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BOARD OF EDUCATION
BALTIMORE COUNTY

WORK SESSION OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

DECEMBER 21, 2021

Transcribed by:
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Julie C. Henn, Board Chair

4 Cheryl E. Pasteur, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose (Absent)

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Lily P. Rowe (Absent)

13 Makeda Scott (Absent)

14 Christian Thomas, Student Member

15

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1 **PROCEEDINGS**

2 **CHAIRWOMAN HENN:** Good evening, this is

3 Chairwoman Julie Henn. I now call to order the

4 meeting of the Board of Education of Baltimore

5 County for Tuesday, December 21st, 2021. I

6 invite you to recite the Pledge of Allegiance to

7 the Flag to be led by Mr. Christian Thomas. We

8 will then have a moment of silence in recognition

9 of those who have served education in Baltimore

10 County.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Tonight's Board of Education meeting is

14 being broadcast on line through Microsoft Teams

15 and through BCPS TV, Comcast Xfinity Channel 73,

16 Verizon FiOs Channel 34. In order to efficiently

17 conduct this meeting, all voting items this

18 evening will be done by rollcall vote.

19 The first item on the agenda is the

20 consideration of the December 21st agenda.

21 Dr. Williams, are there any additions or changes

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1 to tonight's agenda?

2 DR. WILLIAMS: There are no additions or

3 changes to tonight's agenda.

4 THE COURT: Hearing none, the agenda

5 stands as presented.

6 Earlier this evening the Board of

7 Education met in closed session pursuant to the

8 Open Meetings Act for the following reasons: To

9 one, discuss the appointment, employment,

10 assignment, promotion, discipline, demotion,

11 compensation, removal, resignation or performance

12 evaluation of appointees, employees or officials

13 over whom it has jurisdiction, or any other

14 personnel matter that affects one or more

15 specific individuals; seven, consult with counsel

16 to obtain legal advice; and nine, conduct

17 collective bargaining negotiations or consider

18 matters that relate to negotiations. The minutes

19 of the closed session and informational summary

20 can be found on BoardDocs under this board

21 meeting agenda date.

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1 The next item on the agenda is personnel

2 matters and for that I call on Ms. Anderson.

3 Good evening.

4 MS. ANDERSON: Good evening, Chairwoman

5 Henn, Vice Chairwoman Pasteur, Superintendent

6 Williams and members of the Board. I would like

7 the Board's consent for the following personnel

8 matters: Retirements, resignations, deceased

9 recognition of service.

10 CHAIRWOMAN HENN: Thank you. Do I have

11 a motion to approve the personnel matters as

12 presented in Exhibits D-1 through D-3?

13 MS. MACK: So moved, Mack.

14 MR. THOMAS: Second, Thomas.

15 CHAIRWOMAN HENN: Thank you, Ms. Mack,

16 thank you, Mr. Thomas. Any discussion? May I

17 have a rollcall vote please?

18 MS. GOVER: Ms. Rowe? Ms. Causey?

19 MS. CAUSEY: Yes.

20 MS. GOVER: Ms. Mack?

21 MS. MACK: Yes.

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1 MS. GOVER: Mr. McMillion?

2 MR. MCMILLION: Yes.

3 MS. GOVER: Ms. Jose? Ms. Pasteur?

4 VICE CHAIR PASTEUR: Yes.

5 MS. GOVER: Mr. Thomas?

6 MR. THOMAS: Yes.

7 MS. GOVER: Mr. Offerman?

8 MR. OFFERMAN: Yes.

9 MS. GOVER: Ms. Scott? Dr. Hager?

10 DR. HAGER: Yes.

11 MS. GOVER: Mr. Kuehn?

12 MR. KUEHN: Yes.

13 MS. GOVER: Ms. Henn?

14 CHAIRWOMAN HENN: Yes.

15 MS. GOVER: Thank you.

16 CHAIRWOMAN HENN: The motion carries,

17 thank you.

18 The next item on the agenda is

19 administrative appointments and for that I call

20 on Dr. Williams.

21 DR. WILLIAMS: . Madam Chair Henn and

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1 Madam Vice Chair Pasteur and members of the

2 Board, I am bringing forward the following

3 administrative appointments for your approval:

4 Assistant principal at Southwest Academy;

5 assistant principal at Northwest Academy of

6 Health Sciences; specialist, ESOL welcome center

7 in the Office of World Languages and ESOL;

8 supervisor in the Office of Related Services;

9 manager, Office of Logistics; deputy

10 superintendent, Office of the Superintendent.

11 CHAIRWOMAN HENN: Thank you. Do I have

12 a motion to approve the administrative

13 appointments as presented in Exhibit E-1?

14 VICE CHAIR PASTEUR: So moved,

15 Ms. Pasteur.

16 MR. THOMAS: Second, Thomas.

17 CHAIRWOMAN HENN: Thank you,

18 Ms. Pasteur, thank you, Mr. Thomas. Any

19 discussion? May I have a rollcall vote please?

20 MS. GOVER: Ms. Causey?

21 MS. CAUSEY: Abstain.

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1 MS. GOVER: Ms. Mack?
 2 MS. MACK: Abstain.
 3 MS. GOVER: Mr. McMillion?
 4 MR. MCMILLION: Yes.
 5 MS. GOVER: Ms. Pasteur?
 6 VICE CHAIR PASTEUR: Yes.
 7 MS. GOVER: Mr. Thomas?
 8 MR. THOMAS: Yes.
 9 MS. GOVER: Mr. Offerman?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Dr. Hager?
 12 DR. HAGER: Yes.
 13 MS. GOVER: Mr. Kuehn?
 14 MR. KUEHN: Yes.
 15 MS. GOVER: Ms. Henn?
 16 CHAIRWOMAN HENN: Yes.
 17 MS. GOVER: In favor is seven.
 18 CHAIRWOMAN HENN: Then the motion
 19 carries. Dr. Williams?
 20 DR. WILLIAMS: Yes, thank you. Our
 21 first candidate is Angela Booze, with 15.4 years

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1 of service, promotion to assistant principal at
 2 Southwest Academy. She's currently a teacher
 3 resource, Department of Professional Learning.
 4 She served as a resource teacher in that office,
 5 staff development teacher at Southwest Academy,
 6 McCormick Elementary, special ed teacher
 7 inclusion, Reisterstown Elementary, kindergarten
 8 teacher at Reisterstown Elementary as well as
 9 special ed inclusion at Reisterstown Elementary.
 10 Prior to that she served as a staff at Baltimore
 11 City Public Schools for eight years, and Psalmist
 12 Christian School. Congratulations, Angela R.
 13 Booze.
 14 (Applause.)
 15 Our next candidate is Xiang Li as the
 16 specialist of ESOL Welcome Center, the Office of
 17 World Languages and ESOL. She brings to us 10.3
 18 years of service in Baltimore County. Currently
 19 she's the ESOL family-school liaison in the
 20 Office of World Languages and ESOL, and again,
 21 10.3 years of service in Baltimore County.

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1 Congratulations, Xiang Li.
 2 (Applause.)
 3 The next appointment is Michelle Riddle
 4 as the supervisor, Office of Related Services.
 5 She brings to us 8.4 years of experience in
 6 Baltimore County. Currently she's a teacher, or
 7 speech language pathologist in the Office of
 8 Related Services. She served as a teacher and
 9 speech language pathologist at Stoneleigh
 10 Elementary and General John Stricker Middle
 11 School. Her prior experiences include Kennedy
 12 Krieger Institute, Hoover City School District
 13 and Elizabeth Area School District.
 14 Congratulations, Michelle Riddle.
 15 (Applause.)
 16 Next appointment is Dr. Evelyn R.
 17 Tolliver as the assistant principal at Northwest
 18 Academy of Health Sciences. Currently she's a
 19 specialist of compliance in the Office of
 20 Title I. She has -- I will say welcome. She
 21 served 6.4 years in Baltimore County as a

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1 teacher, STAT teacher at Hebbville as well as
 2 specialist of compliance, Office of Title I. Her
 3 previous experience, she has served over eight
 4 years in Baltimore City Public Schools.
 5 Congratulations, Dr. Tolliver.
 6 (Applause.)
 7 Our next appointment is William A.
 8 Wingerd as the manager of Office of Logistics.
 9 He brings to us 13 years of experience in
 10 Baltimore County. Currently he's the senior
 11 operations supervisor in the Office of Facilities
 12 Operations. He served as the field
 13 representative as well as building operations
 14 supervisor at Sparrows Point Middle and High,
 15 assistant building operations supervisor as well
 16 as building service worker at Chesapeake High
 17 School. Congratulations, William A. Wingerd.
 18 (Applause.)
 19 Our next candidate up for appointment is
 20 Dr. Myriam Yarbrough as the deputy superintendent
 21 in the Office of the Superintendent. Currently

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1 she's the chief of the Division of Organization
 2 Effectiveness. Previously she served as
 3 executive director of school support secondary,
 4 director of school performance in the Office of
 5 the Community Superintendents. Prior experience,
 6 23.5 years of experience in Montgomery County
 7 Public Schools and three years as a teacher in
 8 Baltimore County Public Schools.
 9 Congratulations, Dr. Myriam Yarbrough.
 10 (Applause.)
 11 CHAIRWOMAN HENN: Thank you,
 12 Dr. Williams. The next item on the agenda is the
 13 report on board policy. This is the first reader
 14 for these policies and for that I call on
 15 Mr. John Offerman, vice chair of the policy
 16 review committee.
 17 MR. OFFERMAN: Members of the Board, the
 18 policy review committee asks the Board accept
 19 this report of the committee's recommendations to
 20 amend the following policies:
 21 Policy 4006, personnel, general, medical

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1 evaluations; Policy 4202, personnel,
 2 compensation, benefits and retirement; Policy
 3 5100, employee and attendance. These policies
 4 are presented tonight as, I believe it's
 5 Exhibit F, is that correct, it is Exhibit F.
 6 They're also here for public comment prior to the
 7 final vote. Thank you.
 8 CHAIRWOMAN HENN: Thank you,
 9 Mr. Offerman. May I have a motion to accept the
 10 recommendation of the Board's policy review
 11 committee for Policies 4006, 4202 and 5100?
 12 MR. THOMAS: So moved, Thomas.
 13 CHAIRWOMAN HENN: Thank you, Mr. Thomas.
 14 No second is needed since the recommendation
 15 comes from the committee. Is there any
 16 discussion? Ms. Mack?
 17 MS. MACK: Yes, thank you. It appears
 18 that the changes, I'm talking about 4006, it
 19 appears that the changes made to the policy only
 20 speak to preemployment medical examinations and
 21 evaluations. I would like to see the policy

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1 strengthened to include language about
 2 independent medical evaluations or IMEs required
 3 when there is a discrepancy between the BCPS
 4 vendor and an existing employee's personal
 5 physician as to the status of the employee's
 6 health and ability of the employee to return to
 7 work.
 8 CHAIRWOMAN HENN: Thank you, Ms. Mack.
 9 MS. MACK: And I have a comment on 5100.
 10 CHAIRWOMAN HENN: Please go ahead.
 11 MS. MACK: The revision to Policy 5100
 12 Section 3, Item B, line 36 references attending
 13 school regularly. Attending school regularly is
 14 very nebulous and could be interpreted
 15 differently by different schools. I would like
 16 to see the policy strengthened with a more
 17 specific definition of either attendance or
 18 absence, or both.
 19 CHAIRWOMAN HENN: Thank you. Board
 20 members, any other comments or questions? May I
 21 have a rollcall vote please?

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1 MS. GOVER: Ms. Rowe? Ms. Causey?
 2 MS. CAUSEY: No.
 3 MS. GOVER: Ms. Mack?
 4 MS. MACK: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Ms. Pasteur?
 8 VICE CHAIR PASTEUR: Yes.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: Yes.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: Yes.
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Henn?
 18 CHAIRWOMAN HENN: Yes.
 19 MS. GOVER: Thank you.
 20 CHAIRWOMAN HENN: Thank you, the motion
 21 carries.

