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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

OCTOBER 24, 2023

Transcribed by:
CRC Salomon, Inc.

<p style="text-align: right;">Page 2</p> <p>1 BOARD MEMBERS: 2 Jane Lichter, Board Chair 3 Robin Harvey, Vice Chair 4 Tiara Booker-Dwyer 5 Maggie Domanowski 6 Tiffany Lashawn Frempong 7 Julie C. Henn 8 Rodney R. McMillion 9 Christina Pumphrey 10 Dr. Brenda Savoy 11 Emory Young 12 Felicia Stolusky 13 Kayla Drummond, Student Member 14 15 16 17 18 19 20 21</p>	<p style="text-align: right;">Page 4</p> <p>1 New Business - Revised Organizational Chart 32 2 Report on Highly Effective Teachers, Leaders, 3 and Staff and School Climate, Blueprint Pillar 2, 4 High-Quality, Diverse Teachers and Leaders 34 5 Quarter 1 Audit Report and Revised Superintendent's 6 Rules 1100, 4100, and 5200 75 7 Board Member Updates and Agenda Setting 75 8 Motion re: Policy 0100 77 9 Announcements 80 10 Adjournment 80 11 12 13 14 15 16 17 18 19 20 21</p>
<p style="text-align: right;">Page 3</p> <p>1 INDEX 2 Call to Order 5 3 Pledge of Allegiance/Silent Meditation 5 4 Consideration of Agenda 5 5 New Business, Personnel Matters 6 6 New Business, Administrative Appointments 8 7 Public Comment 11 8 School System-Affiliated Groups: 9 None. 10 Unions: 11 Billy Burke, CASE 14 12 Nonprofit Community Groups: 13 Arya Kazenmnia, Team Metal Pipe 16 14 Zenaïda Rowe, FTC Team Metal Pipe 19 15 Tara Thompson, Moms 4 Liberty Baltimore County 22 16 Individual Citizens or Students: 17 Sharon Saroff 25 18 Bash Pharoan 27 19 Eric Morris 31 20 New Business - Action Taken in Closed Session 21 Ms. de Vestey Jones, Esq. 32</p>	<p style="text-align: right;">Page 5</p> <p>1 PROCEEDINGS 2 MS. LICHTER: Good evening. This is Chairwoman 3 Jane Lichter. I now call to order the meeting of the 4 Board of Education of Baltimore County for Tuesday, 5 October 24, 2023. I invite you to recite the Pledge of 6 Allegiance to the flag to be led by Scout Troop 828 in 7 Timonium. We will then have a moment of silence and 8 recognition of those who have served education in 9 Baltimore County. 10 (Pledge of Allegiance) 11 Thank you. Thank you for leading us in the 12 pledge. 13 It's a big Boy Scout Troop. 14 Tonight's Board of Education meeting is being 15 broadcast through the BCPS online live meeting broadcast 16 and on BCPSTV Xfinity Channel 73 and Verizon FIOS Channel 17 34. In order to efficiently conduct this meeting, all 18 voting items this evening will be done by roll call vote. 19 The first item on the agenda is consideration 20 of the October 24th agenda. Dr. Rogers, are there any 21 additions or changes to tonight's agenda?</p>

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1 DR. ROGERS: I am unaware of any additions or
 2 changes to tonight's agenda.
 3 MS. LICHTER: Hearing none, the agenda stands
 4 as presented.
 5 Earlier this evening, the Board met in closed
 6 session pursuant to the Open Meetings Act for the
 7 following reasons: to discuss the appointment, employment
 8 assignment, promotion, discipline, demotion,
 9 compensation, removal, resignation, or performance
 10 evaluation of appointees, employees, or officials over
 11 whom it has jurisdiction or any other personnel matter
 12 that affects one or more specific individuals; consult
 13 with counsel to obtain legal advice; and consult with
 14 staff, consultants, or other individuals about pending or
 15 potential litigation. The summary of the closed session
 16 and open session information summary can be found on
 17 BoardDocs under this Board meeting agenda date.
 18 The next item on the agenda is personnel
 19 matters, and for that I call on Mr. McCall.
 20 Good evening.
 21 MR. MCCALL: Good evening, Board Chair Lichter,

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1 Vice Chair Harvey, Superintendent Dr. Rogers, and members
 2 of the Board.
 3 I'd like the Board's consent for the following
 4 personnel matters, resignations.
 5 MS. LICHTER: Do I have a motion to approve the
 6 personnel matters as presented in Exhibit D1?
 7 MS. PUMPHREY: So moved, Pumphrey.
 8 MS. LICHTER: Thank you. Do I have a second?
 9 MS. FREMPONG: Second, Frempong.
 10 MS. LICHTER: Thank you. Any discussion?
 11 May I have a roll call vote, please?
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Mr. Young?
 15 MR. YOUNG: Yes.
 16 MS. GOVER: Ms. Stolusky?
 17 MS. STOLUSKY: Yes.
 18 MS. GOVER: Ms. Frempong?
 19 MS. FREMPONG: Yes.
 20 MS. GOVER: Ms. Henn?
 21 MS. HENN: Yes.

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1 MS. GOVER: Ms. Harvey?
 2 MS. HARVEY: Yes.
 3 MS. GOVER: Ms. Drummond?
 4 MS. DRUMMOND: Yes.
 5 MS. GOVER: Ms. Pumphrey?
 6 MS. PUMPHREY: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Ms. Booker-Dwyer?
 10 MS. BOOKER-DWYER: Yes.
 11 MS. GOVER: Ms. Lichter.
 12 MS. LICHTER: Yes.
 13 MS. GOVER: Thank you.
 14 MS. LICHTER: The next item on the agenda is
 15 administrative appointments and for that I call -- oh,
 16 thank you, Mr. McCall -- and for that I call on Dr.
 17 Rogers.
 18 DR. ROGERS: Good evening, Madam Chair Lichter,
 19 Vice Chair Harvey, and members of the Board. I'm
 20 bringing forward the following administrative
 21 appointments for your approval this evening. Equal

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1 Employment Opportunity Officer, Office of Equal
 2 Employment Opportunity and Supervisor, Office of Position
 3 Management and Human Resources Information System.
 4 MS. LICHTER: Do I have a motion to approve the
 5 administrative appointments as presented in Exhibit E1?
 6 MS. STOLUSKY: So moved, Stolusky.
 7 MS. LICHTER: Thank you. Do I have a second?
 8 MS. HARVEY: Second, Harvey.
 9 MS. LICHTER: Thank you. Any discussion?
 10 May I have a roll call vote, please?
 11 MS. GOVER: Ms. Domanowski?
 12 MS. DOMANOWSKI: Yes.
 13 MS. GOVER: Mr. Young?
 14 MR. YOUNG: Yes.
 15 MS. GOVER: Ms. Frempong?
 16 MS. FREMPONG: Yes.
 17 MS. GOVER: Ms. Stolusky?
 18 MS. STOLUSKY: Yes.
 19 MS. GOVER: Ms. Henn?
 20 MS. HENN: Yes.
 21 MS. GOVER: Ms. Harvey?

<p style="text-align: right;">Page 10</p> <p>1 MS. HARVEY: Yes.</p> <p>2 MS. GOVER: Ms. Drummond?</p> <p>3 MS. DRUMMOND: Yes.</p> <p>4 MS. GOVER: Ms. Pumphrey?</p> <p>5 MS. PUMPHREY: Yes.</p> <p>6 MS. GOVER: Mr. McMillion?</p> <p>7 MR. MCMILLION: Yes.</p> <p>8 MS. GOVER: Ms. Booker-Dwyer?</p> <p>9 MS. BOOKER-DWYER: Yes.</p> <p>10 MS. GOVER: Ms. Lichter.</p> <p>11 MS. LICHTER: Yes.</p> <p>12 MS. GOVER: Thank you.</p> <p>13 MS. LICHTER: Motion carries.</p> <p>14 Dr. Rogers.</p> <p>15 DR. ROGERS: Thank you. Our first appointment</p> <p>16 this evening is Theodore Garrett. Theodore is attending</p> <p>17 with his wife, Melanie Garrett. Please stand to be</p> <p>18 recognized.</p> <p>19 Theodore is being appointed to the position of</p> <p>20 Equal Employment Opportunity Officer in the Office of</p> <p>21 Equal Employment Opportunity. His BCPS experiences</p>	<p style="text-align: right;">Page 12</p> <p>1 submit their comment to the Board members via email at</p> <p>2 boe@bcps.org.</p> <p>3 The Baltimore County Police Department's</p> <p>4 Homeland Security Unit, and the Office of School Safety</p> <p>5 have recommended the following safety and security</p> <p>6 protocols. Participants should be seated in the room</p> <p>7 during meetings. Individuals who need to stand should go</p> <p>8 out into the hallway to do so. Participants should not</p> <p>9 approach the table unless called upon to speak and should</p> <p>10 not approach the dais. Materials brought to the table</p> <p>11 are limited to electronic devices, presentation papers,</p> <p>12 and posters no larger than 11 by 14 inches. Other items</p> <p>13 should be left in your seats. Documents to be given to</p> <p>14 the Board are to be handed to the staff member who is</p> <p>15 seated in the front area of the meeting space.</p> <p>16 Information for other attendees is to be left on the</p> <p>17 designated table outside in the hall.</p> <p>18 In the event of an emergency that requires an</p> <p>19 emergency response, such as a lockout, lockdown, or</p> <p>20 evacuation, staff from the Office of School Safety will</p> <p>21 direct participants. While we encourage public input on</p>
<p style="text-align: right;">Page 11</p> <p>1 include Human Resources Specialist, Office of</p> <p>2 Investigations and Records Management. Congratulations.</p> <p>3 Our second and final appointment for this</p> <p>4 evening is Shauna-Kay Gordon. Shauna, please stand.</p> <p>5 She's attending this evening with her mother, Juliet</p> <p>6 Salmon (phonetic). She's being appointed to the position</p> <p>7 of Supervisor, Office of Position Management and Human</p> <p>8 Resources Information System. With almost eight years of</p> <p>9 service in Baltimore County Public Schools, her previous</p> <p>10 experiences include Human Resources Analyst and Human</p> <p>11 Resources Clerk in the Offices of Temporary Services.</p> <p>12 Congratulations.</p> <p>13 MS. LICHTER: Thank you and congratulations to</p> <p>14 both of you.</p> <p>15 Our next item is public comment. This is one</p> <p>16 of the opportunities the Board provides to hear the views</p> <p>17 and receive the advice of community members. The members</p> <p>18 of the Board appreciate hearing from interested citizens.</p> <p>19 As appropriate, we'll refer your concerns to the</p> <p>20 Superintendent for follow-up by her staff. If not</p> <p>21 selected to address the Board, members of the public may</p>	<p style="text-align: right;">Page 13</p> <p>1 policy, programs, and practices within the purview of</p> <p>2 this board and this school system, this is not the proper</p> <p>3 forum to address specific student or employee matters or</p> <p>4 to comment on matters that do not relate to public</p> <p>5 education in Baltimore County. Disparaging or derogatory</p> <p>6 remarks towards students and staff will not be tolerated.</p> <p>7 Inappropriate personnel remarks or other behavior that</p> <p>8 disrupts or interferes with the content of this meeting</p> <p>9 are out of order. Persons using language that is</p> <p>10 threatening or promotes violence against a BCPS are</p> <p>11 employee are subject to legal penalties. Persons who</p> <p>12 otherwise disrupt or disturb this meeting will not be</p> <p>13 allowed to continue their remarks and will be escorted</p> <p>14 from the meeting.</p> <p>15 Please observe the three-minute clock which</p> <p>16 will let you know when your time is up. The microphone</p> <p>17 will be turned off at the end of your time and could be</p> <p>18 turned off of if a speaker addresses a specific student</p> <p>19 or employee matters or is commenting on matters not</p> <p>20 related to public education in Baltimore County.</p> <p>21 I will now call on our unions and our first</p>

