 2 by underbudgeted salaries. So. And on a percentage
 3 basis, it's a very high amount, but the budget is small,
 4 so that's why it looks large. But overall in the
 5 category, we are more than half of the way through the
 6 year, and we're still overall 53 percent spent, so we're
 7 pretty much in line with where we should be.
 8 MS. DOMANOWSKI: Okay. So this is for nurses,
 9 like --
 10 MR. HARTLOVE: Yes, that's how -- that's the
 11 health services area is -- in effect is nurses and
 12 anything that goes towards the health of our students.
 13 MS. DOMANOWSKI: The health of our -- so it
 14 would -- it could be, like, psychologists or --
 15 MR. HARTLOVE: No, psychologists are not in
 16 health services. They're in student personnel services.
 17 MS. DOMANOWSKI: So this is just --
 18 MR. HARTLOVE: That's -- it's predominantly --
 19 MS. DOMANOWSKI: Contracted nurses?
 20 MR. HARTLOVE: It's contracted nurses,
 21 predominantly, without drilling into the detail. It's --

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1 I can't say every penny of it, but it's predominantly
 2 contracted services for nurses.
 3 MS. DOMANOWSKI: Okay. Because, I mean, it is
 4 relatively small, but it's \$1.3 million over what we
 5 budgeted for, so that's why --
 6 MR. HARTLOVE: Yes.
 7 MS. DOMANOWSKI: -- just kind of was a little
 8 alarming.
 9 MR. HARTLOVE: Right. And we are breaking the
 10 bat in April, so that would get corrected in the bat.
 11 MS. DOMANOWSKI: Okay. And then my other
 12 question was, oh, where'd it go? I think it's not in
 13 here. It's in my notes. Okay. Under instructional
 14 costs, the workforce development program?
 15 MR. HARTLOVE: Instructional costs. Okay.
 16 MS. DOMANOWSKI: Number 4.
 17 MR. HARTLOVE: Okay.
 18 MS. DOMANOWSKI: No, not -- other instructional
 19 costs, No. 5. So it said that the increase in budget, so
 20 this one went over a little bit -- it's already over a
 21 little because of the workforce development program.

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1 What would -- could you explain that?
 2 MR. HARTLOVE: That is --
 3 MS. DOMANOWSKI: It's not in there. Here.
 4 MR. HARTLOVE: Okay.
 5 MS. BOOKER-DWYER: Right, so, Ms. Domanowski,
 6 you're asking questions about programs. So we could get
 7 a specific -- we could build it into the agenda to have
 8 something like this, or we could send you information on
 9 it. Because a lot of that, what you're asking about,
 10 then, is Blueprint related costs that have to be spent.
 11 So that workforce development program. And some of this
 12 is just really a search. I'm looking through the budget,
 13 where you could see that that work -- what you're asking
 14 about is for the career navigators that are required by
 15 the Blueprint for Maryland. So then that is state law.
 16 MS. DOMANOWSKI: Yeah, I'm just asking
 17 questions of the document that was put in front of me
 18 without -- that's -- so.
 19 MS. BOOKER-DWYER: Yeah.
 20 MS. DOMANOWSKI: Okay. I'll put it on the next
 21 Budget Committee.

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1 MS. BOOKER-DWYER: Okay.
 2 MS. DOMANOWSKI: Thank you.
 3 MR. HARTLOVE: All right.
 4 MS. BOOKER-DWYER: Okay. The next item on the
 5 agenda is Board committee updates and agenda setting.
 6 First are committee updates. So for Audit Committee, Mr.
 7 McMillion?
 8 MR. McMILLION: Yes. The Audit Committee of
 9 the Board of Education of Baltimore County met virtually
 10 on Tuesday, March 12, 2024. The special education
 11 dispute resolution audit results were presented.
 12 Additionally, Ms. Cheri Amoss from CliftonLarsonAllen
 13 presented the FY '23 single audit report. Both reports
 14 are posted to BoardDocs and the BCPS website. The next
 15 Audit Committee meeting is scheduled to be held virtually
 16 on Tuesday, April 9, 2024, beginning at 4:30 p.m.
 17 Please allow me the opportunity to make a
 18 comment that I think is so important that it shouldn't
 19 wait 28 days.
 20 MS. BOOKER-DWYER: Okay.
 21 MR. McMILLION: I want to quantify what I have