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1 Our next item is public comment. This
 2 is one of the opportunities the Board provides to
 3 hear the views and receive the advice of
 4 community members. The members of the Board
 5 appreciate hearing from interested citizens. As
 6 appropriate, we will refer your concerns to the
 7 superintendent for followup by his staff.
 8 The Board of Education will conduct the
 9 public comment portion of the meeting by allowing
 10 those who registered to speak to attend in
 11 person. Registration was open to the public one
 12 week prior to tonight's board meeting and was
 13 closed at three p.m. yesterday for anyone wishing
 14 to speak at this evening's meeting. Board
 15 practice limits to ten the number of speakers at
 16 a regularly scheduled board meeting. Speakers
 17 are selected randomly using an electronic
 18 selection process from all registrations received
 19 within the designated timeframe. Each speaker is
 20 allowed three minutes to address the Board. Of
 21 course if fewer than ten registrations are

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1 received, all who registered will be permitted to
 2 speak. However, no speaker substitutions will be
 3 allowed.
 4 While we encourage public input on
 5 policy, programs and practices within the purview
 6 of this Board and this school system, this is not
 7 the proper forum to address specific student or
 8 employee matters, or to comment on matters that
 9 do not relate to public education in Baltimore
 10 County. We encourage everyone to utilize
 11 existing dispute resolution processes as
 12 appropriate. I remind everyone that
 13 inappropriate personal remarks or other behavior
 14 that disrupts or interferes with the conduct of
 15 this meeting are out of order.
 16 I ask speakers to observe the
 17 three-minute clock, which will let you know when
 18 your time is up. Please conclude your remarks
 19 when you hear the tone or see that time has
 20 expired. The microphone will be turned off at
 21 the end of your time, and it could be turned off

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1 if a speaker addresses specific student or
 2 employee matters, or is commenting on matters not
 3 related to public education in Baltimore County.
 4 If not selected the public may submit
 5 their comments to the board members via email at
 6 boe@bcps.org. More information is provided on
 7 the Board's website at bcps.org under board of
 8 education, participation by the public.
 9 It is the practice of this Board to
 10 allow elected officials to provide their comments
 11 to the Board. First to speak is Ms. Jennifer
 12 Lynch on behalf of County Executive Olzewski.
 13 Good evening, Dr. Lynch.
 14 DR. LYNCH: Superintendent, Chairwoman
 15 Henn, Vice Chairwoman Pasteur and the Board, it
 16 is a pleasure to speak to you tonight. I have a
 17 letter from County Executive Olzewski who could
 18 not be here in person, so as I read the letter I
 19 need you to pretend that I am six-four and the
 20 county executive.
 21 Madam Chair and members of the Board:

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1 As a former student member of the Board of
 2 Education of Baltimore County and current parent
 3 of a BCPS student, I believe that effective
 4 education systems understand that education is
 5 not something to be done to students but in
 6 thoughtful collaboration with students. Our
 7 children provide critical insight into the
 8 learning experience and provide firsthand
 9 knowledge about how decisions made by education
 10 leaders impact students health, wellness and
 11 learning.
 12 Student-centered learning requires an
 13 actionable commitment to integrating student
 14 voice in all decisions, beginning in the
 15 boardroom. Today's students are more engaged and
 16 informed than ever before. Young people are
 17 leading the way in civil advocacy and business
 18 innovation. Right here in Baltimore County
 19 former student members of the Board have served
 20 their community as military and civil servants,
 21 business leaders, and yes, even county executive.

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1 Our students stay connected to the world around
 2 them and show genuine concern for their
 3 community. The BCPS student members of the Board
 4 have consistently demonstrated the ability to
 5 grasp complex concepts and make informed
 6 decisions that center student learning and
 7 wellness. Student members of the Board have a
 8 proven track record of exhibiting prudence and
 9 responsibility when voting on contracts and other
 10 systemwide issues that impact the budget and
 11 general operating procedures. I have full
 12 confidence that students can and will apply the
 13 same thoughtful deliberation to all voting
 14 issues.

15 As a former member, I know and trust the
 16 ability of our students to select a
 17 representative who is capable of understanding
 18 the issues at hand and making difficult
 19 decisions. Students deserve to have their voices
 20 heard and their votes fully integrated into the
 21 decision making process. For these reasons, I

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1 encourage the Baltimore County Board of Education
 2 to consider supporting the expansion of voting
 3 rights to the current and future student members
 4 of the Board.

5 Sincerely, John Olzewski Junior,
 6 Baltimore County Executive. Thank you.

7 CHAIRWOMAN HENN: Thank you, Dr. Lynch.
 8 Our next speaker is Delegate Lisa Belcastro.
 9 Good evening.

10 DELEGATE BELCASTRO: Good evening,
 11 Superintendent Williams, Chair Henn, Vice Chair
 12 Pasteur, members of the Board, and a special
 13 shout out to the student member of the Board
 14 Mr. Thomas.

15 I want to start off by thanking each of
 16 you. It is certainly a difficult time to be a
 17 school board member and a superintendent. Thank
 18 you for your service to the students and teachers
 19 in our county during this time of uncertainty.

20 For the record, my name is Delegate Lisa
 21 Belcastro and I have the honor of representing

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1 Maryland's 11th District in the House of
 2 Delegates. In addition to serving in the
 3 legislature I also serve as a Maryland public
 4 schoolteacher and like many teachers across the
 5 state, we are excited, we are energized by the
 6 passage of the Blueprint for Maryland's Future
 7 and what it will do to increase access to early
 8 childhood education, elevate the teaching
 9 profession, focus on equity, and increase career
 10 and technical education opportunities.

11 I want to use my time tonight to focus
 12 on that last component, CTE. Tonight the Board
 13 will be presented with the FY-23 county capital
 14 budget request and in that request you will see
 15 an ask for funding to study the feasibility of a
 16 CTE school in the northwest area of Baltimore
 17 County. As you continue your important work of
 18 preparing the 2023 budget request, I ask that you
 19 maintain the request and the priority order of
 20 the northwest area CTE study. Due to the current
 21 locations and magnet program requirements,

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1 there's a hole that exists in the northwest area
 2 in accessing CTE programming. If we're going to
 3 realize the full promise of the Blueprint for all
 4 students here in Baltimore County, we must invest
 5 and explore pathways to bring high quality and
 6 barrier free CTE to the northwest region of the
 7 school system.

8 I want to thank Vice Chair Ms. Pasteur,
 9 who has been a leader in our area in helping to
 10 craft the vision for increased CTE opportunities
 11 in the northwest area of Baltimore County. A few
 12 years ago there was a northwest area task force
 13 that studied this idea of CTE and what it should
 14 look like in our area. Through that work of the
 15 task force, the need and community support for
 16 increased access to CTE programming for our area
 17 was realized.

18 So in closing, I ask again that you
 19 maintain the request and priority order of the
 20 northwest area CTE study in the FY-23 capital
 21 budget request. Doing so will move us closer to

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1 bringing high skilled, high wage and in demand
 2 career training opportunities to an area of the
 3 county that truly needs it. Thank you for the
 4 opportunity to testify tonight and I hope that
 5 you all stay safe and well, and have a good
 6 holiday. Have a good night.

7 CHAIRWOMAN HENN: Thank you. Our next
 8 speaker is Dana Stein, is Delegate Stein with us?
 9 No? Thank you.

10 Delegate Eric Ebersole, good evening.

11 DELEGATE EBERSOLE: Thank you, Madam
 12 Chair, Madam Vice Chair, Mr. Superintendent for
 13 the opportunity, and the entire Board for the
 14 opportunity to testify in front of you this
 15 evening. I've come before you before to
 16 compliment your excellent work. A couple of
 17 months ago I talked about your advocacy on
 18 masking and I certainly appreciated your clear
 19 thinking on that. I will say that as a member of
 20 the Board, as members of the Board I really honor
 21 your decision making, but that applies to all

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1 members of the Board, so I come before you
 2 tonight to talk about advocacy for the student
 3 member of the Board and their voting privileges.

4 In fact, as a public schoolteacher of
 5 over 35 years and a member of, citizen of
 6 Baltimore County for my entire life, I have not
 7 encountered since the student members of the
 8 board have been around a student member who is
 9 not incredibly hard working and incredibly
 10 prepared in every situation in which I've
 11 interacted with them. There's a reason for that.

12 It has to do with the fact that students
 13 because they're young, there's often a natural
 14 bias against them because people assume they
 15 don't have the maturity or the ability to think
 16 things through as clearly. Students who run for
 17 member of the board don't fall under that
 18 category and they work extra hard to establish
 19 their credibility to overcome that. And my
 20 interactions with Christian are no exception to
 21 that at this particular point, and I don't expect

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1 one in the future.

2 To that end, there has been legislation
 3 introduced in 2020, it suffered from COVID like
 4 so many things do, it didn't pass, but that was
 5 introduced by the delegation chair, Delegate
 6 Young, to extend the student member's voting
 7 rights to include operating and capital budget
 8 items. And I think there's a reason for that.
 9 If you are allowed to vote on policy but you
 10 can't vote on the budget to back it up, then
 11 policy with no budget behind it is often no
 12 policy at all, and so if the student member is
 13 allowed to vote on that, and I believe they
 14 should be, they also should be included in votes
 15 on money issues at the same time.

16 There is legislation pending here and
 17 there, we don't have an exact clear picture of it
 18 yet because we have to wait until session begins
 19 for statewide legislation to this effect, as well
 20 as local legislation to this effect. It's my
 21 understanding tonight you're going to set up some

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1 of your legislative priorities. I would
 2 encourage you to include this matter in your
 3 legislative priorities because I think the time
 4 has come, and I appreciate your time. Thank you
 5 very much.

6 CHAIRWOMAN HENN: Thank you. All right.
 7 Delegate Stein, is he with us? Good evening,
 8 Delegate Stein, welcome.

9 DELEGATE STEIN: Good evening, Madam
 10 Chair, members of the School Board and
 11 Dr. Williams. My name is Delegate Dana Stein, I
 12 represent District 11, I've been in the House of
 13 Delegates since 2007, and I'm here to urge the
 14 Board to approve Section L in the county capital
 15 budget request, for a feasibility study of a
 16 northwest area CTE center. As I mentioned, I've
 17 had the opportunity to represent District 11 for
 18 14 years, and for many years it's been apparent
 19 that students in the northwest area need more CTE
 20 opportunities. That's why four years ago the
 21 school system convened the northwest area career

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1 technology task force to make recommendations on
 2 establishing new CTE programs in the northwest
 3 area. The task force had strong community
 4 recommendation and support.

5 A year later the task force made a
 6 series of detailed recommendations.

7 Unfortunately these recommendations have not been
 8 acted on, at least until now, so that's why I'm
 9 very pleased that the school system is
 10 recommending a feasibility study in the capital
 11 budget request. This is an issue of opportunity
 12 and equity for students and the time is now for
 13 this project to move forward. Thank you.

14 CHAIRWOMAN HENN: Thank you.

15 I now call on our advisory and
 16 stakeholder group leaders to speak. Our first
 17 speaker is Marlena Pearsell with the Southwest
 18 Area Advisory Council. Good evening.

19 MS. PEARSELL: Good evening,
 20 Superintendent Williams, Board Chair, members,
 21 thank you for the opportunity. For the record, I

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1 am Marlena Collington Pearsell, I am the chair of
 2 the Southwest Education Advisory Council, and I'm
 3 just bringing you a report for the month of
 4 December.