<p style="text-align: right;">Page 14</p> <p>1 speaker is Mr. Billy Burke from CASE. 2 Good evening, Mr. Burke. 3 MR. BURKE: Good evening. 4 Good evening, Chairwoman Ms. Lichter, Vice 5 Chair Ms. Harvey, Superintendent Dr. Rogers, and members 6 of the Board. Thank you for letting me speak on behalf 7 of CASE. 8 I'd like to speak to you tonight about the 9 rights of transgender students and employees. The 10 federal government, the Maryland state government, and 11 the Baltimore County government all recognize transgender 12 people as a protected class. An announcement from the 13 Pentagon stated, "The Defense Department proudly 14 recognizes transgender and gender nonconforming people 15 and their continued struggle for equality, security, and 16 dignity. There is no place for violence and 17 discrimination on the basis of sexual orientation, gender 18 identity or expression." The American Medical 19 Association Journal of Ethics states, "Transgender rights 20 stem from human rights, i.e. those fundamental rights 21 belonging to every person. Persons with either</p>	<p style="text-align: right;">Page 16</p> <p>1 is asking you to give up your beliefs and rights. What 2 you are being asked to do is support the rights of others 3 as a public official and leader. 4 I say all of this because I need you to know 5 that your conversations and decisions in these board 6 meetings matter. Your public comments can inspire the 7 community to show compassion and understanding, or they 8 can inspire the community to continue the legacy of hate 9 and discrimination. Your comments can inspire a child 10 that feels alone and unsupported, or your comments can 11 reinforce their fear and isolation. 12 Thank you for the opportunity to speak. 13 MS. LICHTER: Thank you. 14 Next are the nonprofit community groups, and 15 our first speaker is Arya Kazemnia from the Team Metal 16 Pipe Organization. 17 Good evening. 18 MR. KAZEMNIA: Good evening to the Chair, Vice 19 Chair, Superintendent, and members of the board. My name 20 is Arya Kazemnia and I'm a senior and a member of the 21 local robotics team focused on providing better STEM</p>
<p style="text-align: right;">Page 15</p> <p>1 cisgender, in which assigned and experienced gender are 2 the same, or transgender identities deserve to live and 3 flourish in their communities with freedom to learn, 4 work, love, and play, and build lives connected with 5 others in home, in the workplace, and in public settings 6 without fear for their safety and survival." 7 Research also shows that transgender children 8 are put at higher risk of attempted suicide or mental 9 health challenges when they face bullying, rejection, or 10 denial of healthcare. 11 In previous board meetings, there have been 12 uninformed conversations about bathrooms and locker 13 rooms. I suspect those arguments happen because the 14 topic is easily distorted to become salacious by using 15 outrageous examples that aren't real and are designed to 16 cause fear. The solution to those questions have some 17 simple and commonplace answers. Most public businesses 18 have gender neutral bathroom options. BCPS schools and 19 offices can easily do the same. If the idea of 20 transgender students and staffs makes you uncomfortable, 21 I encourage you to do some research and reading. No one</p>	<p style="text-align: right;">Page 17</p> <p>1 education to the greater Baltimore community. 2 You will hear my teammates speak today and I'll 3 add a new approach to enhancing STEM education. In 4 previous meetings, various members of the Board have 5 debated the productivity of half days in the BCPS 6 calendar. Half days have been seen as a waste of student 7 and teacher time, and traditionally half days have not 8 been utilized to teach new lessons, but just as review 9 sessions. I have had many half days in my schooling 10 career and most of them have consisted of review sessions 11 of lessons that have already occurred, which have not 12 been very useful to me or the teacher. In trying to 13 remove half days, however, the calendar does not fulfill 14 the needed teacher and student hours. 15 In the past, my science teachers have used half 16 days to explore topics outside the curriculum through 17 short one-off lessons, and for the most part those 18 lessons tended to be the most memorable because they were 19 on the topics we were the most interested in. Because of 20 this, I propose we utilize half days as all-school or 21 all-county STEM days, where students participate in STEM</p>

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1 challenges and engage in exploratory learning instead of
 2 going to shorten classes. These lessons could be related
 3 to what students are learning in their different classes
 4 to bring interdisciplinary practices to our county. An
 5 example of half day STEM exploration might look like a
 6 4th grade class, who is learning about buoyancy,
 7 exploring the topic through various boat-related STEM
 8 challenges. These challenges could include building
 9 boats out of different materials, testing the buoyancies,
 10 and applying calculations to forces exerted on boats that
 11 keep them afloat. These lessons would build on what the
 12 class was learning on regular days in a productive and
 13 engaging way in an even shortened class period.

14 Additionally, the half day STEM exploration
 15 could allow students to be exposed within STEM in all
 16 their classes and obtain an interest in STEM and allow
 17 them to enter the workforce in a high paying field,
 18 regardless of their socioeconomic background.

19 I believe STEM is the great equalizer. Anyone
 20 can succeed in the STEM field regardless of their
 21 background. And interdisciplinary STEM practices are key

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1 to building a more equitable curriculum for our county
 2 and leveling the socioeconomic playing field for
 3 students.

4 The time is now to equalize the playing field
 5 and utilize our half days efficiently to enrich the
 6 education of our county. In utilizing half days more
 7 effectively, we will be able to add 20 more productive
 8 hours to students years and create experiences that
 9 students will never forget and encourage students to go
 10 into high paying fields. Thank you.

11 MS. LICHTER: Thank you.

12 Our next speaker is Aman Garge (phonetic).

13 Okay.

14 Our next speaker is Zenaida Rowe.

15 Good evening.

16 MS. ROWE: Good evening to the Chair, Vice
 17 Chair, Superintendent, and members of the Board. My name
 18 is Zenaida Rowe and I represent the FTC Team 23741.

19 At previous meetings, we have spoken about
 20 interdisciplinary STEM and the importance of STEM magnet
 21 programs. Today, however, I will speak on literacy and

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1 its connections to STEM.

2 At Cromwell Valley Elementary School, my
 3 friends and I were always working on a new coding
 4 project. Working out a bug in our code was the best part
 5 of our day. Exploring the programs and discovering new
 6 things we could get our robot to do was exhilarating for
 7 young children such as ourselves. Poring over the
 8 instructions, writing our own notes and ideas down all
 9 made the process easier and more collaborative. Not only
 10 did we have to be skilled in coding or building, we had
 11 to be skilled in reading and writing too. We would be
 12 amiss to leave out one key factor that impacts STEM
 13 education, literacy.

14 In this country, STEM education can only be
 15 improved so far if the current situation with the
 16 literacy of our students remains. At the county level
 17 across 115 elementary schools, only 39% of our students
 18 are at the proficient level of reading. This does not
 19 get better as our students advance, with only 30% of
 20 middle schoolers and 40% of high schoolers proficient in
 21 reading. How can we expect our students to be prepared

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1 for the future when a majority of them cannot read at the
 2 required level? How can we advance our STEM education
 3 when our students are so shockingly unsupported? This
 4 issue needs to be addressed, and quickly. We cannot keep
 5 failing our students and expect to be a system that will
 6 advance into the future. Knowledge is found in what you
 7 read. You deprive our children of knowledge when you
 8 fail to teach them how to absorb it. STEM is the future,
 9 and literacy is the bridge to better STEM education.