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1 to say by -- those people that know me know that I taught
 2 35 years in Baltimore County plus, and Baltimore County
 3 Public Schools. Our schools are filled with thousands
 4 and thousands of really, really good young people that
 5 come to school every day and do their job, and are
 6 prepared, and listen to directives by, you know, the
 7 adults giving them the directives, and they do their
 8 jobs.
 9 I had the good fortune of visiting Kenwood on
 10 Friday. I met with Mr. Paul Martin, former principal and
 11 current consultant at Kenwood. It was not a dog and pony
 12 show. We walked around that building informally. We
 13 talked to teachers and students, and not teachers that
 14 were ready for us. We walked into different areas I
 15 wanted to go. We talked to teachers. We talked to
 16 students. We talked to school safety assistants. And
 17 that was a very pleasant experience for me.
 18 At no point in time did I feel concerned,
 19 threat, unsafe. We walked around that building during
 20 the change of classes, and there were hundreds and
 21 hundreds and hundreds of kids in the building. And in

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1 those hallways, walking by, maneuvering by, and were they
 2 teenagers? Yeah, they were teenagers being teenagers.
 3 And that's what I like about them because they have an
 4 energy that no other age group has.
 5 And so that was a very positive experience for
 6 me, and so those kids, all -- they're all throughout our
 7 school buildings, everywhere. And we often focus on the
 8 negative. You know, if somehow we could start focusing
 9 on the positive experiences. These kids are doing so
 10 much good stuff, and we need to share that with everybody
 11 so that everybody sees it, including them. So that's
 12 what I have to say. Thank you very much.
 13 MS. BOOKER-DWYER: Okay. Thank you for that
 14 update on the Audit Committee, Mr. McMillion.
 15 Budget Committee, Ms. Domanowski.
 16 MS. DOMANOWSKI: Yes. The meeting on March
 17 13th was canceled due to lack of quorum, so our next
 18 meeting will be Wednesday, April 10th, where we'll be
 19 discussing the fixed charges and finalizing our purpose
 20 and efficiency.
 21 MS. BOOKER-DWYER: Building and Contracts is

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1 Ms. Harvey. She is not in attendance.
 2 Curriculum Committee, Ms. Lichter.
 3 MS. LICHTER: Yes, our next meeting is on April
 4 3rd. I don't have the agenda yet. I'm meeting with Dr.
 5 DiDonato, so please look on BoardDocs for the specific
 6 topics.
 7 MS. BOOKER-DWYER: Equity Committee is Dr.
 8 Savoy. She is not present today, so we will go to the
 9 Legislative and Governmental Relations Committee. We had
 10 a -- we recently had a meeting where we reviewed the key
 11 school legislation, which is posted in the Information
 12 section of BoardDocs.
 13 We are in the process of finalizing our
 14 committee's purpose and effectiveness measures, and that
 15 is something that all committees are working on. We
 16 value the public transparency and accountability for
 17 ourselves, and so we are building effectiveness measures
 18 into our committee structure. So all committees are
 19 working on that right now. And we began that work at our
 20 last committee meeting.
 21 Policy Review Committee, Ms. Pumphrey.

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1 MS. PUMPHREY: At our March 11th meeting, we
 2 did discuss our committee's roles and purpose, which will
 3 be presented later on. And we do not have an April
 4 meeting, but our next meeting is scheduled for May 13th.
 5 MS. BOOKER-DWYER: Thank you. So next is
 6 agenda items. Board members, please raise your hand to
 7 indicate if you have any comments or items for
 8 consideration.
 9 Ms. Domanowski, and then we'll go to Ms.
 10 Lichter.
 11 MS. DOMANOWSKI: I just want to again thank the
 12 Central Area Boundary Study Relief Committee for all
 13 their hard work. Nineteen schools is a large number of
 14 people to get together and make a decision that affects
 15 thousands of children, so I just want to thank you guys
 16 all for your hard, thankless work.
 17 MS. BOOKER-DWYER: Ms. Lichter.
 18 MS. LICHTER: I don't know if this is an agenda
 19 item or just an answer to a question, but I -- it's hard
 20 to understand why we have Board comment, public comments
 21 on policies then vote on those policies on the same