5 This year we have managed to continue
 6 meeting monthly on the second Monday of each
 7 month via Zoom, that is virtually, and we have
 8 had a well attended meeting for November and
 9 December. Specifically this December, we had a
 10 joint meeting with the Northwest Area Education
 11 Advisory Council and that meeting was, the topic
 12 was the facilities uses. And I just wanted to
 13 reiterate that we are doing more joint meetings
 14 to show the collaboration and the unity amongst
 15 all. Our next meeting, the second Monday in
 16 January, will be a collaboration of northwest,
 17 central and southwest. I encourage each and
 18 every stakeholder community member to attend as
 19 well as board members. That meeting topic is
 20 education -- sorry, parental involvement, and
 21 parental involvement is why I'm here today.

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1 Dr. Williams, you addressed in one of
 2 your newsletters four questions, and I took those
 3 questions very seriously, I made a Google doc and
 4 that Google doc was presented to the members at
 5 our last meeting, and I have some feedback.

6 The first question you asked is what is
 7 going well, and I'm here to say that many people
 8 said that the communication of schools, from the
 9 schools and the school system, that was something
 10 they documented. And they also said that due to
 11 the change that students are taking more risks,
 12 and they are adapting to the challenges
 13 presented.

14 The next question you asked was what are
 15 opportunities for improvement? I have a whole
 16 pocket list for that, but I'll just summarize to
 17 say that the improvements are, specifically in
 18 the southwest area, behavior issues, bullying,
 19 fights, we are all noteworthy on all those and we
 20 want to make sure that our parents are involved
 21 in that, so we are taking heed.

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1 The next question was what are we
 2 thankful for. Well, one quote, that I am
 3 thankful for the dedication of our
 4 administrators, teachers, paraprofessionals,
 5 instructional assistants, secretaries, custodians
 6 and school leaders. In these uncertain times we
 7 know that inequities exist but we are thankful
 8 for the work that you have put forth.

9 And the last question was what should we
 10 celebrate. We're celebrating you tonight, thank
 11 you for your leadership, thank you all for the
 12 attention --

13 (Microphone turned off.)

14 I'll email you the rest.

15 CHAIRWOMAN HENN: Thank you. Our next
 16 speaker is Roah Hassan. Good evening, welcome.

17 MS. HASSAN: Good evening, Chairwoman
 18 Henn, Vice Chair Pasteur and members of the BCPS
 19 Board of Education. My name is Roah Hassan, I'm
 20 a junior at Perry Hall High School, and I'm once
 21 again immensely grateful to be in this boardroom

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1 speaking to each of you on a topic that must
 2 never diminish, the power and the necessity of
 3 student representation. Today you will vote on
 4 the voting rights of the student member of the
 5 Board of Education. The SMOB currently has a
 6 partial vote within their position and before I
 7 tell you why the SMOB vote is essential, I would
 8 like to read to you a series of comments from
 9 students across Baltimore County that were shared
 10 last Saturday at a youth-led rally for local
 11 racial justice.

12 I want us to think about the kids who
 13 aren't here, who feel like they don't have power,
 14 who feel like their voices don't matter. There's
 15 an idea of young people that a lot of older
 16 people hold that we're apathetic and we don't
 17 deserve voices. We are people and we don't know
 18 why we aren't treated equally. It is extremely
 19 powerful to be able to take your own experience
 20 and think about it in the larger context of other
 21 people. It's also the type of empathy that you

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1 don't see, especially in our school system. Our
 2 system is built to silence us.

3 This is what the student voice is about,
 4 fighting for every single young person. That is
 5 what the SMOB does and that is what I ask you to
 6 do today and every single day inside and outside
 7 of this Board of Education. These students, all
 8 students are invaluable. We deserve
 9 representation in every single decision made on
 10 this Board of Education because every single
 11 decision made right here in this room, especially
 12 the most difficult ones to make, are going to
 13 impact all of our students. We are not simply
 14 children who are unaware of complex phenomena and
 15 it is naive to make such an assumption.

16 The student member of the Board and
 17 every SMOB henceforth is more than capable of
 18 making these decisions and of seeking knowledge
 19 and justice. Their experiences must translate to
 20 a vote, to a voice of action and change. Your
 21 actions must translate to a component of the same

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1 voice and I implore you to fight from a place of
 2 equity. Fight as many of you have been. None of
 3 these topics are exclusively adult discussions,
 4 there must be a discussion for and with young
 5 people.

6 The students are upset, we are angry, we
 7 are passionate, but we are not surprised at your
 8 suppression of student representation. I can
 9 guarantee you we are cognizant and actively aware
 10 of our system. By not providing a vote to the
 11 students in every area of decision making you are
 12 belittling the knowledge, work and wisdom of the
 13 SMOB. You're diminishing the student voice yet
 14 again. We the students deserve a vote on the
 15 budget, deserve a vote on school openings,
 16 closings and boundaries, deserve a vote in
 17 collective bargaining, and deserve a vote in the
 18 discipline and discharge of school system
 19 employees.

20 The student part of SMOB does not make
 21 them less qualified, it makes them even more so,

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1 and they need to be a member of this Board. I
 2 ask you to hear the students voices that are
 3 invaluable and the most important voices in every
 4 single educational decision. The student voice
 5 is unwavering and clear. We collectively want
 6 and need adequate reputation. Thank you,
 7 Christian, for amplifying our voices, and I ask
 8 all of you to do the same. Thank you.

9 CHAIRWOMAN HENN: Thank you. Next is
 10 general public comment and our first speaker is
 11 Susan Ellerbee. Good evening.

12 DR. ELMENDORF: My name is Susan
 13 Ellerbee and I am a proud parent of a high
 14 schooler in Baltimore County Public Schools as
 15 well as a teacher in the Baltimore County Public
 16 Schools, and I am here this evening with no notes
 17 because I'm living this every day.

18 I am asking for the Board to consider
 19 Baltimore County Public Schools going completely
 20 virtual for the first two weeks of the new year
 21 following the winter break, to return to full

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1 in-person learning Tuesday, January 18th, after
 2 the national King holiday. I am asking for this
 3 because as a teacher, we have been faced with
 4 concern after Thanksgiving that you see every
 5 single day on the news. And if we're going by
 6 the county and the state, we already have our
 7 high officials that were diagnosed with COVID
 8 even after being vaccinated. As a teacher we're
 9 tired, we are exhausted, because for some reason
 10 people believe that COVID has just hit students
 11 and not teachers.

12 As a parent with a high schooler, I send
 13 her on a crowded bus every day with students who
 14 are on the bus that parents have sent them to
 15 school with temperatures over 101 degrees only to
 16 tell their student not to say anything, until
 17 they have to call the nurse because they are ill.
 18 I come to you today to ask for this. It makes
 19 sense. Is it a cure all, absolutely not, but it
 20 will help keep the rates down from people
 21 returning back from the holidays so that they can

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1 be able to be in self quarantine for two weeks.

2 I'm not saying a day off, I'm saying
 3 virtual learning. I'm saying we continue five
 4 days a week for those two weeks, so that we can
 5 give individuals a chance to self quarantine, so
 6 that they can be able to sit back and visit with
 7 their families, because we know they are, and
 8 keep in mind that the Christmas vacation, or the
 9 holiday vacation is a lot longer than
 10 Thanksgiving. So we have people that are leaving
 11 the state, that are going with relatives and they
 12 need to be in quarantine during this time.

13 I ask you to consider this for all of
 14 us. I'm not just here for my health, I'm here
 15 for the entire Baltimore County's health. And as
 16 a teacher every day having to live with students
 17 being in and out and having us have to deal with
 18 students that we know have been sick, and they
 19 cannot tell us of course for privacy reasons, we
 20 have to just assume. We live with it every day.
 21 I'm not 21, I'm in good health, but we know as

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1 well as everyone that no matter what you're
 2 doing, this virus is affecting all of us. Please
 3 consider the virtual learning for the beginning
 4 of the year. Thank you very much.

5 CHAIRWOMAN HENN: Thank you. Our next
 6 speaker is Amy Adams. Good evening.

7 MS. ADAMS: First I want to wish you all
 8 a very happy holiday, I hope that you all have
 9 some quality time with family over the break.
 10 Also, it was very nice to have a lot of the
 11 materials published to BoardDocs tonight before
 12 the meeting.

13 I am here to speak to you as a parent
 14 and a representative of a group of parents with
 15 the Baltimore County Parent Student Coalition.
 16 We're hearing conflicting messages from your
 17 office about keeping schools open for in-person
 18 learning. We understand that part of the issue
 19 is staffing, just having enough adults in the
 20 building to keep them open. All organizations
 21 are struggling to find qualified resources but

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1 they're doing everything in their power to find
 2 solutions to remain open. Can you offer
 3 additional incentives to staff to stay open?

4 How are Maryland's kids receiving a free
 5 and appropriate education, especially the special
 6 needs kids if we revert to virtual school?
 7 Compensatory services haven't started yet and we
 8 are well into the second quarter. The whole
 9 country is dealing with a teacher shortage and
 10 the same issues from COVID, but Maryland once
 11 again sees it as a viable and I' afraid perhaps a
 12 preferred option to go virtual. Have we learned
 13 nothing?

14 Children attended school in person and
 15 many without mask mandates throughout the
 16 pandemic in the U.S. and throughout Europe. To
 17 keep schools open for in-person learning, after
 18 school tutoring, clubs and sports are also
 19 extremely important for the kids.

20 Next, we appreciate the community
 21 meetings to provide more insight on how BCPS is

<p style="text-align: right;">Page 42</p> <p>1 addressing the safety issues and violence in our 2 schools. However, the community was expecting 3 much more detail into how BCPS is pivoting and 4 reacting to the uptick in disruptions in schools, 5 and less of an overview of current practices and 6 policies. If the current practices and policies 7 were effective, we likely wouldn't be 8 experiencing the safety and violence issues we 9 are right now.</p> <p>10 Also during the update on the efficiency 11 and effectiveness review, can someone elaborate 12 on why the report says the enrollment was 109,000 13 as of September 2020, but the most recent updates 14 for the enrollment reports state that it was 15 111,000 for September 2020? If the number was 16 wrong for 2020, how do we know it's correct now?</p> <p>17 Finally, I look forward to the 18 presentation of data about quarter one academic 19 results. I had hoped it would include quarter 20 grades, MAP results, ready to read screening. 21 Earlier this month some Maryland State Board of</p>	<p style="text-align: right;">Page 44</p> <p>1 students, and my heart's breaking so much because 2 so much has happened this past week. I'm asking 3 for you guys to please stay open, please be 4 courageous leaders, don't be followers of other 5 people around this area that you see trying to 6 mislead. I've seen that we need to have a 7 tolerance for teachers because it's not going 8 away. We're not a year ago, we know more now.</p> <p>9 We see this is seasonal, we see that 10 omicron is more transitional, it has an R value 11 of eight, eight people that it's going to be 12 infecting versus the original of only two. Cases 13 are spiking even in areas of high vaccination, we 14 can't stop the cases. Look at South Africa where 15 omicron first was found. 2,000 cases the week of 16 November 1st, skyrocketed to over 150,000 by 17 December 13th, but then plummeted to 24,000 this 18 past week, and the good news is there was no 19 measurable increase in deaths during that time 20 period, so we're so hopeful that omicron is not 21 as dangerous as the other ones, I'm praying.</p>
<p style="text-align: right;">Page 43</p> <p>1 Education members and the state superintendent 2 expressed a concern that the virtual kids who 3 were imbedded into the program across the state 4 are failing at higher rates during quarter one 5 compared to the children in school. Your own 6 data tonight in the Power Point shows the same, 7 and this is with grading leniency. If this was 8 not evidence enough to keep the doors open and 9 keep these kids in the building, I don't know 10 what is. Your primary role is to educate these 11 kids. By closing schools again, you're 12 endangering the most vulnerable students in our 13 community.</p> <p>14 You the Board of Education members have 15 the power to keep the schools open. Please do so 16 for our children. Thank you.</p> <p>17 CHAIRWOMAN HENN: Thank you. Our next 18 speaker is Meghan Hughes. Good evening.</p> <p>19 MS. HUGHES: Hello, Superintendent 20 Williams and members of the Board. My name is 21 Meghan Hughes, I'm the mother of three BCPS</p>	<p style="text-align: right;">Page 45</p> <p>1 The focus can't just be on vaccines. 2 We've been shown that it's been ineffective in 3 stopping transmission, especially of omicron. 4 CDC reported that approximately 80 percent of the 5 cases positive for omicron were from double and 6 triple vaccinated individuals. If the goal is to 7 stop the spread, you shouldn't have different 8 rules for vaxed versus the unvaxed.</p> <p>9 Even the BioNTech CEO in the Vaccine 10 Times said we must be aware that even triple 11 vaxed are likely to transmit the disease and it's 12 obvious we are far away from the 95 percent 13 effectiveness that we obtained against the 14 initial virus. And the Lancet, a well-known 15 scientific journal said as it still continues to 16 develop, clinicians and public health 17 practitioners should consider vaccinated persons 18 who become infected with SARS-CoV-2 to be no less 19 protected that unvaccinated persons. It's 20 discriminatory to treat vaxed and unvaxed 21 individuals differently from a COVID mitigation</p>

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1 standpoint.