10 Two board meetings ago, the county's statewide
 11 test scores seemed to indicate that our students cannot
 12 read proficiently. The presenter stated that the Type 1
 13 math problems based solely on algebraic computations went
 14 very well for students. However, in the Type 2 and 3
 15 math problems, students were not able to understand the
 16 questions and, therefore, cannot determine the correct
 17 formulas to solve word problems. This indicates that our
 18 students have a strong basis in math. However, they lack
 19 the vocabulary to understand the problems. Logarithmic
 20 relationships, exponential relationships, linear
 21 relationships, quadratic relationships, all of these

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<p>1 words can be used to represent graphs and functions in</p> <p>2 math problems. However, just seeing them once or</p> <p>3 learning what they mean is not enough to solidify them in</p> <p>4 students' minds. When experiments are done with these</p> <p>5 graphs, students form mental connections which helps them</p> <p>6 better remember the meaning of these graphs. For</p> <p>7 example, a common logarithmic relationship is the</p> <p>8 equation to determine the brightness of star. A common</p> <p>9 exponential relationship is compounding interest. By</p> <p>10 giving students the mental connections between scientific</p> <p>11 or mathematical words and experiments done in class,</p> <p>12 students can better understand problems they are asked to</p> <p>13 solve. Literacy is required for comprehension. To</p> <p>14 understand these connections, our students must be able</p> <p>15 to read on grade level.</p> <p>16 MS. LICHTER: Thank you.</p> <p>17 Our next speaker is Tara Thompson from Moms 4</p> <p>18 Liberty, Baltimore County.</p> <p>19 MS. THOMPSON: Hello. How is everybody?</p> <p>20 MS. LICHTER: Good evening.</p> <p>21 MS. THOMPSON: Sorry I'm a little late. Thanks</p>	<p>1 for us as adults? I mean, our children are going to be</p> <p>2 taking care of us one day when we're in the hospital,</p> <p>3 when we're at the grocery store. We are the adults here</p> <p>4 and it is our responsibility to do them justice.</p> <p>5 Seven years ago, this school system did not do</p> <p>6 my boys justice and I am here today because of that. I</p> <p>7 am here to address several of these books that I know</p> <p>8 many of you have read, Genderqueer, Lawn Boy, Let's Talk</p> <p>9 About It. I am not a mom who is trying to make a stink</p> <p>10 about these books. I have so many other things to do on</p> <p>11 my plate. I have too much to do. I have three boys. I</p> <p>12 question myself daily. Why am I here? What am I doing?</p> <p>13 I'm being a mom and I'm fighting for my children and all</p> <p>14 of the children in Baltimore County Public Schools</p> <p>15 because I don't want to see one more child be failed by</p> <p>16 this school system. It's ugly and there's lots of</p> <p>17 children that are being failed.</p> <p>18 So if we can't get this right and we can't sit</p> <p>19 down and read a book, there's plenty of opportunities to</p> <p>20 read a book in about a week. Audiobooks are amazing. My</p> <p>21 children love them as dyslexics. We are at a point now</p>
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<p>1 for having me.</p> <p>2 So I had a whole speech tonight and I was</p> <p>3 driving here and I decided to ditch it. And I'm just</p> <p>4 going to talk from the heart, tell you who I am. I am</p> <p>5 the Chapter Chair of Moms for Liberty here in Baltimore</p> <p>6 County. I'm a mom of three boys and I want to tell you</p> <p>7 my why and the reason I'm here.</p> <p>8 This school system failed my three boys, seven</p> <p>9 years ago it started. They were taught whole language.</p> <p>10 They were not taught to read and I am still here today</p> <p>11 fighting for them. I'm not fighting just for my kids,</p> <p>12 I'm fighting for all kids.</p> <p>13 And my main focus is not books, it's not</p> <p>14 curriculum. It's children. And I hate to have to bring</p> <p>15 the topic up of our sexually explicit books that are in</p> <p>16 our schools, but if we are not focusing on what's</p> <p>17 important here, structured literacy, and doing it right</p> <p>18 and teaching our children to read and write and getting</p> <p>19 the extra out, how are we going to have our children</p> <p>20 learn to read? How are we going to produce children that</p> <p>21 are happy and healthy and making Maryland a great place</p>	<p>1 in time where it should not take 10 or 11 months to</p> <p>2 review a book by a committee to give an answer back that</p> <p>3 says our parents can opt our children out of a book. No,</p> <p>4 this should be an opt-in. These books should be hidden</p> <p>5 off the shelf and an opt-in. And honestly, I don't even</p> <p>6 think they have a place on the shelf. And I hope that</p> <p>7 many of you can agree with that when you read these</p> <p>8 books. Please consider this when you have your next</p> <p>9 meeting and you're reviewing.</p> <p>10 MS. LICHTER: Thank you.</p> <p>11 Next are individual citizens and student</p> <p>12 groups. And our first speaker is Sharon Saroff.</p> <p>13 MS. SAROFF: Good evening. Can you hear me</p> <p>14 okay?</p> <p>15 MS. LICHTER: Yes, we can.</p> <p>16 MS. SAROFF: Okay, I apologize for not being</p> <p>17 able to be there in person, but I am dealing with a</p> <p>18 family emergency and I do appreciate the fact that you</p> <p>19 are accommodating me virtually.</p> <p>20 I'm here today because I have been seeing a lot</p> <p>21 of disturbing things going on in the school system with</p>

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1 special education through the meetings that I'm having
 2 for my clients.
 3 First and most important is identification of
 4 student with a disability or identification as to whether
 5 or not a child is still eligible for having a disability.
 6 We do assessments every three years or we do an
 7 assessment initially to find out what the concerns are.
 8 And one of the things that I'm seeing is schools telling
 9 a parent that we have to wait until the child is
 10 developmentally at the right point for us to test them.
 11 Well, the purpose of special education is not to wait
 12 until a child is developmentally where they need to be
 13 because kids develop at different ages, different paces.
 14 So I shouldn't be hearing at a meeting, well, I'm not
 15 going to test your child, who is 8 years old and having
 16 difficulty reading, because developmentally they're not
 17 there yet. If it's an 8 year old, they most certainly
 18 are having difficulty. You should evaluate what that
 19 difficulty is and then address it.
 20 One of the tests (Inaudible @ 00:23:44) that
 21 not being done, especially if a child has a lot of other

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1 concerns going on, is auditory processing. And the
 2 excuses that I'm getting from these evaluators is, well,
 3 we can't test everybody, so we're not going to test this
 4 child. Or, this child has so many things going on, we
 5 can't tease it out. From the standpoint of a person who
 6 has a difficulty with auditory processing, that is a very
 7 important item to help a child communicate appropriately
 8 and to avoid behaviors.
 9 I think BCPS needs to reevaluate how they
 10 decide whether or not a child is able to get evaluated so
 11 that we can address the problems more appropriately
 12 instead of denying them evaluations that could pick out a
 13 problem. Thank you.
 14 MS. LICHTER: Thank you.
 15 Our next speaker is Abraham Kara Kenneth.
 16 Our next speaker is Bash Pharoan.
 17 MR. PHAROAN: Good evening to all.
 18 MS. LICHTER: Good evening.
 19 MR. PHAROAN: I owe you an apology. Last time
 20 I accused the Board of conducting short meetings,
 21 abdicating your duties, and I sincerely, sincerely

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1 apologize. I know you work hard. I know I cannot do
 2 your job. That's why I'm in this chair. It's easy to
 3 criticize. But really, last three weeks have been
 4 stressful for me and hard work on top of coming here. So
 5 because your meetings are really managed well, I really
 6 applaud you, Madam Chair. If you make the meetings
 7 shorter, I will praise you even more.
 8 MS. LICHTER: Well, tonight you might want to
 9 praise me then.
 10 MR. PHAROAN: Well, I'll praise you for each
 11 one hour down.
 12 MS. LICHTER: Got it.
 13 MR. PHAROAN: All right. So apologies wise, I
 14 don't think any public speaker has ever apologized to you
 15 in my past 20-25 years of being in this chair. So this
 16 is the first for me. And because Burke, Mr. Burke,
 17 talked about equality, I agree. I think the system also
 18 needs to apologize to a public speaker if something wrong
 19 is done. So in relation to my email, it's really water
 20 under the bridge. It's done. I want to contribute as
 21 much as I could in this capacity to the school system.

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1 So I sieved in the policies and I came to
 2 Policy 1260. Last time it has been reviewed, 2019, and I
 3 noticed that the policy is about volunteering, which I am
 4 volunteer, but it's so brief. It's even more brief than
 5 a cable in 1917. It's really brief. And I recommend
 6 that Madam Chair for the PRC to review it.
 7 The reason I say it's important because there
 8 are many old people, young people like me, who can be
 9 volunteers in the school system. I offered my
 10 volunteerism to couple of Board members in the past and
 11 they never really picked on it, which is fine. But
 12 people like us could work for you as Board members to
 13 research for you, to help you answer an email. It's
 14 really important that you answer people like myself.
 15 Even if you make a smiley face, even if you type in the
 16 word acknowledged, it is really important. I pay \$12,000
 17 of property tax every year, half of it to the school
 18 system, add to that federal, state, and county. I
 19 deserve an email.
 20 MS. LICHTER: Thank you.
 21 Since there are speaker spaces available, we

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1 will go to the wait list and Eric Morris is our next
 2 speaker.
 3 Good evening.
 4 MR. MORRIS: Good evening. Good evening,
 5 members of the Board. My name is Eric Morris. I'm a
 6 proud BCPS employee, but today I'm here as a proud parent
 7 of three teenagers in BCPS, two of who are transgender.
 8 I would like to praise the staff of the high
 9 school where my children go for their unwavering support
 10 of their LGBTQ+ population, especially their school
 11 counselors. However, I'll not state to school name or
 12 staff members specifically because I don't want the local
 13 hate groups that have been out here recently talking to
 14 target them.
 15 Prior to and during the Board meeting on
 16 October 10th, it was pretty exciting around here. We had
 17 one of those hate groups making statements that our
 18 transgender students are creating unsafe environments for
 19 children when, in fact, they were the ones that were
 20 perpetrating the fear and they were creating the unsafe
 21 environment for those children.