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1 evening. So I just -- could we take a look at, or I'm
 2 not sure what the rationale was when that was determined,
 3 but moving that so that what happened tonight and on
 4 previous occasions may be alleviated. Thanks.
 5 MS. BOOKER-DWYER: Thank you. Any other -- Ms.
 6 Pumphrey then Ms. Stolusky.
 7 MS. PUMPHREY: I think -- I don't know if this
 8 is an agenda item or more of a comment, but the recent
 9 data from MSDE shows a huge increase in our student
 10 poverty, and that concerns me, obviously. But also, we -
 11 - considering our increase in numbers of community
 12 schools, we're going to be, I think, very close to half
 13 of our schools are going to be community schools next
 14 year.
 15 And also possible changes in litigation as far
 16 as community school model through the Blueprint. I think
 17 we may need to think about how we're going to address
 18 some of these issues of poverty. I don't know if it's
 19 possible to talk about changing the speed of our needs
 20 assessment in community schools, or possibly addressing
 21 the most basic needs during that needs assessment instead

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1 of waiting until the needs assessment is over, for things
 2 such as food insecurity, school supplies, clothing, very
 3 basic necessities that some of these schools now, at this
 4 point, they have an extremely high level of poverty.
 5 It's going to cause issues with our student
 6 achievement, which is our main focus. So just something
 7 to think about. I don't know if it might be something
 8 for a possible agenda item because I know that we
 9 recently spoke about community schools. But considering
 10 these changes and increased numbers, it may be something
 11 that we need to bring back to the table.
 12 MS. BOOKER-DWYER: Thank you. Ms. Stolusky?
 13 MS. STOLUSKY: On behalf of the Equity
 14 Committee, our next Equity Committee meeting will be
 15 Thursday, April 11th, at 4:00. Please join us.
 16 MS. BOOKER-DWYER: Thank you.
 17 Ms. Henn, and then Ms. Frempong.
 18 MS. HENN: Thank you. I just want to thank our
 19 special educators for coming out tonight. It made your
 20 day even longer than it already is. You've been heard.
 21 We know we need to do better to take things off your

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1 plate, and appreciate everything you do for our students,
 2 so thank you.
 3 MS. BOOKER-DWYER: Ms. Frempong?
 4 MS. FREMPONG: So it has been mentioned already
 5 as far as the boundary study, and want to say a great big
 6 thank you and kudos to the members of the Boundary Study.
 7 Change is never easy. People talk about if schools are
 8 overcrowded, we need to make these boundary changes. But
 9 it is hard to go through the process, and especially when
 10 you are being impacted by those changes.
 11 But some of the things I was super proud of
 12 that I saw in watching through the meetings were people
 13 not just coming at it from a perspective of how does this
 14 affect me, but also looking at others involved. So, you
 15 know, you have people talking about children who were --
 16 had some poverty issues, race issues. There was even a
 17 gentleman with an accent. He was wonderful saying, you
 18 know, come to our school. Like, we love our community,
 19 and we have space, so come on in.
 20 So it was a very, I think, just selfless type
 21 of process that the participants of this committee had.

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1 And so with that, with the welcoming environments, I hope
 2 that we continue that at the school level so that when
 3 these (inaudible) actually made, not just school-wielding
 4 leaders and teachers, but the parents and the children
 5 actually welcome the new communities in, and help
 6 everybody to get adjusted to the change. So thank you.
 7 Oh, I'm sorry, one last piece. Similar to what
 8 Ms. Lichter talked about with policy, I do wonder if we
 9 are able to, after we have a public hearing and we hear
 10 comments, we come right back to the next Board meeting
 11 and we're supposed to make a decision. But there was a
 12 lot of information shared today.
 13 We were able to make decisions, but it would be
 14 helpful, I think, if maybe we insert a Board meeting in
 15 between that so we can digest all of the information and
 16 actually get statistics if we need to hear anything back
 17 from the Department of Planning, et cetera, there's time
 18 to hear that information and then make an informed
 19 decision. And that's it. Thank you.
 20 MS. BOOKER-DWYER: Thank you. And I just want
 21 to thank everyone for joining us on this first day of

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1 spring. So the last item on the agenda is announcements.
 2 The Board's next meeting will be held on Tuesday, April
 3 16, 2024, at 6:30 p.m. Thank you for joining us tonight.
 4 Have a great spring break. The meeting is now adjourned.
 5 (Meeting adjourned.)
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I, Stephanie Crawford, 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 March 25, 2024.

Vivian Saxe
Transcriber

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