2 We need to move away from fear and move

3 towards treatment. We can improve our immune

4 system by taking things like vitamin C,

5 vitamin D. There's many studies showing how low

6 vitamin D is associated with an increased risk of

7 adverse outcomes from COVID. 70 percent

8 potentially of Americans is low in vitamin D, get

9 your vitamin D level checked. Taking Quercetin,

10 which helps get zinc into cells and impairs

11 application of rNA viruses.

12 Monoclonal antibodies. I can speak from

13 personal, I have a family member that got it,

14 doubly vaxed, 72 years old, cardiovascular

15 issues. Got monoclonal antibodies, 24 hours of

16 pain, feeling better, so that's a good thing.

17 Other treatments are showing promise

18 too, I could go into details, it's something I'm

19 super passionate about, but we don't have time to

20 talk about that, I would love to share.

21 Ultimately we need to stay open because

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1 of mental health. Per CDC, a 50 percent increase

2 in ER visits for attempted suicide and they

3 continue to grow since March of 2021. My child's

4 classmate from West Point had a child that was my

5 son's age that committed suicide last year, I'm

6 deeply passionate about this. Social and

7 emotional stunting of growth and being home for

8 nearly one-and-a-half years, they are just

9 getting back into routines. They can't close the

10 schools again.

11 Academic loss, I've spoken ad nauseam

12 about this previously but it just personally

13 hurts our children. Also, I was home with my

14 kids, I made school thrilling, multiplication

15 tables with my kids, I have that privilege. I

16 feel very thankful for that, but I know not

17 everyone has those supports at home like my

18 children do, so I'm asking for those kids, those

19 with IEPs, to keep the schools open.

20 CHAIRMAN HENN: Thank you. Our next

21 speaker is Mohammad Jameel. Good evening.

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1 DR. JAMEEL: I'm blessed to have a wife

2 like that. Peace and blessings to everyone

3 present and all of you. Religious holidays are

4 upon us. Your heart grows when you see the eyes

5 of children, they gleam with delight.

6 Family is the nucleus of the

7 civilization. Denser the nucleus, stronger the

8 atom. An atom that has weaker electrons becomes

9 free radical, which alters the chemical

10 structure. Children are part of the family

11 nucleus. They need bonding with each other, else

12 they become free radicals and upset the peace and

13 order of a society. They need family to be

14 nurtured in moral, civil, psychological,

15 emotional and spiritual values. Celebrations of

16 holy days with families and friends is a very

17 essential part of bonding and education.

18 This year has been ruled by COVID. It

19 did make us to rethink, reevaluate and

20 contemplate our way of life, our relationships

21 with each other, and the importance of family and

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1 the loved ones. My wife is a devout Catholic who

2 religiously observes, no pun intended, Easter and

3 Christmas, but never for ten or 12 days each.

4 For your information, Eid-al-Fitr is celebrated

5 for three days, Eid-al-Ahad four days, and New

6 Year one day.

7 Our struggle and advocacy for closing

8 schools on the Muslim holidays does not mean just

9 an exercise. We appreciate your approval of at

10 least one day for Eid-al-Fitr. You listened,

11 honored and worked hard. We thank you. May you

12 all and your families have a healthy, happy and

13 prosperous day every day, today, tomorrow and all

14 year. Thank you very much.

15 CHAIRWOMAN HENN: Thank you. Next we

16 have Lloyd Allen. Good evening.

17 MS. ALLEN: Good evening, Chair Henn,

18 Vice Chair Pasteur, Dr. Williams, members of the

19 Board, happy solstice. When last we met I did

20 not realize that I would immediately be followed

21 by a superintendent's report indicating that

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1 principals had also indicated social workers,
 2 psychologists and other related personnel as
 3 priorities for next year's budget. A budget is a
 4 statement of values and I look forward to next
 5 month's budget-related activities. Next month's
 6 budget helps us visualize what next year looks
 7 like. We plan the work and then we work the
 8 plan.

9 The reason for the focus on SEL is that
 10 our core mission is to educate. Maslow's
 11 hierarchy indicates that learning requires
 12 safety, and the most basic type of safety is
 13 physical safety. I don't have access to
 14 aggregate data like you do but last Friday and
 15 this week feel like they have lower attendance
 16 than the same week before holidays in prior
 17 years. Can that be attributed to feelings about
 18 safety?

19 I respect your bravery in modeling your
 20 expectations for us by meeting in person and with
 21 physical proximity. I imagine that you are well

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1 informed on the current COVID-19 metrics and
 2 their implications. I appreciate the fact that
 3 we continue to report metrics. We know that
 4 we're in the red zone and we have been there
 5 since about Thanksgiving. The original safety as
 6 our true north document had various actions tied
 7 to the different color coded thresholds. Knowing
 8 what actions are implied by being in the red zone
 9 or some other metric will be helpful information.
 10 We need to know the plan to plan the work and
 11 then we'll work the plan.

12 I gave a brief nod to school nurses in
 13 my prior remarks. Although it's great that we
 14 have staffing for a school nurse for each school
 15 building, I wonder whether this is sufficient for
 16 the current times. I'm grateful that we're told
 17 that the Baltimore County Department of Health is
 18 stepping up to give school nurses an assist, but
 19 I notice that they are still spending long hours
 20 after each school day catching up on the day's
 21 contact tracing. And a symptomatically positive

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1 student may be masked in class, but lunch is
 2 still a thing, and it's really cold outside where
 3 they had been eating.

4 I have to wonder about canceling coach
 5 class by keeping athletics. Since it seems as if
 6 we're plugging ahead with physical schooling, I
 7 wonder whether there's a way to apply the
 8 strategies that allow athletics to continue to
 9 nonathletic items such as academic supports,
 10 coach class. The response needs to be done in a
 11 way that does not add a single task to the plates
 12 of school nurses, who are already stretched
 13 beyond the bounds of their job description.

14 Finally, as we all model resilience, I'm
 15 sure that we as a system will move forward, or we
 16 will pivot. However, I would caution against
 17 moving forward while pivoting. Some individuals
 18 have the accommodation that requires advance
 19 notice prior to change in routine. As we look
 20 forward to recharging over the holiday, note that
 21 any change that we make needs to be internalized

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1 and digested by teachers before it can be
 2 implemented. Please endeavor to give us enough
 3 notice to visualize the week ahead so that we can
 4 be our best selves and so that we can best serve
 5 our students. We plan the work and then we work
 6 the plan. Thank you, members of the Board, and
 7 again, happy solstice as we welcome the return of
 8 the sun to the atmosphere.

9 CHAIRWOMAN HENN: Thank you. Our final
 10 speaker is Janelle Austin. Janelle Austin?
 11 Okay. That concludes our speakers, then, for
 12 general public comment. There are no speakers
 13 signed up for policy so we will move on to the
 14 next agenda item.

15 The next item on the agenda is action
 16 taken in closed session, and for that I call on
 17 Mr. Brousaides.

18 MR. BROUSAIDES: Good evening, everyone.
 19 Earlier tonight the Board met in closed session
 20 in its quasi-judicial capacity to render a
 21 decision in Case Number H.E. 22-04. Now would be

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1 an appropriate time for the Board to confirm the
 2 vote it took in closed session.
 3 CHAIRWOMAN HENN: Thank you,
 4 Mr. Brousaides. May I have a motion to approve
 5 the action taken in closed session on Hearing
 6 Examiner's Case H.E. 22-04, and authorize
 7 Ms. Gover to sign for those board members not
 8 physically present?
 9 MS. MACK: So moved, Mack.
 10 CHAIRWOMAN HENN: Thank you, Ms. Mack.
 11 Is there a second?
 12 MR. KUEHN: Second, Kuehn.
 13 CHAIRWOMAN HENN: Thank you, Mr. Kuehn.
 14 Any discussion? May I have a rollcall vote?
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Pasteur?
 20 VICE CHAIR PASTEUR: Yes.
 21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Yes.
 2 MS. GOVER: Mr. Offerman?
 3 MR. OFFERMAN: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Mr. Kuehn?
 7 MR. KUEHN: Yes.
 8 MS. GOVER: MS. Henn?
 9 CHAIRWOMAN HENN: Yes.
 10 MS. GOVER: Thank you.
 11 CHAIRWOMAN HENN: Thank you, the motion
 12 carries. Thank you, Mr. Brousaides.
 13 The next item on the agenda is the
 14 report on quarter one results, and for that I
 15 call on Dr. Wheatley-Phillip, Mr. Mustipher and
 16 Dr. Mullenax. Good evening, welcome.
 17 DR. WILLIAMS: So good evening, board
 18 members. Tonight we have more than the three
 19 mentioned that will provide some context around
 20 the first marking period. I do want to start and
 21 then I will turn it over to Dr. Wheatley-Phillip,

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1 I believe, to continue with the presentation.
 2 With we're waiting, we have
 3 Dr. Elmendorf, Dr. Zarchin, Dr. Mullenax,
 4 Principal Magness, Principal Bender, Director
 5 Mustipher, Dr. Minus, and Dr. Wheatley, who is
 6 not at the table, but with the microphone.
 7 I appreciate your patience, I know we
 8 are ahead of schedule, we will try to keep that
 9 going tonight hopefully, the team is working on
 10 it. There we go, thank you so much, yes. Next
 11 slide please.
 12 So I wanted to provide some context.
 13 Academic achievement is the current level of
 14 student progress as indicated by multiple
 15 measures, including classroom, direct and
 16 external assessments that evaluate student
 17 learning. Key elements of improving achievement
 18 include three interdependent components in the
 19 instructional core, specifically teacher
 20 knowledge and skill, student engagement and
 21 content, the instructional core, teacher

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1 knowledge and skill, student engagement, and
 2 content.
 3 The Board and school system work
 4 together to insure that we create the conditions
 5 that provide resources for student success. A
 6 true dialog about student success cannot only be
 7 about the finish line, it must also include
 8 ongoing robust discussions about the
 9 infrastructure to support and improve student
 10 outcomes. To do that we must engage in
 11 examination of the written, taught and assessed
 12 curriculum. These components come alive in
 13 schools through annual school progress planning
 14 where leadership teams define targeted work to
 15 raise achievement and prepare every student for
 16 success. All of the factors listed on this slide
 17 contribute to increases in student performance
 18 and deserve our time and attention in order to
 19 move forward.
 20 This presentation presents a snapshot of
 21 the first marking period, student progress as

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1 measured by course grades. Keep in mind that
 2 these data represent a transition to five-day
 3 in-person learning in the midst of an ongoing
 4 pandemic with persisting trauma. These data
 5 inform next steps and provide directions to
 6 school leaders as they chart their course for the
 7 remainder of the year. I'm happy to turn it over
 8 to Dr. Wheatley-Phillip. Next slide please.