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1 I see it every day in my job. LGBTQ students
 2 who are afraid to be themselves in school because of the
 3 fear and retribution from others. As a new Foo Fighter
 4 song, Rescued States, kings and queens, and in-betweens,
 5 we all deserve the rights.
 6 So I'm here to implore you, the Board, the
 7 elected officials, the leaders of BCPS, to reread the
 8 BCPS LGPTQ+ guidelines and call for a vote to make those
 9 guidelines district policies. Or better yet, put
 10 together a special committee to plan a new inclusive
 11 policy, a committee made of teachers and staff,
 12 administration and parents, and students and outside
 13 LGBTQ+ expert organizations to put together the best
 14 policies to protect our LGBTQ+ children like mine.
 15 Thank you for your time and efforts for
 16 students, for all students.
 17 MS. LICHTER: Thank you.
 18 The next item on the agenda is section taken in
 19 closed session, and for that I call on Ms. De Vastey
 20 Jones.
 21 MS. DE VASTEY JONES: Madam Chair, since there

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1 were no action items taken during the closed session,
 2 there's nothing to report. Thank you.
 3 MS. LICHTER: The next item on the agenda is
 4 new business Revised Organization Chart, 2023-2024. And
 5 for that I call in Dr. Rogers.
 6 DR. ROGERS: Thank you. Madam Chair, Madam,
 7 Vice Chair, Members of the Board, I bring forward to you
 8 a revised org chart. The one change on the chart is
 9 under the Office of the Chief of Staff, Executive
 10 Director, per the change approved by the Board on October
 11 10, 2023.
 12 MS. LICHTER: May I have a motion to approve
 13 the revised 2023-2024 organization chart?
 14 MS. PUMPHREY: So moved, Pumphrey.
 15 MS. LICHTER: Thank you. Is there a second?
 16 MS. STOLUSKY: Second, Stolusky.
 17 MS. LICHTER: Thank you. Any discussion?
 18 May I have a roll call vote, please?
 19 MS. GOVER: Ms. Domanowski?
 20 MS. DOMANOWSKI: Yes.
 21 MS. GOVER: Mr. Young?

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1 MR. YOUNG: Yes.
 2 MS. GOVER: Ms. Frempong?
 3 MS. FREMPONG: Yes.
 4 MS. GOVER: Ms. Stolusky?
 5 MS. STOLUSKY: Yes.
 6 MS. GOVER: Ms. Henn?
 7 MS. HENN: Yes.
 8 MS. GOVER: Ms. Harvey?
 9 MS. HARVEY: Yes.
 10 MS. GOVER: Ms. Drummond?
 11 MS. DRUMMOND: Yes.
 12 MS. GOVER: Ms. Pumphrey?
 13 MS. PUMPHREY: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 MR. MCMILLION: Yes.
 16 MS. GOVER: Ms. Booker-Dwyer?
 17 MS. BOOKER-DWYER: Yes.
 18 MS. GOVER: Ms. Lichter.
 19 MS. LICHTER: Yes.
 20 MS. GOVER: Thank you.
 21 MS. LICHTER: Okay, that passes. So

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1 congratulations to our Executive Director of
 2 Communication sitting in the corner. Okay. That one
 3 took a while to get here, didn't it?
 4 All right, somebody's passing me a note.
 5 Okay. The next item on the agenda is the Report
 6 on Highly Effective Teachers, Leaders, and Staff and
 7 School Climate, Blueprint Pillar 2, High Quality, Diverse
 8 Teachers and Leaders. And as Mr. McCall comes to the
 9 table, Dr. Rogers will begin the presentation.
 10 DR. ROGERS: Thank you, again. Mr. McCall will
 11 be joined by several members of the team. Mr. McCall,
 12 Chief Human Resources Officer; Michelle Feeney, Executive
 13 Director for Human Resources; Jordan Birnbaum, Manager,
 14 Employee Training and Development; Carla Simons, Manager
 15 for Certification; and Jill Snell, Coordinator, Teacher
 16 Leadership.
 17 I want to thank everyone this evening for the
 18 presentation of Pillar 2 of the Blueprint. This pillar
 19 is really focused on highly qualified and diverse
 20 teachers and leaders in direct alignment with our system
 21 priority to have highly effective staff.

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1 Next slide, please.
 2 As we have shared before, academic achievement
 3 is our number one priority. We know in order to move our
 4 students forward academically in all areas, it's going to
 5 take highly qualified teachers and principals to do this
 6 work. In terms of making sure that we have highly
 7 effective staff, our goal is to recruit, retain, and to
 8 train our teachers at high levels. The Blueprint allows
 9 us to move forward with these goals.
 10 Under Pillar 2, there are specific goals to
 11 recruit and maintain high quality, diverse teachers, to
 12 increase the rigor of teacher preparation, to implement
 13 comprehensive in-service educator training, establish a
 14 Career Ladder and professional development system, as
 15 well as improve educator compensation.
 16 As we move forward with establishing a strong
 17 professional learning culture in Baltimore County Public
 18 School, this team will walk us through each section of
 19 Pillar 2, sharing not only what the expectations are from
 20 the state level, but what we have done so far in
 21 Baltimore County Public Schools and what our next steps

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1 are. So I'll turn it over to Mr. McCall.
 2 MR. MCCALL: Thank you, Dr. Rogers and members
 3 of the Board. As Dr. Rogers mentioned, we will be
 4 presenting tonight on the Blueprint for Maryland's
 5 future. There are five distinct pillars and for tonight,
 6 of course, we'll be focused on Pillar 2. Pillar 2 is
 7 high quality and diverse teachers and leaders.
 8 Specifically in tonight's presentation, what
 9 we'll be sharing with you is those initiatives that we
 10 have done as a system, those that are in progress, and
 11 then what are our next steps in terms of looking forward
 12 to putting in this implementation, putting this Blueprint
 13 into full implementation.
 14 So on the next slide, please.
 15 As you can see here, we have a number of folks
 16 from team BCPS here in front of you representing cross-
 17 divisional work that will be working to implement the
 18 Pillar 2. In addition to that, we have institutions of
 19 higher education, the MSDE as well as other members of
 20 BCPS, our external stakeholders and then also
 21 communities. This is a lengthy process and, of course,

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1 involves not only just members from team BCPS but also
 2 external stakeholders as well. And that's the reason why
 3 I have the bar across the bottom that talks about
 4 stakeholder engagement.
 5 Next slide, please.
 6 Specifically when we look at recruitment and
 7 hiring 2.1 recruitment and maintaining a high quality and
 8 diverse teacher workforce, some of the things that we
 9 have currently done and then those things we're looking
 10 at for those next steps. We have been working with our
 11 colleges and universities on particular job fairs. In
 12 addition to that, working with our own BCPS job fairs
 13 here within the system and also our diversity events. We
 14 have also implemented and also revised historically by
 15 colleges and universities' recruitment plan. In addition
 16 to that, we continue our efforts in Puerto Rico. Not
 17 only do we advertise here on our website, we also
 18 advertise in various vendors outside of the system when
 19 it comes to literature on the web, as well as information
 20 that we share with our institutions that we build
 21 partnerships with.

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1 The institutions of higher education themselves
 2 instead of just going to our job fairs, a lot of times,
 3 as you know, are the numbers of teachers who are going
 4 through teacher education programs have decreased;
 5 they've been on the decline for several years. So in
 6 order to invite others in, we've expanded those
 7 recruitment efforts into visiting classrooms outside of
 8 teacher education programs. For instance, those with
 9 math majors, maybe science majors, we're looking at
 10 recruiting those individuals, those who may not have
 11 thought about going into education. My mother was a
 12 classroom teacher; I did everything to avoid going into
 13 the classroom myself. But nonetheless, here I am today.
 14 So those individuals may not have thought about going
 15 into education, but it's just planting those seeds in
 16 those individuals who are currently out there who have
 17 the content knowledge. It's just a matter of getting
 18 them the pedagogy as well.
 19 Other things we have done is interns as long
 20 term substitute as a pilot here in the system working
 21 with institutions such as Morgan State University, UMBC,

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1 and also Towson University.
 2 The other thing that we have also implemented
 3 is our Teacher Academy of Maryland, those interns who are
 4 working with the students who are working as interns in
 5 the classrooms.
 6 And then another thing we find to be beneficial
 7 and fruitful this year, particularly, was use
 8 implementing the signing and relocation bonuses. That
 9 was one thing that we have found that was beneficial for
 10 those who are moving 75 miles or greater from Baltimore
 11 County, in addition to working with our equity Advisory
 12 Council to support and retain our minoritized teachers.
 13 Some of those things that I've just mentioned
 14 as HR initiatives, we are still looking to expand that
 15 with our next steps, for instance, formalizing our
 16 interns as long term substitutes. We, of course, started
 17 with a smaller group this year as a pilot, but we're
 18 looking to expand that as well. Identify and select
 19 teacher apprentices, career changers, as I mentioned to
 20 you before, going into classrooms, but then you have
 21 individuals who've been in their respective business

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1 fields to recruit them into education as well. Expanding
 2 our higher education classroom visits beyond the
 3 education classrooms, one of the things we found
 4 beneficial, but also continue to expand upon that. And
 5 as I mentioned before, exploring the continuation of our
 6 signing and our relocation bonuses.
 7 So next slide, please.
 8 So at this time, what I'd like to do is turn it
 9 over to my colleague, Ms. Michelle Feeney to take us into
 10 the data.
 11 MS. FEENEY: Thank you, Mr. McCall. Good
 12 evening, everyone.
 13 To provide the Board with context around the
 14 current demographics and our efforts for recruiting and
 15 supporting high quality, diverse teachers and staff, the
 16 following two graphs and the following two slides show
 17 the numbers and percentages of school-based
 18 administrators as well as teachers and support staff
 19 hired for FY22-23 and FY23-24. It is important to note
 20 that the FY23-24 data is not yet complete, as we are
 21 still in Quarter 1 of the school year.

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1 The blue charts at the bottom of the slide
 2 illustrate both internal and external hires. Internal
 3 hires for school based administrators reflect internal
 4 transfers and promotions within the system. External
 5 numbers show hires from outside BCPS from last year and
 6 this year. The pie charts show that FY22-23 66% of the
 7 BCPS administrators hired were white, 33% black, 1%
 8 Hispanic. In FY23-24, so far there are 65% white hires,
 9 1% less than last year; 31% black hires, 2% less than
 10 last year, 2% Asian, 2% more than last year; and 1%
 11 Hispanic, which is the same as last year.
 12 Next slide.
 13 This next slide provides the teacher and
 14 support staff hiring data. During FY22-23 BCPS hired
 15 1031 classroom teachers and 163 support staff. The
 16 demographic data show that 55% of the hires were white,
 17 35% were black, 5% were Hispanic, and 2% of the teachers
 18 and support staff were Asian. So far this school year,
 19 we have hired 756 classroom teachers and 105 support
 20 staff. The demographics of the staff are 56% white, 33%
 21 black, 4% Hispanic, 4% Asian, and 2% two or more races.

<p style="text-align: right;">Page 42</p> <p>1 Considering that we are still in Quarter 1 of the school 2 year, the data between the two years is comparable. And 3 this year we will have the opportunity to increase our 4 diversity numbers in our recruitment efforts and also 5 focus on retention of the staff we already have hired for 6 BCPS. 7 In the following slides, Carla Simons will 8 speak to retention in regards to our Pillar 2 goals. 9 MS. SIMONS: Thank you. Can you hear me? 10 Thanks. Okay, good. 11 Another objective of Pillar 2, it requires 12 increasing the rigor of teacher preparation programs and 13 licensure requirements. This objective includes LEAs and 14 institutions of higher education partnering. There's a 15 specific emphasis on teacher mentorship as well as grow 16 our own teachers. Revision of the existing Maryland 17 regulation is current (indiscernible)progress with MSDE. 18 But in the initial Blueprint Implementation Plan, LEAs 19 were asked to provide what work is currently in place to 20 support teacher interns, conditional teachers, and 21 growing our own paraeducators. In the plan, we</p> <p style="text-align: right;">Page 43</p> <p>1 identified a variety of initiatives to offer future BCPS 2 teacher (Inaudible) halfway to the classroom, some of 3 which are funded by the Maryland Leads grant. 4 As we move forward with implementing the 5 Blueprint, we are working to identify braiding (sic) 6 funding to support programs to allow teachers to earn 7 certification, as well as diversify our teacher candidate 8 pool. 9 Next slide, please. 10 Now I'll turn it over to my colleague, Jordan 11 Birnbaum, to talk to you about National Board 12 certification. 13 MR. BIRNBARUM: Good evening, everyone. 14 In 2.4, the goal is to establish new educator 15 Career Ladder and professional development and we are 16 looking specifically at National Board Certification. 17 And so our objective is to create a support program that 18 supports candidates who are pursuing and participating in 19 National Board Certification. In addition to that, 20 another objective that we have is to recruit and 21 encourage experienced teachers to participate in the</p>	<p style="text-align: right;">Page 44</p> <p>1 National Board process. Currently, we have ongoing 2 content support sessions for our existing NBC candidates 3 that happens at least once a month, often times bi- 4 monthly or bi-weekly. So we're providing ongoing support 5 sessions for them to help them through the content and 6 the process. We also host candidate workshops which are 7 guided by our professional learning facilitators who are 8 National Board Certified teachers, who are experienced in 9 the process and have also been trained on coaching and 10 supporting candidates as well. We continue to have 11 ongoing informational sessions to increase timeline 12 awareness as well as helping candidates through the 13 logistics of the National Board process. So in addition 14 to getting a firm understanding of what's to be expected 15 in terms of content, we also provide that understanding 16 in terms of timeline and responsibilities that our 17 candidates have as well. We provide coaching support for 18 candidates at every level. Whether they are an initial 19 candidate, they're retaking a component, or they're 20 maintaining their certification, we provide that support 21 for them throughout that entirety of their process and</p> <p style="text-align: right;">Page 45</p> <p>1 beyond as well to make sure that they're up to date with 2 when they need to recertify. We've also developed 3 school-based cohorts throughout the district so that our 4 candidates can have a support system locally. So beyond 5 what we've done as a district, we provide a little bit 6 more intimate setting, where they can feel comfortable 7 collaborating with colleagues, and then getting some more 8 personalized support from their professional learning 9 facilitators as well. We continue to recruit and train 10 new professional learning facilitators so that we can 11 expand our support for our existing candidates, continue 12 to conduct school outreach and collaboration with our 13 schools to increase candidate support so that everyone's 14 aware of the process and how to best support the 15 candidates in their building. And we continue to 16 collaborate with counties throughout Maryland so that we 17 can engage not only in problems of practice, but also 18 identify best practices for supporting candidates 19 throughout the district. 20 As we look forward to next steps, we want to 21 continue to increase our enrollment of eligible employees</p>
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<p style="text-align: right;">Page 46</p> <p>1 into the NBC program as well as increase enrollment in 2 our low performing schools. And so we'll continue to 3 target those schools and continue to market the benefits 4 of becoming National Board Certified, which include the 5 achievement of our students.</p> <p>6 We want to increase the diversity of candidates 7 that are engaged in the National Board process so that 8 it's more representative of the student demographic data. 9 And then expand our support program through our increased 10 enrollment of professional learning facilitators.</p> <p>11 And lastly, we want to expand our support and 12 preparation for existing and potential candidates, not 13 through just what we do throughout the year, but also 14 providing additional support throughout the summer as 15 well so that they can be better prepared to hit the 16 ground running as a new school year begins.</p> <p>17 Next slide, please.</p> <p>18 We wanted to share some of the data that we 19 have so far in our National Board Certified teachers. 20 And so when we look at school year 21-22, we had 67 21 teachers that were National Board Certified. As we look</p>	<p style="text-align: right;">Page 48</p> <p>1 continue to grow.</p> <p>2 And now over to Jill Snell, who will talk about 3 the Career Ladder implementation.</p> <p>4 MS. SNELL: Thanks, Jordan.</p> <p>5 I get really excited when I get to talk about 6 the Career Ladder. It is a major component of Pillar 2 7 of the Blueprint. National Board Certification and the 8 Career Ladder really work hand in hand and you're going 9 to see that on a slide. The next slide that Carla is 10 going to go over, you'll see exactly what that looks 11 like. Why I get really excited about the Career Ladder 12 is, really, it's all about the spirit of the Career 13 Ladder and it's keeping our most effective teachers in 14 the classroom while also giving them an opportunity to 15 lead and earn additional compensation. And so really 16 looking forward to what's to come. We have a long way to 17 go yet. We know full implementation for the Blueprint 18 (Inaudible) isn't until 2032, so we have some years to be 19 working on it. But we are excited to share some of the 20 steps that we have taken so far in the last 2 1/2 years 21 that we've been working on the Career Ladder.</p>
<p style="text-align: right;">Page 47</p> <p>1 to the school year 22-23, which was the first year of the 2 fee incentive program, we had 74 teachers that were 3 National Board Certified and that number remains very 4 close to that now as we look at the year 23-24, as we are 5 now at 73.</p> <p>6 An important note for this particular school 7 year is that the assessment results are released in 8 December, which means that we may have an additional 49 9 candidates that would be National Board Certified. And 10 if we even look even further ahead, that number combined 11 with what we could potentially have for this year could 12 actually double heading into school year 24-25. So the 13 number of National Board Certified teachers is growing 14 exponentially.</p> <p>15 When we compare our data to national numbers 16 and Maryland numbers, we can see that the national 17 average is 4% of the teacher population and in Maryland 18 is a little bit higher at 5.6%. And so BCPS is a little 19 bit below that mark, but with the initiatives that we 20 have, our continued outreach, our ability to support our 21 candidates, we expect fully that that number would</p>	<p style="text-align: right;">Page 49</p> <p>1 So, so far, BCPS has an established Career 2 Ladder work group and the work group has also an 3 established a Development Board. So if you think of the 4 Development Board as kind of the big body, where we go to 5 a lot of different stakeholders within BCPS to get 6 feedback on the different work that we're doing, and then 7 the work group gets to the work and then brings it back 8 to the Development Board for more feedback. So that's 9 kind of how those two bodies are working together towards 10 Career Ladder implementation.</p> <p>11 Most recently, we have communicated with a 12 TABCO Board member and we have plans to present at an 13 upcoming RA and then work through the TABCO 14 representatives to get communication out to the schools 15 so that teachers know what's coming with the Career 16 Ladder.</p> <p>17 And then the fun part, we get to start 18 reimagining teacher leadership roles here in BCPS. So 19 Carla, you want to show them the image?</p> <p>20 MS. SIMONS: Thank you.</p> <p>21 So next slide, please.</p>

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1 So pictured here is the established BCPS Career
 2 Ladder structure. As required by the law, the levels
 3 represent an educator's ability to advance. So Level 1
 4 includes professionally Certified Teachers. This does
 5 not include additional salary. Level 2 includes those
 6 National Board candidates who have established their
 7 commitment to achieve certification. This also does not
 8 come with additional salary. Now you get to Level 3,
 9 where a teacher earns National Board Certification. They
 10 are eligible for \$10,000 additional on top of their base
 11 salary and if they are assigned to a low performing
 12 school, they can receive an additional \$7,000. So that's
 13 potentially 17 for a National Board teacher who's
 14 assigned to a low performing school. There are
 15 requirements though. These teachers must be assigned to
 16 teach in the classroom. There is a 60% teaching time and
 17 50% work time for any teacher leaders. Once they hit the
 18 Level 4 rung, sorry, they're different rungs. You have
 19 the Lead Teacher, the Distinguished Teacher, and the
 20 Professor Distinguished Teacher. All of these rungs also
 21 come with additional salary. Additional salary is also