9 DR. WHEATLEY-PHILLIP: Thank you,
 10 Dr. Williams. Every day BCPS educators work
 11 collaboratively to insure that students can learn
 12 in safe and supportive environments. Our goal is
 13 to raise the bar, close gaps and prepare our
 14 students for the future, and The Compass, Our
 15 Strategic Plan, serves as our guide. As
 16 educators we use data daily to inform our
 17 decision making. The purpose of this
 18 presentation is to review three indicators of
 19 student success, attendance, suspension and
 20 grades, show how the use of data informs the
 21 decisions we make, and describe the many ways in

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1 which across Team BCPS we collaborate to provide
 2 resources, supports and services.

3 The 21-22 marking period one data
 4 presented tonight will discuss student
 5 attendance, suspension and course performance
 6 through the first marking period. Attendance and
 7 suspension rates are presented at the system
 8 level by grade band and zone. Course performance
 9 data are distributed using letter grades A
 10 through E for the four core content areas,
 11 English language arts, mathematics, science and
 12 social studies. Attendance rates and course
 13 performance data for students enrolled in the
 14 BCPS virtual learning program or VLP are also
 15 included. For building principals on a regular
 16 basis, data are available through our dashboard,
 17 and those data are disaggregated by student
 18 groups and service types.

19 As Dr. Williams shared, tonight there
 20 are many members from our Team BCPS here to
 21 present what we're doing. Joining us are staff

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1 from the Division of School Support and
 2 Achievement; two of our building principals, Ms.
 3 Magness and Mr. Bender; the Office of Data
 4 Analytics; the Division of Curriculum and
 5 Instruction; the Division of School Climate and
 6 Safety.

7 On the next three slides Mr. Minus will
 8 -- Dr. Minus, excuse me -- will discuss the
 9 attendance, suspension and course performance
 10 data. Next slide please.

11 DR. MINUS: Thank you,
 12 Dr. Wheatley-Phillip, and thank you, I'm glad you
 13 got my last name, that's good enough for me. So
 14 again, good evening to everyone.

15 Studies show that students who attend
 16 school regularly are able to learn more, have
 17 fewer discipline problems, develop better study
 18 habits and are often more successful. Student
 19 attendance is a major focus point for the
 20 Maryland State Department of Education.
 21 Systemwide in the first quarter of the 2021-2022

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1 school year, students in kindergarten through
 2 grade 12 had an attendance rate of 93 percent.
 3 Among school levels, grades six through eight
 4 displayed the highest attendance rate at 94.2
 5 percent, and grades nine through 12 had the
 6 lowest attendance rate at 91.7 percent. Upon
 7 further examination of grade levels, grade six
 8 and eight had the highest attendance rates, 94.5
 9 percent and 94.2 percent respectively. Next
 10 slide please.

11 So across the school system the
 12 suspension rate for all students was
 13 approximately two percent. Students in grades
 14 six, seven and eight had the highest suspension
 15 rates. They also had the highest number of
 16 discipline referrals during the first marking
 17 period. Additionally, students receiving special
 18 education services had a higher percentage of
 19 suspensions when compared to their general
 20 education counterparts. Middle school students
 21 were suspended at a higher rate than elementary

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1 and high school students. Detailed data are
 2 available in the written report. Next slide
 3 please.
 4 While this slide provides an overview of
 5 course performance for the first marking period,
 6 it is important to note that the learning journey
 7 for students continues through the three
 8 remaining quarters of the school year. In
 9 elementary schools across all core subject areas,
 10 over 60 percent of elementary students earned a
 11 grade of A or B in the first marking period.
 12 Rates of students earning As or Bs were highest
 13 in science and social studies, where
 14 approximately three-quarters of elementary
 15 students achieved this benchmark.
 16 In middle school, approximately 60
 17 percent of middle school students earned an A or
 18 B in English, science and social studies; just
 19 over half of students earned an A or a B in
 20 mathematics in the first marking period. Where
 21 Ds or Es were earned among middle school students

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1 in these core content areas, the range was from
 2 approximately nine in science to 11 percent in
 3 English.
 4 At the high school level with the
 5 exception of mathematics, over half of all high
 6 school students in the core subject areas earned
 7 a grade of A or B in the first marking period.
 8 Just under 50 percent of math students earned an
 9 A or a B. Over 16 percent of high school
 10 students earned a D or E in English or
 11 mathematics in the first marking period.
 12 It is important to note that while some
 13 students may not have performed their best and in
 14 keeping with our expectations, we remain
 15 committed to supporting students in achieving
 16 academic success by helping them actualize their
 17 potential for improvement for the second quarter
 18 as they work to achieve course credit for the
 19 semester. In our next slide, Mr. Mustipher will
 20 describe those supports that are provided to our
 21 students and our staff.

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1 MR. MUSTIPHER: Supporting schools is
 2 the essence of the central office of Baltimore
 3 County Public Schools. The Division of School
 4 Support and Achievement works collaboratively
 5 with divisions across the school system to insure
 6 schools are receiving the support that they need.
 7 The Division of School Support and Achievement in
 8 collaboration with the Division of Research,
 9 Accountability and Assessment, the Division of
 10 Curriculum and Instruction, and the Office of
 11 School Safety as part of the Division of School
 12 Climate and Safety, supports schools with the
 13 analysis of data and identification of
 14 appropriate interventions that support the
 15 advancement of student achievement, increase in
 16 attendance, and establish safe and secure school
 17 climate.
 18 I will now transition to our wonderful
 19 principal, Mr. Steve Bender. Next slide please.
 20 MR. BENDER: Schools review attendance
 21 data daily to insure a deeper presence with the

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1 high quality instruction. Parents are provided
 2 with daily communication about their child's
 3 absences via school messenger. Teachers utilize
 4 attendance data to communicate with families
 5 around gaps that are created because of
 6 attendance concerns. In addition, teachers rely
 7 on makeup work, instructional source material,
 8 tutoring, and resources when a child is absent
 9 from school. School-based attendance teams are
 10 created at each school to review data and
 11 implement various interventions. System supports
 12 such as pupil personnel workers serve as a
 13 resource to schools and families to improve
 14 student attendance. Attendance teams also
 15 provide parents and guardians with resources to
 16 help improve their child's attendance. As age
 17 appropriate, students are part of the team that
 18 identifies strategies to support positive
 19 attendance. Positive student attendance is
 20 recognized through attendance awards, incentives,
 21 family recognition of improved or continued high

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1 attendance rates, and other school or student
 2 recognition.

3 DR. WILLIAMS: Can we go to the next
 4 slide, and one more, next slide please. Thank
 5 you.

6 MR. BENDER: Using data provided to
 7 schools through the performance matters,
 8 principals facilitate data analysis through the
 9 plan to study cycle of continuous improvement.
 10 Once the data is disaggregated, school-based
 11 leaders work to identify necessary interventions
 12 and focused high quality professional learning
 13 opportunities to increase teacher effectiveness
 14 and as a result, increase student achievement.
 15 School-based leaders and staff participate in
 16 professional learning to build their capacity
 17 around topics such as curriculum implementation,
 18 data literacy and family engagement.

19 The BCPS grading and reporting handbook
 20 is available to all school staff. Changes in
 21 processes or procedures are highlighted by

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1 administrators for teachers at the start of each
 2 school year. Throughout each quarter, student
 3 performance and grades are monitored by both
 4 teachers and administrators. Due to
 5 disaggregation of data, schools are able to
 6 individualize instruction pathways to meet the
 7 needs of all student groups.

8 Students demonstrating a need for
 9 enriched learning opportunities are provided with
 10 advanced pathways through teacher-created
 11 extension opportunities, advanced academics, Head
 12 and Shoulder, honors or GT course enrollment,
 13 dual enrollment programs, and advanced placement
 14 courses. Students who may demonstrate a need for
 15 you instructional supports or acceleration are
 16 provided with differentiated learning
 17 opportunities inside and outside of the
 18 classroom. Enrollment in extended day learning
 19 programs before or after school, tutoring,
 20 Saturday school, and credit recovery programs are
 21 just a few of the supports offered.

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1 I will now turn this over to Principal
 2 Magness.

3 MS. MAGNESS: Thank you, Mr. Bender.
 4 Schools create a variety of opportunities to
 5 celebrate the success of their students,
 6 including awards assemblies, National Honor
 7 Society and Junior National Honor Society,
 8 because we are committed to communicating and
 9 engaging with our community and families.
 10 Schools utilize virtual and face-to-face
 11 opportunities to partner with parents to
 12 celebrate and improve student achievement. These
 13 opportunities include parent guardian-teacher
 14 conferences, school newsletters, phone calls,
 15 emails, texts, access to Focus and curricular
 16 materials that are focused on our children's
 17 individual needs. Parents are encouraged to
 18 utilize the Focus parent portal to monitor
 19 student grades and to communicate with teachers.
 20 Next slide please.
 21 Baltimore County Public Schools is

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1 committed to fostering safe, secure and
 2 supportive learning and working environments in
 3 which students and staff have the resources and
 4 supports necessary to succeed. This is
 5 accomplished by continuously improving safety and
 6 security measures in all schools, expanding
 7 available social-emotional supports, engaging
 8 students and staff in activities that promote
 9 positive school climate, and encouraging
 10 relationships that are mutually respectful and
 11 supportive. Safe and secure environments are
 12 essential to student achievement. The BCPS
 13 student handbook is reviewed with every student
 14 in the beginning of every school year with
 15 electronic copies available through school and
 16 system websites. In addition, through the
 17 analysis of student achievement data alongside
 18 suspension and referral data, school leaders in
 19 collaboration with school-based educator
 20 councils, staff and students devise plans that
 21 support positive student behaviors. Positive

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1 student behavior is recognized through TDIF
 2 incentives, positive phone calls home, classroom
 3 or school-based assessments and more. Positive
 4 behavior plans are created in conjunction with
 5 the Office of School Safety, school counseling
 6 and school social work services and MTSS.
 7 Student support teams may be helped to provide
 8 opportunities for schools and families to work
 9 collaboratively to identify appropriate resources
 10 and supports. In addition, to be an integral
 11 member of the support team process, students are
 12 valued stakeholders in the development of school
 13 wide positive behavior plans, as noted in our
 14 BCPS students handbook. At the school level
 15 administrators develop their own procedures for
 16 creating a safe and orderly learning environment.
 17 However, these procedures are aligned with the
 18 BCPS code for student conduct.
 19 School-based administrators have the
 20 autonomy to implement intervention supports and
 21 disciplinary measures identified in the BCPS

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1 student handbook in alignment with individual
 2 students or school needs. I'll now turn it over
 3 to Dr. Mullenax. Next slide please.
 4 DR. MULLENAX: Can you go back one slide
 5 please? Thank you.
 6 After we've returned from winter break
 7 and continued through the second quarter of the
 8 school year, school administrators will review
 9 school-wide systems of structures, procedures and
 10 expectations, including the BCPS student
 11 handbook, to insure a smooth transition back into
 12 the school building. Review of essential
 13 components of the grading reporting handbook will
 14 occur as teachers prepare to end the second
 15 quarter report cards. School teams will continue
 16 to facilitate data analysis through the planned
 17 use study act cycle of continuous improvement.
 18 Parents and students are encouraged to review the
 19 grading reporting handbook, the BCPS student
 20 handbook and their school code of conduct prior
 21 to returning after the winter break. This is

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1 also a great opportunity for parents to
 2 communicate with teachers about student
 3 behavioral and academic progress.
 4 Again, school support is the centerpiece
 5 of Baltimore County Public Schools. The Division
 6 of School Support and Achievement and executive
 7 directors will continue to support schools based
 8 upon analysis of data to insure we are providing
 9 differentiated support to each school, center and
 10 program.
 11 On the next slide Dr. Zarchin will
 12 describe the proactive supports and practices
 13 provided. Next slide please.
 14 DR. ZARCHIN: Thank you, Dr. Mullenax.
 15 Staff from the Division of School Climate and
 16 Safety work to coordinate multiple systemwide
 17 initiatives that support health and safety,
 18 social-emotional and academic growth of the
 19 students. We have expanded social-emotional
 20 supports, engaged staff in positive behavior
 21 planning, provided guidance for navigating the