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1 available if an educator maintains their National Board
 2 Certificate. So there's opportunity for an educator to
 3 keep building on their salary earning potential.
 4 The AIB has reported to us that, like many
 5 school systems, we established a basic structure as per
 6 the law. But we still, as Jill said, we still have to
 7 reimagine what teacher leadership looks like on this
 8 Career Ladder.
 9 MS. SNELL: You can go ahead to the next slide.
 10 All right. So how are we going to stay on
 11 track with this monumental change that's going to happen
 12 over the next nine or so years? Fortunately, the AIB
 13 supports us in that through our yearly implementation
 14 plan. So you can see the whole implementation plan on
 15 our BCPS Blueprint website. This is our essential
 16 activities specifically around Pillar 2 and the Career
 17 Ladder. So you can see where we started really focusing
 18 on National Board Certification in 2021-22. And then you
 19 can see our actions that we took last year and then the
 20 work that is charged to us this year. You can see that
 21 there's some overlap of things that were started last

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1 year and are continuing, like I said, into this
 2 particular school year.
 3 Like I said, I know that this is super, super
 4 small, but really what I wanted to show you here was just
 5 that there is a plan and there is support from the AIB.
 6 Most recently, we also were assigned support from the
 7 AIB. So we're looking forward to some personalized and
 8 customized care from the representative from the AIB.
 9 And next slide.
 10 MS. SIMONS: So the minimum teacher salary for
 11 BCPS this current fiscal year for FY 2024 is \$58,500.
 12 It's one of the highest in the state. The organization
 13 will negotiate in the coming years to ensure fair,
 14 competitive pay within the fiscal constraints we are
 15 under. BCPS will exceed the \$60,000 minimum teacher
 16 starting salary as required by the Blueprint by July 1,
 17 2026.
 18 MR. MCCALL: So next slide, please.
 19 At this time, I want to thank you for your time
 20 and attention and at this time we'd like to take any
 21 questions.

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1 MS. LICHTER: Questions from Board members?
 2 Ms. Frempong?
 3 MS. FREMPONG: Thank you for the wonderful
 4 presentation. I had a couple of questions or just a
 5 general question around the retention.
 6 Mr. McCall, thank you for mentioning the Equity
 7 Advisory Council. There was a lot of comments about
 8 teacher support that came out of that. So I guess I was
 9 just interested in hearing a little bit more about
 10 support from the perspective of maybe teachers who are
 11 not pursuing that NBC. I saw in the presentation about
 12 NBC, but for example, just a newer teacher being in a
 13 school where there may be more behavior issues or, again,
 14 the lower performing academics, what type of supports can
 15 be found for that teacher?
 16 DR. ROGERS: Thank you for that question. I
 17 will start us off simply because a lot of the work for
 18 the additional teacher support is outside of human
 19 resources. Human resources gets them in for us. If
 20 there's National Board Certification, they work on that.
 21 But we really work with our principals as well as

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1 organizational effectiveness to provide new teacher
 2 support. So we have peer advisors at our schools and
 3 that is a role where we try to match every new teacher to
 4 an advisor within the school. New teachers typically
 5 will receive a Consulting Teacher. Consulting Teacher,
 6 those are our experts that provide individualized support
 7 to the teacher. They provide observation, feedback,
 8 informal and formal observations and part of the
 9 evaluation process for the first two years, in addition
 10 to the leadership at the school. Some schools have Staff
 11 Development Teachers and that's an additional layer of
 12 support to provide help and support to our new teachers
 13 outside of our new educator orientation experience that
 14 kicks off in August. However, part of our work moving
 15 forward, both as our school system priority to make sure
 16 that we have highly effective staff and in alignment with
 17 the Blueprint, is to move to a more comprehensive new
 18 educator support pathway.
 19 So over the last year and a half, we've brought
 20 all kinds of divisions and offices together to make sure
 21 that we're collaborating on what that support looks like

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1 for new teachers so that we're not overwhelming them.
 2 But there's still a need to provide additional support,
 3 particularly in schools where you have larger numbers of
 4 new teachers and where you have new teachers that don't
 5 come directly from educational background, who need
 6 differentiated support. So that's part of our work
 7 moving forward. You're welcome.
 8 MS. LICHTER: Other questions, Mr. Young?
 9 MR. YOUNG: So on the slide, BCPS hiring data,
 10 you had it titled Teachers. Inside of there, it's school
 11 based teachers, you have classroom and support. So who's
 12 considered support?
 13 MS. FEENEY: So the support staff would include
 14 paraeducators and people who are resources for the
 15 school.
 16 MR. YOUNG: Okay. And with them being defined
 17 as paraeducators and later on in the slide, you talk
 18 about by July of 2026, the minimum salary being \$60,000.
 19 In an earlier slide, you talk about retention and the
 20 current HR initiatives around paraeducators. So are they
 21 also factored into this wholesale approach of, okay, yes

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1 within budget constraints that we need to look at
 2 retaining them, their salary structure also?
 3 MS. FEENEY: So I think we can talk to the
 4 paraeducator piece. First of all, as a former principal,
 5 one of the things that we tried to do was make sure that
 6 we took our paraeducators who were ready to be teachers
 7 and gave them opportunities to learn how to do that
 8 within the school building. But this kind of formalizes
 9 the process for them so that they have a clear pathway to
 10 becoming a teacher. Some of them have difficulty maybe
 11 affording the classes or what have you, so this would
 12 give an opportunity for them to be able to work in the
 13 school, still learn in the schoolhouse, but also be able
 14 to take the classes that would help them earn a teaching
 15 degree.
 16 DR. ROGERS: Mr. Young, if I could also respond
 17 to your question in terms of a pathway and compensation
 18 for our paraeducators. They are part of ESPBC and ESPBC
 19 definitely negotiates on their behalf especially with our
 20 Grow your Own program to make sure that we're able to
 21 move them forward within the system as opposed to any

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1 paraeducator having to take a break in order to become a
 2 full-time teacher in Baltimore County.
 3 MR. ROGERS: Thank you.
 4 MS. LICHTER: Ms. Henn?
 5 MS. HENN: Thank you, Madam Chair, and good
 6 evening. Thank you for the presentation. It's been very
 7 informative. I really appreciate it.
 8 My question has to do with our growing Hispanic
 9 student population. The last number I saw was 14% of our
 10 students are Hispanic Latino. My question is what
 11 specific steps are we talking to recruit teachers,
 12 Hispanic teachers, and are there are particular
 13 challenges that we need to address to increase that
 14 population? Thank you.
 15 MR. MCCALL: So part of that answer was in the
 16 presentation we talked about the recruitment in Puerto
 17 Rico as well as part of that. We also do make an effort
 18 as well when it comes to going to our colleges,
 19 universities, and recruiting teachers outside of
 20 education, but then also those who are potentially
 21 education majors. But we have looked at expanding that,

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1 knowing that we do have a growing population. And our
 2 teacher demographics certainly, as you saw earlier, does
 3 not reflect that. So we are certainly doing everything
 4 we can to increase those teachers in our various
 5 demographic groups to reflect that of our student
 6 population. But part of that, of course, as I mentioned
 7 before, is definitely expanding our Puerto Rico
 8 recruitment there. But of course that, yeah.

9 MS. HENN: Thank you, Mr. McCall.

10 Are there any community partnerships that we've
 11 looked into in terms of building those relationships and
 12 reaching out to that community?

13 MR. MCCALL: Absolutely. Yes. Yes, ma'am.

14 MS. HENN: Okay, thank you.

15 MR. MCALL: Thank you.

16 MS. ROGERS: And Ms. Henn, I would add with Mr.
 17 McCall, absolutely with the community partnerships. And
 18 I would also say that another layer that we're working on
 19 this year, we'll be working directly with our embassies.

20 MS. HENN: Thank you, Dr. Rogers.

21 MS. LICHTER: Other questions, Ms. Booker-

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1 Dwyer?

2 MS. BOOKER-DWYER: So thank you for the
 3 presentation. I think this is a great start to getting
 4 more teachers and educators in Baltimore County. So I'm
 5 wondering if we could take it up a notch. So and what I
 6 mean by that is the traditional recruitment strategies of
 7 going to colleges and universities is just not working.
 8 We're not yielding the results that's anticipated. And
 9 so I'm thinking, now is there a more innovative approach
 10 that we could take? For instance, how are we leveraging
 11 social media? Like when I'm scrolling through Instagram
 12 reels, I'm fully expecting to see something from
 13 Baltimore County Public Schools, not explicitly saying
 14 come teach with us, but you're using that marketing, that
 15 communication strategy to make me want to come here or
 16 even looking at incentivizing. So I think going to
 17 Puerto Rico, it's great, but we can go to Texas. We can
 18 pull people from those border States and offer and
 19 incentivize them and their spouses if we offer, okay, if
 20 you come and teach with us, your spouse can get first in
 21 line interview consideration for a position within our

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1 school system. Not saying we have to hire them, but we
 2 can at least offer them an interview. And so things like
 3 that, that I see other states with other school system
 4 starting to do. They're even looking at teacher adjacent
 5 roles. And so a teacher adjacent role recruiting from
 6 that. That would be like when you go to the zoo and the
 7 person with the bird on their arm or the person at the
 8 National Aquarium standing out in front of the exhibit.
 9 These are people who have skill sets that could lend
 10 themselves to teaching with a little more coaching, a
 11 little more prep, they could be successful teachers.

12 And so what I'm seeing nationally is that the
 13 college recruitment just isn't working. And so
 14 partnering with a nonprofit as well. So I think about
 15 the Maryland Business Roundtable. They have tons of
 16 volunteers that go into schools. So that's the pool to
 17 recruit from for the career changers. And so just taking
 18 it up a notch.

19 I mean like I'm fully expecting when I go to
 20 see Beyoncé's Renaissance in the movie theater that
 21 before the show starts I'm seeing something for Baltimore

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1 County Public Schools. I'm just, if you have the budget.

2 DR. ROGERS: Ms. Booker-Dwyer, while you will
 3 not see it on the Beyoncé tour, however if you're in the
 4 MVA you will see us. If you are at the beach, you will
 5 see us. We definitely have tried to take it up a notch
 6 and be creative in terms of the different approaches that
 7 we're taking. You bring up some good points in terms of
 8 additional partners and some of those border states that
 9 perhaps we can look at how do we get out there?

10 We do some of this virtual. But I think what
 11 we have seen over the last few years are people really
 12 appreciate the face-to-face opportunities that exist.
 13 And so we heard from our principals that the opportunity
 14 to bring everyone together for all the different roles
 15 was a missed piece that they wanted us to bring back last
 16 year. And so we did that last year for the first time in
 17 a long time since the pandemic. But I think there's
 18 opportunities to do more. We probably can't afford those
 19 price tags, but there are some other more fiscally sound
 20 places that we can go to. So stay tuned and we hear and
 21 receive that message to think about different ways to

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1 bring people on to be members of team BCPS.
 2 And hopefully when you are scrolling on social
 3 media, you see many, not only those advertisements
 4 directly looking for school side as well as operations,
 5 but you also see just snippets about what life in BCPS
 6 looks like, what is the experience with students, what is
 7 the experience with our stakeholders and partners. And
 8 so more of that to come. Thank you.
 9 MS. BOOKER-DWYER: I would love that. And then
 10 I just have one more thing. When you talk about
 11 retention, Baltimore County, I mean, I think you all are
 12 doing a great job with principal development and really
 13 working to build that leadership pipeline. And a key
 14 piece to retaining teachers is the school leader. And so
 15 when I look at your Slide 8, where you're talking about
 16 retention, I would even talk about the work that you're
 17 doing with principals to ensure that, because you can pay
 18 a teacher all you want, if the school leader isn't great,
 19 then you're not going to retain them. And so I just
 20 don't want you all to shortchange yourselves in the work
 21 that you're doing with school leaders right now. I mean,

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1 I know that's not specifically HR, but if there could be
 2 a tie to that to really emphasize that it's about the
 3 whole school system because you all are doing some great,
 4 great things and I just don't want it to be shortchanged.
 5 MR. MCCALL: Absolutely.
 6 MS. LICHTER: Thank you. Mr. McMillion?
 7 MR. MCMILLION: Yeah, I just have two
 8 questions. The National Certified teachers, how often do
 9 they have to reapply to maintain that status?
 10 MR. BIRNBAUM: So currently every five years
 11 they have to recertify and maintain their certification.
 12 Mr. MCMILLION: Okay. And on a completely
 13 different topic, the idea of career changers. There's a
 14 lot of people out there that aren't happy with what
 15 they're doing. And if somehow we could tap into that and
 16 just if nothing more than sharing ideas with them,
 17 somehow to if they're thinking this they're looking at
 18 something else. What else can I do to have a more
 19 rewarding career experience? If somehow we could tap
 20 into them.
 21 MR. MCCALL: Absolutely. And part of that is,

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1 is we're doing that currently. Because if we rely
 2 totally on those individuals that were coming out of our
 3 teacher ed programs, we'll have classrooms that are
 4 empty, a lot more vacancies than we have. And that's
 5 naturally. But certainly if there's an individual who's
 6 out there who hadn't thought about education, we are
 7 leveraging that support to try to get them into the
 8 classroom talking about those promotional opportunities
 9 with them as well. Because a lot of times they may have
 10 families and they may be looking for, if I'm in the
 11 classroom, can I see myself in a trajectory to become an
 12 administrator? And so when we're going out to recruit,
 13 we're taking individuals who may not have been education
 14 majors with us, those who are alumni of those
 15 institutions, or individuals who, like I say, are career
 16 changes or coming out of non-traditional education majors
 17 who are math majors, explaining to them the benefits of
 18 being a teacher with team BCPS. And so at least having
 19 that sort of support with us gives them an opportunity to
 20 see themselves through that individual as well. So
 21 absolutely, career changes as well.

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1 MR. MCMILLION: Thank you.
 2 MS. LICHTER: Ms. Stolusky?
 3 MS. STOLUSKY: Thank you. This vision really
 4 seems to be a great long-term plan for retention.
 5 My question just relates to the number of
 6 teachers in Baltimore County that their career path takes
 7 them to administration. So if you can compare the
 8 benefits, whether financial, salary, versus other
 9 benefits or perks from becoming, for example, an
 10 assistant principal or a Lead Teacher versus your Level 4
 11 options of the Distinguished Teacher and the Professor
 12 Distinguished Teacher, just to understand how the perks
 13 of staying in the classroom could possibly outweigh going
 14 down a different path within BCPS, whether administration
 15 or central office or something else. Thank you.
 16 DR. ROGERS: Board Member Stolusky, I'll try to
 17 take that one. The team is giving each other the looks
 18 because we don't have the numbers quite established. But
 19 I think the goal and the spirit of the Blueprint is to
 20 have a higher percentage of teachers choose to stay in
 21 the classroom, that you have that balance between people

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1 who move forward with administration because while
 2 there's a lot of work I can attest to in administration,
 3 there's a lot of work in the classroom teacher as well.
 4 But what we're really trying to do with that Career
 5 Ladder implementation is make sure that in terms of
 6 compensation there's increased higher compensation all
 7 the way through. And so the full implementation, the
 8 expectation is another eight years from now. But we'll
 9 be there earlier than that. But the goal would be that
 10 it's comparable to at least the beginning administrator
 11 salary. We know that the long term teachers who stay in
 12 for a few decades, some of them, their compensation is
 13 higher than an entry level administration. And so that
 14 would be the goal as we move forward.

15 In addition to the work is just different,
 16 where you're trying to move a whole school or a
 17 department or a grade level forward as opposed to the
 18 teacher, you're really working on those students that
 19 come inside and outside of your classroom every day.

20 But the goal is to make sure that it's
 21 competitive, that we have a healthy balance of people who

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1 want to stay in the classroom for career long as well as
 2 those who want to move up into administration. But no
 3 numbers yet.

4 MS. STOLUSKY: Okay, that's great. Thank you.

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

6 MR. YOUNG: When you look at the Career Ladder
 7 slide that you showed, you have Level 1, Level 2, Level
 8 3. Board Member McMillion, his question to you was the
 9 recertification timeframe. When we look at going from,
 10 say, a candidate Level 2 to a teacher Level 3, what is
 11 the average time frame commitment associated with that?

12 MS. SIMONS: Jordan, I think it takes about
 13 three years?

14 MR. BIRNBAUM: Yeah.

15 MS. SIMONS: About three years for a candidate
 16 to work through the National Board process. So a person
 17 could potentially sit on Level 2 for three years.

18 MR. YOUNG: Okay. And with starting at of
 19 course at a Level 1, do we basically recommend that they
 20 are a Certified Teacher for a certain number of years
 21 before they start pursuing?

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1 MS. SIMONS: The law does not require a certain
 2 number of years. There is a fee incentive program that
 3 does require a certain amount of years, but National
 4 Board does not require a teacher to complete X number of
 5 years before attempting to earn the certification.

6 MR. YOUNG: Okay. And I saw part of the
 7 initiatives that you had were workshops. But for those
 8 teachers pursuing the certification, I guess the fee is
 9 all on them?

10 MR. BIRNBAUM: So if they sign up for the fee
 11 incentive program, which is a split and pay. So
 12 Baltimore County pays one-third of their components,
 13 while MSDE will pay two-thirds. So if they're eligible
 14 for the fee incentive program, the only out of pocket
 15 cost for them would be the \$75 registration fee for each
 16 year that they're completing a component.

17 If they choose to complete certification
 18 outside of that fee incentive program, and an example of
 19 that would be they don't meet the minimum requirements
 20 set out for that program as in the number of years that
 21 they're certified in teaching, then they would be

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1 responsible for all the payments that are required for
 2 those components.

3 MR. YOUNG: And with the recertification,
 4 that's on them, the study, the test prep, all of that's
 5 their responsibility also?

6 MR. BIRNBAUM: Fortunately, we have support
 7 programs for those that are looking to recertify and you
 8 don't have to be in the fee incentive program to receive
 9 that support. So anyone pursuing National Board
 10 Certification receives that support. And so that would
 11 include those that are recertifying.

12 MR. YOUNG: Thank you.

13 MR. BIRNBAUM: Thank you.

14 MS. LICHTER: So I have a couple clarifying
 15 questions.

16 So on that same slide where it's Level 1
 17 through Level 4, is Level 4 mean you have to be a
 18 National Board Certified teacher? Yes. Okay, so that
 19 whole slide is just for Nationally Board Certified
 20 teachers?