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1 COVID-19 pandemic, worked to engage students in
 2 learning, and partnered with other divisions as
 3 well as external agencies to address student
 4 wellness, resilience and safety. Together we
 5 work collaboratively to strengthen school climate
 6 and culture through the following: Preventive
 7 supports and practices, timely interventions,
 8 logical consequences and restorative practices.
 9 Next slide please.
 10 Our work to provide preventative
 11 supports, restorative learning and logical
 12 consequences are critical to the growth and
 13 positive development of our students. The
 14 resources, supports and interventions are tiered
 15 to address the needs of all students, small
 16 groups of students and individual students.
 17 Tier one supports are designed for all
 18 students and are often preventative and proactive
 19 in nature. Some examples of tier one supports
 20 include lesson planning, relationship and
 21 community building, positive behavior

<p style="text-align: right;">Page 74</p> <p>1 instructional supports, social-emotional learning 2 and trauma-informed practices.</p> <p>3 Tier two supports address small groups 4 of students and include evidence-based small 5 groups for students, small group counseling are 6 two examples.</p> <p>7 Tier three supports focus on individual 8 students and include evidence-based interventions 9 for students, progress monitoring and behavioral 10 support planning at an individual level.</p> <p>11 Across supports and practices, 12 professional learning communities are essential 13 to the academic success and personal development 14 of our students. We strive to engage students in 15 positive learning environments while providing a 16 wide range of supports to build resilience and 17 skills to navigate both successes and challenges 18 along the way.</p> <p>19 In our next slide Dr. Elmendorf will 20 discuss first marking period metrics as it 21 relates to our virtual learning program. Next</p>	<p style="text-align: right;">Page 76</p> <p>1 Dr. Minus presented earlier in the presentation 2 include data from the BCPS virtual learning 3 program. On this slide, however, we separate 4 these data for your review. In elementary across 5 all core subject areas over 49 percent of 6 elementary students earned a grade of A or B in 7 the first marking period in English language 8 arts, over 44 percent earned a grade of A or B in 9 mathematics and over 37 percent earned an A or B 10 in science or social studies. Fewer than 17 11 percent earned an E in the core content areas of 12 English language arts and mathematics, fewer than 13 37 percent earned an E in social studies and 14 fewer than 24 percent earned an E in science. 15 The percentage of students earning As and Bs were 16 highest in English language arts and mathematics, 17 where more than 44 percent of elementary students 18 achieved this benchmark.</p> <p>19 In middle school nearly 50 percent of 20 middle school students earned an A or a B in 21 science, over 52 percent earned an A or B in</p>
<p style="text-align: right;">Page 75</p> <p>1 slide please.</p> <p>2 DR. ELMENDORF: Thank you, Dr. Zarchin. 3 While the data that were previously shared 4 includes students in the VLP, the following 5 information represents a drill down of data 6 specific to the virtual learning program. 7 Currently there are 3,144 students enrolled in 8 VLP. In the first marking period the VLP middle 9 school students demonstrated the highest 10 attendance rate at greater than 95 percent, 11 followed by the high school at 92 percent and 12 elementary at 91 percent. Understanding that 13 attendance in a virtual setting looks different 14 than that of a brick and mortar environment, VLP 15 staff regularly communicated with families about 16 the importance of attendance from the beginning 17 of the school year. Attendance continues to be 18 analyzed at the student level and personalized 19 outreach efforts take place through counselors, 20 teachers and administrators. Next slide please. 21 These course performance data that</p>	<p style="text-align: right;">Page 77</p> <p>1 English language arts and social studies and over 2 47 percent earned an A or B in mathematics in the 3 first marking period. Grades of D or E among 4 middle school students in these core content 5 areas ranged from approximately 14 percent in 6 science to 22 percent in English.</p> <p>7 In high school with the exception of 8 mathematics, over 40 percent of all high school 9 students in the core subject areas earned a grade 10 of A or B in the first marking period. About 34 11 percent of mathematics students earned an A or a 12 B. 32 to 34 percent of high school students 13 earned an E in English or mathematics courses in 14 the first marking period.</p> <p>15 The course performance findings for the 16 VLP reflect some of the challenges of 17 transitioning to a brand new learning 18 environment, including significant enrollment 19 fluctuation and adjusting to the unique 20 characteristics and expectations of a 21 comprehensive online learning program. Now that</p>

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1 these transitional components have settled in and
 2 increased supports have been put in place to
 3 support individual student needs, the VLP team is
 4 observing improved course performance in the
 5 second quarter for all three levels, particularly
 6 for the students who may have received a D or an
 7 E in one or more of those classes during the
 8 first quarter. Next slide please.

9 VLP leadership is focused on improving
 10 and supporting attendance rates, social-emotional
 11 learning and student course performance by
 12 incorporating the following strategies. VLP
 13 staff continues to differentiate and strengthen
 14 communications and partnerships with home schools
 15 and families.

16 There were no suspensions in the first
 17 quarter for the virtual learning program.
 18 Understanding that negative behaviors are
 19 minimized when students are highly engaged in
 20 learning, VLP leadership is building the capacity
 21 of the students and adults to understand

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1 effective engagement in the virtual environment.
 2 Professional learning teams are analyzing grade
 3 data and determining root causes and are setting
 4 ambitious goals to increase the percentage of
 5 passing grades with regular progress monitoring.
 6 Collaboratively designed action plans are being
 7 developed at each level of the virtual learning
 8 program, and the VLP administrative team is
 9 working with stakeholders to customize
 10 professional development around teaching in the
 11 virtual environment with a focus on student
 12 engagement and connection.

13 Dr. Wheatley will now discuss our
 14 continued work. Next slide please.

15 DR. WHEATLEY-PHILLIP: Thank you,
 16 Dr. Elmendorf. As stated, the schoolhouse is at
 17 the center of Team BCPS. At the system level we
 18 will continue our cross-divisional collaboration
 19 to provide services and supports. We will
 20 continue to implement systemwide initiatives and
 21 models such as the instructional core team,

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1 systems improvement team and pupil personnel
 2 supports as well as the BCPS residency model. At
 3 the school level we will continue to utilize
 4 multiple data points and assessment cycles to
 5 examine the data before, during and after
 6 learning, and that information will continue to
 7 inform our decisions. We will accelerate
 8 learning using scaffolded supports and resources,
 9 and promote social-emotional wellness in
 10 collaboration with our county and state partners.

11 For our parents and community we will
 12 ensure that communication is fluid by sharing
 13 information and creating opportunities to receive
 14 feedback. We will share resources between
 15 schools, home and community, and continue to
 16 strengthen our partnerships. Next slide please.

17 We have provided ongoing reports focused
 18 on academic achievements to share student
 19 progress. The slide lists the reports to date as
 20 well as upcoming presentations to the Board. Our
 21 goal is to share the data, how we are responding,

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1 and the ways in which the community can help
 2 support our students. We thank you for your
 3 continued investments in our students. Next
 4 slide please.

5 Thank you so much for the opportunity to
 6 present this information. At this time we turn
 7 it over to Chair Henn.

8 CHAIRWOMAN HENN: Thank you,
 9 Dr. Wheatley, thank you all. At this time I'll
 10 take questions, comments from board members. I
 11 see Ms. Mack, Mr. Kuehn and Dr. Hager. Ms. Mack?
 12 MS. MACK: Thank you all very much for
 13 this information. There is a very large
 14 discrepancy between the grades as shown on these
 15 slides and the proficiency levels shown on the
 16 Maryland report card. Please note that the data
 17 I'm about to share I took from the 2019 report
 18 card so that it was pre-pandemic data.

19 For example, 90 percent of the fourth
 20 and fifth grade students shown on the slide
 21 earned an A, B or C, yet only 40 percent of those

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1 same students tested as proficient on that ELA
 2 MCAP. 85.6 percent of the same student group
 3 earned an A, B or C, but yet only 34.3 percent of
 4 them demonstrated proficiency on the MCAP.
 5 For middle school, the average math
 6 proficiency for sixth through eighth grade was
 7 12.33, yet 76.7 percent received an A, B or C.
 8 For ELA, 34.43, almost 80 percent received an A,
 9 B or C.
 10 For high school ELA, 33.6 percent tested
 11 as proficient yet 72 percent received an A, B or
 12 C.
 13 Can you please explain to me how so many
 14 of our students at all levels are earning average
 15 or above average grades but they are not able to
 16 demonstrate proficiency on a state test?
 17 DR. WILLIAMS: So I will start that,
 18 thank you, Ms. Mack. The data that you're
 19 looking at is in reference to 2019 data. I want
 20 to go back to my slide about academic achievement
 21 and looking at multiple data points, that we have

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1 to look at internal and external data points to
 2 see how students are performing. And so the
 3 classroom data, so when you reference the grades,
 4 these are grades based on the first marking
 5 period, we have four marking periods if we're
 6 looking at secondary, as well as elementary, so
 7 we can't just look at the grades in isolation, we
 8 can't look at the state assessment.
 9 We all know we did not have the state
 10 assessment last year due to the pandemic and we
 11 had the fall assessment earlier this year, and
 12 we'll have another assessment in the spring. So
 13 I would say in order to, what the school
 14 principals look at, they look at multiple data to
 15 determine how students are progressing, and the
 16 data points that you referenced are dealing with
 17 two different groups of students, you're looking
 18 at the students who were assessed in 2019 versus
 19 the grades of our students in '21.
 20 So to get the big picture, thank you,
 21 Board, for the purchase of Power School, if I

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1 said that right, and looking at performance
 2 matters, and I would just turn to our principals
 3 if they want to reference any additional points,
 4 but we have to look at the whole data. So
 5 therefore, with our performance matters we're
 6 looking at building that platform to look at all
 7 of our students, so we have a profile of all of
 8 our students. So remember with grades, that is
 9 the professional judgment of our teachers to look
 10 at what's being assessed and how it's being
 11 assessed, and the frequency of those assessments,
 12 whether it's informative in terms of assessment.
 13 I think we probably should do a followup when we
 14 talk about multiple data points and looking at
 15 the totality of how our students are doing.
 16 MS. MACK: Can I -- I have time to
 17 respond to that?
 18 CHAIRWOMAN HENN: Yes, go ahead.
 19 MS. MACK: My concern, Dr. Williams, is
 20 that teachers contact me all the time to say they
 21 are forced to give students higher grades than

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1 they earned. Does that put --
 2 DR. WILLIAMS: Ms. Mack, I would be
 3 careful about making that statement. Again, I
 4 want to make sure that, our teachers are
 5 professionals, they're following the grading
 6 reporting manual, and no one is forcing our staff
 7 to give grades. And so if you have some staff
 8 members that you would like to share their names,
 9 or at least the school, I will welcome that, that
 10 might be a private conversation.
 11 MS. MACK: Okay, I'll be happy to do
 12 that.
 13 DR. WILLIAMS: Thank you.
 14 MS. MACK: The other point I want to
 15 make is I have tracked MCAP data for six years
 16 and this is not an anomaly. This MCAP
 17 proficiency I understand is one of a body of
 18 work, but for six years we have been in a
 19 decline, and there should be some relevance
 20 between grades and proficiency.
 21 DR. WILLIAMS: I would just comment that

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1 the state assessment has changed at least,
 2 Dr. Wheatley-Phillip, three times. And to your
 3 point, we have been talking to staff about the
 4 standard, teaching to the standards and the
 5 rigor, and so I understand your concerns. We
 6 have the concern when we're looking at
 7 proficiency or approaching proficiency, the
 8 actual assessment itself and how it's being
 9 reported out. That data is lagging data and so
 10 when schools receive the data, it's usually
 11 around the summer, end of summer, beginning of
 12 fall, to try to make informed decisions. So
 13 again when we talk about data points, we should
 14 look at multiple data points, and that's a
 15 concern of the state assessment and how we get
 16 the data and when we get the data, but I
 17 appreciate your concerns and questions.