21 MS. SNELL: Yes.

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1 MS. LICHTER: Okay. And that is a low
 2 percentage, even nationally. I know we're lower, but
 3 even nationally the number of teachers that go that route
 4 is very small and it's very time intensive.
 5 So Ms. Snell, what you were talking about is a
 6 different way to look at teacher leaders other than the
 7 National Board Certification.
 8 MS. SNELL: So it's really the most current
 9 work that we're going to need to do is reimagining the
 10 roles that are stated on that Level 4 of the Career
 11 Ladder.
 12 So if you think of it as an entry level
 13 teacher, you're Certified Teacher being Level 1. Level 2
 14 is I've declared that I want to attain National Board
 15 Certification, but I haven't yet. Level 3, I'm now a
 16 National Board Certified Teacher. I'm teaching in a
 17 classroom. I get the additional salary incentives for
 18 National Board Certification, but I could sit at Level 3
 19 until one of those positions became available that's in
 20 Level 4. And so that's what we really need to think
 21 about. We have lots of teacher leadership roles. We

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1 have staff development teachers and we have CTs and we
 2 have department chairs, we have reading specialists,
 3 resource teachers. We have to really think about how
 4 does all that fit together when we're looking at the law.
 5 And the law tells us that that Level 4 is those three
 6 different levels of teacher leadership.
 7 MS. LICHTER: So you have to be Nationally
 8 Board Certified. So there's not like a parallel program
 9 right now, about how do we grow teacher leaders without
 10 going through National Board Certification? You have to
 11 go. You can't --
 12 MS. SNELL: So we have our own internal
 13 programs that we've always had.
 14 MS. LICHTER: Okay. All right. So Blueprint
 15 is just National Board Certification.
 16 MS. SNELL: Yeah, those aren't going away. So
 17 then following the law, this is the Career Ladder for
 18 educators. And yes, there is heavy emphasis on National
 19 Board Certification.
 20 MS. LICHTER: Okay, thank you for that.
 21 And then just to the point about looking at

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1 other venues for recruiting. I look at the Attendance
 2 Matters campaign and how that huge campaign internally
 3 has taken off and you open up Twitter, or whatever it's
 4 called X now, and you see people really buying into it.
 5 So I think it's all of our responsibilities to be
 6 recruiting for the system. So even somehow to make
 7 people understand that this is not just HR's
 8 responsibility or just a principal's when they're on a
 9 recruiting or at a new teacher hiring piece, but that we
 10 all have to be huge advocates for our system and trying
 11 to recruit it.
 12 One of my favorite stories this year was going
 13 to visit a school and Mr. Mustifer (phonetic) one of
 14 these executive directors was in a classroom with us. I
 15 think you're with me. And we were all watching the kids
 16 and watching the teacher. And the next think I know, Mr.
 17 Mustifer has disappeared. And I'm like I said to Dr.
 18 Rogers, where did he go? And then where he was in the
 19 hallway. He had pulled the student intern, this young
 20 man, out of the classroom and he was in the hallway
 21 recruiting this student intern to eventually come back to

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1 Baltimore County. So while he had the Chair of the Board
 2 and the Superintendent in that room, he did not hesitate
 3 to leave that room, take that person out there, and
 4 really work on -- I don't think that person had a chance,
 5 but really work on why he should be a member of the
 6 staff. So just a great example, but how do we get
 7 everybody to buy into it? That it's all of our roles to
 8 recruit and to really talk up this system so that we have
 9 more people who want to come here to teach our kids. So
 10 just a comment.
 11 MR. MCCALL: I know about that because he
 12 actually called me out of another classroom to come meet
 13 that individual. So I have his contact information.
 14 Math education major.
 15 MS. LICHTER: Okay. So that's an example.
 16 Other? Ms. Booker-Dwyer?
 17 MS. BOOKER-DWYER: And just my last question
 18 around the BCPS Career Ladder, that Slide 12. At some
 19 point, would we be able to get projected numbers so that
 20 we can start thinking about the budget for all of this,
 21 since we're adding the \$10,000? So how much is all of

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1 that going to cost over the course of X number of years?
 2 So how many teachers are you anticipating supporting?
 3 So just the next time this comes up, just to have some of
 4 the projections on the percentage of teachers that you
 5 anticipate moving through the levels over the course of
 6 several years.
 7 MS. LICHTER: Any other questions or comments?
 8 Ms. Frempong?
 9 MS. FREMPONG: I had a question on the NBC
 10 teachers. There was the demographics as far as our
 11 administrators and our teachers, but what about NBC? Do
 12 we have any data as to what that breakdown is for the NBC
 13 educators?
 14 MR. BIRNBAUM: And just to clarify, the data on
 15 number of NBCTs that we have currently?
 16 MS. FREMPONG: No. From Slide 6 and 7, as we
 17 looked at the hiring data, Slide 6 was school based
 18 administrators and there's a racial demographic and then
 19 same thing for the teachers. And so I just wondered how
 20 that translated into our NBC teachers as well.
 21 DR. ROGERS: Ms. Frempong, while that data is

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1 not right here, it is something that can be compiled.
 2 The numbers are small enough that we could identify the
 3 racial demographic.
 4 MS. FREMPONG: Thank you. Okay.
 5 MS. LICHTER: Other questions or comments?
 6 Okay. Thank you all for that informative
 7 presentation and for answering all of our questions.
 8 The next item on the agenda is informational
 9 items, including Quarter 1 Audit Report and the revised
 10 Superintendent's Rules 1100, 4100, and 5200.
 11 The next item on the agenda is Board committee
 12 updates and agenda setting. First we'll do committee
 13 updates starting with the audit. Mr. McMillion, any
 14 updates?
 15 MR. MCMILLION: Our next meeting is Tuesday,
 16 November 14th at 4:30. And that's for the audit
 17 committee and we broadcast live, so I encourage anybody
 18 that's interested to please tune in. Thank you.
 19 MS. LICHTER: Thank you. Budget committee, Ms.
 20 Domanowski?
 21 MS. DOMANOWSKI: Our next budget committee

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1 meeting is Wednesday, November 15th. Please join in. I
 2 don't have an agenda yet, but I will work on it soon.
 3 MS. LICHTER: Thank you. Buildings and
 4 contract, Mr. Young? It should say Ms. Harvey. Ms.
 5 Harvey?
 6 MS. HARVEY: Thank you. The next building and
 7 contracts meeting is Monday, November 6th at 5:00 p.m.
 8 I'd like to thank our BCPS staff liaisons that so
 9 patiently and diligently provide us with the information
 10 that we need to make good fiscal decisions and we would
 11 hope that everyone would join us virtually. Thank you.
 12 MS. LICHTER: Thank you, Ms. Harvey. Next is
 13 curriculum committee and that is me. And our next
 14 meeting is next Thursday. I'm laughing because we just
 15 had one yesterday. So our committee has been really
 16 spending a lot of time going in depth on a lot of
 17 curricular information. And I want to thank Dr. DiDonato
 18 and her staff because they are putting together very
 19 thorough presentations for us to look at ahead of time.
 20 And it's leading to very robust conversations and
 21 meetings every other week. So thank you.

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1 And again, all of the committee meetings are
 2 live or recorded for the public to view at another time.
 3 Equity committee, I'll let Ms. Harvey as Vice
 4 Chair talk about that one.
 5 MS. HARVEY: Thank you very much, Madam Chair.
 6 On behalf of our committee Chair, Dr. Savoy, I would like
 7 to bring forward a proposal made by the equity committee.
 8 In our last meeting, we had a very robust discussion
 9 about how we as Board leaders implement Policy 0100 and
 10 in our role as governance lead by example. And we are
 11 proposing that the Board, the full Board, participate in
 12 required equity training to be conducted by our own BCPS
 13 Department of Equity at a soon to be determined time.
 14 And so given that discussion that we had and our belief
 15 that this is in line with our very first Policy 0100, I
 16 move that the full Board participate in required equity
 17 training to be led by the BCPS Department of Equity and
 18 Cultural Proficiency.
 19 MS. LICHTER: Thank you. Is there a second for
 20 Ms. Harvey's motion?
 21 MS. PUMPHREY: Second, Pumphrey.

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1 MS. LICHTER: Thank you. No seconds needed
 2 since it's the recommendation the committee. Okay,
 3 That's Okay. My fault. But it came to me.
 4 Any discussion from Board members? May we have
 5 a roll call vote, please. Ms. Gover?
 6 MS. GOVER: Ms. Domanowski?
 7 MS. DOMANOWSKI: Yes.
 8 MS. GOVER: Mr. Young?
 9 MR. YOUNG: Yes.
 10 MS. GOVER: Ms. Frempong?
 11 MS. FREMPONG: Yes.
 12 MS. GOVER: Ms. Stolusky?
 13 MS. STOLUSKY: Yes.
 14 MS. GOVER: Ms. Henn?
 15 MS. HENN: Yes.
 16 MS. GOVER: Ms. Harvey?
 17 MS. HARVEY: Yes.
 18 MS. GOVER: Ms. Drummond? Ms. Drummond?
 19 Ms. Pumphrey?
 20 MS. PUMPHREY: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Booker-Dwyer?
 3 MS. BOOKER-DWYER: Yes.
 4 MS. GOVER: Ms. Lichter.
 5 MS. LICHTER: Yes.
 6 MS. GOVER: Thank you.
 7 MS. LICHTER: Thank you. Motion passes.
 8 MS. HARVEY: Thank you. I just have one
 9 announcement. The equity committee will be meeting next
 10 on November 16th at 4:00 p.m. It is a broadcast and a
 11 virtual meeting and so we invite everyone to attend.
 12 Thank you all so much.
 13 MS. LICHTER: Thank you.
 14 The legislative and government relations
 15 committee, Ms. Booker-Dwyer?
 16 MS. BOOKER-DWYER: Yeah, so our first meeting
 17 will be on November 30th at 4:30 p.m.
 18 MS. LICHTER: Thank you and policy review
 19 committee, Ms. Pumphrey?
 20 MS. PUMPHREY: Our next meeting is Monday,
 21 November 13th at 4:30. And I also wanted to acknowledge

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1 that based on our discussion at yesterday's curriculum
 2 meeting regarding school libraries and selection of
 3 instructional materials, I did reach out to staff for
 4 guidance and I will provide an update as soon as I have a
 5 response from staff.
 6 MS. LICHTER: Thank you for that.
 7 Next is next is Board member comments and
 8 agenda items. Does anyone have a comment or agenda item
 9 they would like to mention at this point? Okay. then
 10 that part we are finished.
 11 And then the last item on the agenda is
 12 announcements. The next Board meeting will be held on
 13 Tuesday, November 7, 2023 at 6:30, and thank you for
 14 joining us tonight and the meeting is now adjourned.
 15 Happy Tuesday, Dr. Pharoan.
 16 (Meeting adjourned.)
 17
 18
 19
 20
 21

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1 CERTIFICATE
 2 I, Vivian Saxe, hereby certify that I
 3 transcribed from audio file the proceedings to the best
 4 of my ability in the foregoing-entitled matter; and I
 5 further certify that the foregoing is a full, true, and
 6 correct transcript of the audio files produces.
 7 IN WITNESS THEREOF, I have subscribed my name
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