18 CHAIRWOMAN HENN: Thank you. Mr. Kuehn?
 19 MR. KUEHN: All right. Well, you've got
 20 a big team here so this is great, thank you for
 21 all coming tonight.

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1 So my first question has to do with, I'm
 2 looking at slide six, which is basically the
 3 course grades, and this is this year, right? So
 4 my question to all of you is, does this reflect
 5 the normal breakout of grades that you expect to
 6 see for the grade levels, for all the grades? So
 7 for instance social studies in elementary school,
 8 you know, we have nearly 50 percent getting an A,
 9 almost 30 percent getting a B, are these, we're
 10 looking at a single year, and we're looking at
 11 all the grades which is great, thank you, but I
 12 don't have a relative for like five years, to say
 13 well, this is normal or this is an aberration.
 14 Like is there something here besides the VLP and
 15 signature failing going on there, are there
 16 things that we should be very concerned about at
 17 this point?

18 DR. MINUS: I certainly can start with a
 19 response, and I appreciate the question. You
 20 know, we've been saying over time that, you know,
 21 we are in different times, right, and that kind

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1 of taking that step back and looking
 2 longitudinally at some of that data might be a
 3 different perspective than what we might see now
 4 based on the conditions and the structures that
 5 are current, but I would say that we will always
 6 want to look at the leading data or the current
 7 data in terms of how students are doing. And for
 8 us, we want the students to do as well as they
 9 can do at all times, and so would we say we are
 10 satisfied with this snapshot, no, but I think as
 11 educators we're often encouraged and optimistic
 12 that the first quarter is not the end of their
 13 journey and not the end of their story.

14 So as you heard from the team, I think
 15 that when we talk about the first quarter data
 16 and how students are doing, that the followup is
 17 always around what are we doing about it and how
 18 do we support the students more so that they can
 19 be successful at the end of the journey. So for
 20 us it's looking at that right now picture because
 21 the conditions have been so different that we

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1 certainly need to consider that as we move
 2 forward.

3 MR. KUEHN: Sure. I guess I'm going to
 4 ask the question again, and I fully appreciate
 5 your answer, but if we don't look at the last few
 6 years or at least another year, we have no
 7 comparison here, so I'm trying to get a feel for
 8 is this an emergency and everything's on fire
 9 here, or is this okay, or what should we really
 10 be concerned about here, that's really my
 11 question, for anyone.

12 DR. WHEATLEY-PHILLIP: Thank you so much
 13 for that question, and I think the best response
 14 that we could provide as a team is that we want
 15 all of our children to be in the blue, we would
 16 like all of our children to be earning an A, but
 17 as Dr. Minus shared and other members of the team
 18 shared, this is a unique situation, and bringing
 19 students back from a full year of virtual,
 20 hybrid, and all of the uncertainties that existed
 21 within that, we have to put that into perspective

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1 in terms of where students are now.
 2 What we shared as part of the team are
 3 all of the supports that were provided beyond
 4 just the grade, because this just tells one small
 5 part of the story. As part of our presentation
 6 what we wanted to do was provide the members of
 7 the Board as well as the public all of the things
 8 that we're doing at the school level, so that we
 9 can hopefully move more students into the blue.
 10 So in terms of whether this is expected or
 11 whether this is the norm, we will never ever
 12 settle for less than a hundred percent of our
 13 kids earning As. But right now as we move
 14 forward, all of the supports and all of the
 15 resources that we talked about are what are in
 16 motion being operationalized right now so we're
 17 able to move more students.
 18 And so one of the good comparisons might
 19 be coming back second quarter, second marking
 20 period to look at how our students performed the
 21 first marking period, and then looking at the

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1 number of students that hopefully would have
 2 earned, based on standards, be in that A
 3 category.
 4 MR. KUEHN: All right, I appreciate your
 5 answer, and I'm not sure I'm trying to be
 6 difficult by asking what's going to sound like
 7 the same question because like, you know, we keep
 8 talking about well, this is a different year,
 9 yes, we know, and last year was a tremendously
 10 challenging year. My point in asking the
 11 question and trying to understand comparatively
 12 where things are, is to say this is how bad it is
 13 or how challenging an environment it is now, or
 14 look, these kids are bouncing right back, you see
 15 my point? But with just a data point, and I
 16 understand it's first quarter, that's fine, but
 17 with just a data point, there is no ability to
 18 say this is better or worse.
 19 CHAIRWOMAN HENN: That's time, but this
 20 is an important point so I'm going to jump in
 21 here. We've never received this data previously

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1 and I think what Mr. Kuehn is saying is that
 2 without additional data sets from prior years,
 3 again, we can't look forward and have that data,
 4 without that we have no baseline, we have no
 5 context in which to place this and to apply
 6 meaning to the data we're receiving it. We see
 7 the value in it, this is terrific. I mean, I'm
 8 excited to have this for the first time and to
 9 see these indicators, and this is information the
 10 Board needs. If we have this data from prior
 11 data years, we need it, we need to see it, this
 12 is fantastic, give us more please, I think is
 13 what we're saying, so that we can understand.
 14 We know these are different times, we
 15 get that, but it is a flashlight. We need a
 16 wider beam of light coming from this flashlight,
 17 so --
 18 DR. WILLIAMS: So if I may respond,
 19 first I want to thank our presenters, and I want
 20 to just elevate what you said, Chair Henn. First
 21 time presented first quarter grades, and the

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1 narrative has been our kids will not do well
 2 coming out of the pandemic. Absolutely, we can
 3 compare previous years. Absolutely, we want to
 4 show how our students for second quarter are
 5 doing to see if there's growth. But tonight was
 6 a little bit of a flashlight, to say this is what
 7 it looks like first quarter, to give you specific
 8 data around the four core subjects, attendance
 9 and suspensions.
 10 Do we have work to do? Oh, absolutely.
 11 If I look at the grade distribution it looks
 12 similar to what we've seen in years past as an
 13 educator, there might be some reasons why one is
 14 higher than the other, but I would just say our
 15 plan, and I'll go back to the academic
 16 achievement reports, there's a second report
 17 about second quarter to show how students have
 18 progressed or not, hopefully they have, as we can
 19 see performance from first quarter to second
 20 quarter, so that was the intent.
 21 Absolutely, the team can go back and

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1 look at historical data. I know we were
 2 rebuilding as we were coming out of the cyber
 3 attack, but again, you know, when we look at
 4 third grade last year, fourth grade this year and
 5 kind of try to do a comparison, so Mr. Kuehn, we
 6 can do that. But the intent today was let's look
 7 at a snapshot where we are and let's talk about
 8 what we're trying to do to move students in the
 9 blue, green and yellow. I appreciate
 10 Dr. Wheatley about the high goal of 100 percent
 11 with grades, but I just want to reference, grades
 12 are just one aspect or one data point. We have
 13 other reports to talk about MAP, to look at how
 14 our students progress in MAP with reading and
 15 math to get other data points about how our
 16 students progress.

17 So again, this is a snapshot. The
 18 second report is second quarter to look at growth
 19 or any concerns. There are concerns right now
 20 looking at the data, that's the professionals in
 21 the building with our leaders to analyze and

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1 figure out the next steps with student groups,
 2 programming, et cetera, that was presented today.
 3 So I appreciate the thought, but again, this was
 4 a snapshot, and we've never done this before, to
 5 say how do we look first quarter and then how do
 6 we look second quarter and the remaining
 7 quarters.

8 CHAIRWOMAN HENN: Thank you,
 9 Dr. Williams, and it's exciting, so you know, to
 10 hear that we want more is a good thing, so I just
 11 wanted to make that clear. We appreciate your
 12 work on that and we're going to get it done.

13 Dr. Hager, I just have two quick
 14 comments and then I'll go to you, Dr. Hager.

15 You mentioned communication and
 16 increasing parents' communication. I would just
 17 encourage families to receive this information
 18 too, if that's not part of the plan. I think it
 19 should be, because we hear from the community
 20 members all the time, they want this information
 21 about their students as well.

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1 My last comment has to do with VLP. It
 2 would be helpful to see it disaggregated. My one
 3 question had to do with attendance, it's tracked
 4 very differently, as I believe Dr. Elmendorf said
 5 with VLP, so it would be helpful to see that
 6 broken out and how that's affecting in-person
 7 attendance. So I just wanted to share those two
 8 quick comments before I lose them. Thank you for
 9 your patience, Dr. Hager.

10 DR. HAGER: No, fine. Thank you also,
 11 this was very nice to see these numbers, and I
 12 just want to echo the lack of comparison concern,
 13 especially if in the context of this
 14 presentation, it kind of makes the VLP not look
 15 so great, because you can't help but compare the
 16 two, and it's not really a fair comparison
 17 because it's a very small group of students in
 18 the virtual learning program and they may have
 19 looked different than the students in the general
 20 school system, and so I would just also, and I
 21 know that this was done really quickly, we just

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1 got the first quarter grades, so I really
 2 appreciate you pulling this together really
 3 quickly, but I think a better comparison from the
 4 virtual learning program would be to look at
 5 similar students from, you know, cohorts looking
 6 backwards so that we, again, a better comparison
 7 to those kids, just because they may look
 8 slightly different. I don't know if you guys
 9 share that, or have thought about how to look at
 10 that data a different way.

11 DR. WHEATLEY-PHILLIP: Sorry, I was
 12 processing the response. So I know that the data
 13 that Dr. Minus shared was all students
 14 performing, not only in buildings but also
 15 virtually, and then we pulled the data out in
 16 terms of the information that Dr. Elmendorf
 17 shared. So a comparison to VLP, we would have to
 18 figure out like students, similar environment to
 19 be able to have that comparison, and VLP is not
 20 in terms of, you know, something new. So we'd
 21 have to take a look at that, and Dr. Elmendorf

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1 has the mic, he's ready to speak, but I was just
 2 thinking of what that comparison would look like.
 3 DR. ELMENDORF: Sure, thank you. And so
 4 one we definitely can't do is compare our course
 5 grades in the virtual learning program to those
 6 of last year because, and I think that's the crux
 7 of the matter here in the virtual learning
 8 program, is that it's a program that's in its
 9 infancy and we're experiencing some of the
 10 growing pains that are associated with it. So as
 11 I mentioned in the presentation, there are some
 12 significant transitions that are being made so
 13 you know, teachers and students and staff are all
 14 transitioning into a brand new program. There's
 15 been some significant enrollment fluctuations,
 16 kind of on purpose in some situations, so as we
 17 all know, we opened for co-enrollment for
 18 students with medical documentation after school
 19 started, and so we had 551 students newly
 20 enrolled after school had already begun, which is
 21 not necessarily a normal thing that we would

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1 experience.
 2 And the expectations and the
 3 characteristics of learning on line are still new
 4 to all of us, and it's new to our teachers, it's
 5 new to our students, and that's why a lot of our
 6 focus is really on drilling down to individual
 7 students and making sure that we build the
 8 capacity of our staff to understand how virtual
 9 learning is different and how we're going to
 10 build the capacity to be able to make our
 11 students more comfortable in the environment and
 12 perform better.
 13 And the last thing I'll say is that
 14 this, the VLP was stood up pretty quickly in
 15 direct response to the pandemic, so we know that
 16 in talking to families that we really understand
 17 that their particular child may meet with a
 18 greater degree of success in an in-person
 19 learning environment but they really didn't feel
 20 like that was an option for them and their family
 21 and so they've opted for virtual learning at this

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1 time.
 2 DR. HAGER: Thank you. And again, I
 3 wanted to point that out, that we shouldn't be
 4 comparing the two slides, but your eyeballs do
 5 that because we don't have another comparison.
 6 Switching gears, I've heard a lot about
 7 things we're doing, a lot of the things seem to
 8 be the same things we've been doing for years
 9 within our school system, so what are the
 10 specific things that we are doing differently
 11 this year, knowing that we're going to come in
 12 with academics, learning losses and behavior
 13 issues, so what, is there like the top two best
 14 things we've done this year that are different?
 15 DR. WILLIAMS: I would ask the schools
 16 and principals to kind of respond from their
 17 point of view, and Jennifer and Sam, if you want
 18 to respond as well.
 19 DR. MULLENAX: I would say two of the
 20 things that we really are focusing on this year
 21 is really accelerating of the learning to help

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1 identify where those gaps are and how do we
 2 continue to maintain those high expectations with
 3 the standards while closing some of those gaps
 4 along the way in accelerated learning.
 5 The other thing that I think the
 6 principals will also share is we're really
 7 focusing on that data analysis and building data
 8 literacy of our schools and our staff to really
 9 look at that data so that they can drive that
 10 instruction and the accelerated learning. So
 11 those would be two things that I would just say
 12 are really over, not that we haven't done them in
 13 the past, but they've become even more of a
 14 greater emphasis in our decisions.
 15 MR. MUSTIPHER: And our two principals
 16 can share the work we are doing with the tutoring
 17 program.
 18 MR. BENDER: Obviously with the tutoring
 19 program, being able to target children who have
 20 missed instruction either due to illness, due to
 21 fear of illness, just attendance concerns, we're

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1 able to use that programming now to help trim
 2 those gaps and accelerate learning too, because
 3 we're not just using the tutoring to fill gaps,
 4 we're using it to put some of our children, to
 5 get right to that level that they need to be at.
 6 And I am going to echo the sentiments of
 7 Dr. Mullenax, the performance matters platform,
 8 being able to have that data and be able to
 9 disaggregate it as deeply as we can now, I can
 10 now identify more stuff with greater specificity,
 11 groups that need intervention and groups that
 12 need that extension, and so we're not just
 13 focusing on our children that are struggling,
 14 we're focusing on those children we can move
 15 forward.
 16 We're obviously focusing on all
 17 children, but that is the biggest difference, we
 18 have that data at our disposal and we're able to
 19 use that, but I would say that tutoring and the
 20 emphasis on acceleration, we cannot go backward,
 21 if we continue to go backward our kids are just

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1 going to continue to fall behind, so I think
 2 that, from the support from DSSA and
 3 Dr. Williams, we've been able to do that, so that
 4 to me is the biggest difference we're seeing from
 5 the elementary level.
 6 MS. MAGNESS: And then in addition to
 7 what they mentioned, is the importance of the SEL
 8 component, so the social-emotional learning and
 9 knowing that the kids are going to transition
 10 back into school at all different levels. So you
 11 know, it's an optimistic closure at the end of a
 12 lesson, it's a positive grade at the beginning of
 13 a lesson, it's using these things throughout the
 14 lesson to just do a quick check-in. Teachers
 15 have really gotten very creative in getting a
 16 sense of how a student is doing emotionally,
 17 academically, what they need help and support in,
 18 and something as simple as a quick check-in at
 19 the beginning of a lesson. So it's important to
 20 take a step back and take a look at the whole
 21 child, knowing that we have the additional

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1 supports that they offer.
 2 DR. HAGER: Thank you so much.
 3 CHAIRWOMAN HENN: Thank you.
 4 Mr. Thomas, did you have your hand up for a
 5 question?
 6 MR. THOMAS: No.
 7 CHAIRWOMAN HENN: Oh, Mr. McMillion.
 8 MR. MCMILLION: I have one question. Is
 9 the virtual program still giving the students the
 10 option to turn on their cameras or not?
 11 DR. ELMENDORF: Students are strongly
 12 encouraged to turn on their cameras but that is
 13 not a requirement that is a systemwide
 14 requirement at this time.
 15 MR. MCMILLION: Thank you.
 16 CHAIRWOMAN HENN: Thank you. Other
 17 questions from board members? Ms. Causey?
 18 MS. CAUSEY: Thank you for that in depth
 19 presentation, I will echo what Chair Henn said,
 20 that the data was not presented previously
 21 before, and thank you for having staff present

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1 that to us.
 2 History is important even though history
 3 was different, and what Ms. Mack pointed out
 4 about the difference between MCAP proficiency and
 5 the grades that we have seen over the years is a
 6 relevant question. As a board we are supposed to
 7 design and approve policy and we're also supposed
 8 to monitor its implementation to see its
 9 effectiveness. And since I've been on the Board,
 10 Policy 5210 related to promotion and retention,
 11 grading and reporting has been controversial,
 12 where there is different scales being used across
 13 the county, zero to 100 or 50 to 100, with the
 14 low score, LS-50 being very disputed. So when
 15 there are comments about teachers giving grades
 16 and them not being consistent with achievement,
 17 that's a relevant statement.
 18 The question I have is with the
 19 grouping. Are they moving to homogenous groups
 20 now for teachers to focus on, similar students
 21 with similar learning needs, or are teachers

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1 still having combined learning levels in one
 2 classroom?
 3 MR. BENDER: Obviously we are using
 4 small groups to target children, so when you're
 5 talking about direct instruction with multiple
 6 concepts they are getting direct instruction with
 7 children who are commensurate with them, but it's
 8 unavoidable to have multiple groups in
 9 classrooms, children come in at different levels.
 10 To create a homogenous classroom in this day and
 11 age is not realistic at the elementary school
 12 level. That's why we're using the tutoring,
 13 that's why we're using the emphasis on small
 14 group, and that's why we're using the emphasis on
 15 giving students multiple opportunities to show
 16 their knowledge.
 17 So when you see some of these grades,
 18 it's because children have worked with teachers
 19 to a diagnosing problem, providing direct
 20 instruction and specific instruction to improve
 21 an initial grade that may not have been as

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1 desirable as it was. So we're working towards
 2 mastery, and that is a shift in how we've done
 3 things. Before it was one and done, children
 4 either got it or they didn't. Now we are focused
 5 on mastery as a standard, and I think that is
 6 where I can understand the discrepancy, because a
 7 state test may be one and done, if a child has a
 8 bad day and comes in not feeling well they don't
 9 do as well, but in the classroom they are getting
 10 multiple opportunities with multiple supports and
 11 multiple tailored instruction to help them
 12 successfully develop that mastery down the road.
 13 MS. MAGNESS: And to piggyback on the
 14 secondary level, these students are
 15 heterogeneously grouped, but within that you need
 16 some different forms of assessment to drive
 17 instruction, and within that classroom you have
 18 different groups of students with different
 19 adults and teachers working with them to adjust
 20 to their specific needs. If there's a need for
 21 accelerated learning, that occurs within the

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1 classroom. If there's a need for some
 2 reteaching, that's going to occur in that
 3 classroom, and multiple opportunities and
 4 multiple ways to show their success and they're
 5 meeting the standards.
 6 MS. CAUSEY: Thank you, and I appreciate
 7 all the work that's done by everyone in this
 8 system, because we are in recovery.
 9 The other issue related to coming back
 10 to school this year feeling that it would be as
 11 normal as possible while accelerating learning,
 12 we're hearing that people are overwhelmed. A
 13 decision was made at the end of the last school
 14 year to not evaluate high schools being able to
 15 use semester classes but they were during virtual
 16 learning, where students in high schools are only
 17 taking four classes and the teachers are only
 18 teaching three. Hopefully everything will be
 19 reevaluated with what we can do for our students,
 20 because the coming year is also going to be one
 21 of recovery. This year obviously we are not

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1 going to be able to recover, no one will from
 2 what we have suffered for over 18 months, so I
 3 appreciate the work that you have done.
 4 CHAIRWOMAN HENN: Thank you,
 5 Mrs. Causey. Mr. Thomas?
 6 MR. THOMAS: Thank you, Ms. Henn. I
 7 appreciate seeing the information for the quarter
 8 one grades, I think this is the most important
 9 thing to be looking at to kind of look at student
 10 achievement, I'm speaking as someone who has
 11 taken a few tests in the past. My question is
 12 for all of you, what are we expecting for quarter
 13 two, are we expecting some of these increases, or
 14 what's the past trend from quarter one to quarter
 15 two for our students? I know we can't rely on
 16 the pathway, I just want to see maybe what the
 17 trends have been.
 18 DR. WILLIAMS: So I will ask the
 19 principals to kind of give their perspective, the
 20 trend from first quarter to second quarter, and
 21 I'm sure you're able to articulate what happens

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1 in the classroom firsthand, but Ms. Magness?
 2 MS. MAGNESS: I mean historically,
 3 second quarter grades tend to go up, but then I'm
 4 also going to say historically third quarter data
 5 or third quarter grades tend to go down, and
 6 that's just historically in my experience at the
 7 secondary level.
 8 MR. BENDER: At the elementary level we
 9 tend to see an increase throughout quarters two
 10 and three, and four tend to be a little more
 11 difficult, because standards are yearlong
 12 standards, so we start to see progress, progress,
 13 progress, and with the fourth quarter when you
 14 hit that very high level of standards, that's
 15 where you really learn what your children can do
 16 and what the teachers are diagnosing.
 17 What I'm seeing with teachers now with
 18 the increased data literacy, is I'm anticipating
 19 the trend to change this year, I think we are
 20 going to see growth through all the remaining
 21 three quarters because teachers are using that

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1 data in real time and creating small group
 2 instruction based on that real data.
 3 MR. THOMAS: Thank you. And with these,
 4 the grades that we have in our classes, how much
 5 of the grade would you say does represent
 6 proficiency and mastery in material just from the
 7 grades in the classroom, or how would you say
 8 that it does represent proficiency from this
 9 grade alone?
 10 MR. BENDER: I'm not sure what you're
 11 asking.
 12 MR. THOMAS: Never mind, I'm sorry.
 13 MR. BENDER: Could you ask it again?
 14 MR. THOMAS: Sure, sure. So I guess we
 15 had conversations about proficiency and what
 16 measures proficiency in the students, and I just
 17 wanted to understand how is it that these grades
 18 represent student proficiency, student
 19 achievement, student success. What is it about
 20 these letter grades that maybe would show a
 21 student's achievement in the classroom? You

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1 know, why would you say these are accurate
 2 measures of student achievement, these grades?
 3 MR. BENDER: I guess we're using the
 4 standard score grade level, so as the child is
 5 achieving goals then, they're making progress
 6 towards standards. It's when we get to the
 7 actual mastery in that fourth quarter and that
 8 yearlong standard, if they're getting an A in all
 9 four quarters then we should assume mastery,
 10 because what we're saying is they have met this
 11 at the high level, the B would be similar and so
 12 would the C. I mean, I understand that we want
 13 As and Bs for students but C is still stating
 14 proficiency, so anything that is on that track we
 15 should expect is proficient and I think that
 16 again, it goes back down to how we're measuring
 17 and what measures we're using.
 18 Obviously MCAP is one measure, but we
 19 have other measures telling us that children are
 20 more proficient than what those tests are telling
 21 us.

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1 MR. THOMAS: Thank you. And so would
 2 you say the best way for us to measure
 3 proficiency overall is to wait to see all the
 4 quarter grades, quarter one, two, three and four,
 5 and then discuss proficiency as a whole in
 6 quarter four because you can see the progression
 7 across student achievement in certain quarters,
 8 is that the best way of approaching it?
 9 DR. MULLENAX: I think if I'm
 10 understanding you correctly, Christian, yes,
 11 students are expected to master that subject by
 12 the end of that school year, that's the
 13 expectation. So to think about MCAP when they're
 14 giving it at the end of the year, looking at
 15 first quarter data it's just really, you're
 16 comparing apples and oranges, because they
 17 shouldn't be mastering the standard, they're at a
 18 point right now at that standard that they're
 19 showing, they're moving towards that, were at the
 20 end of the year that's when they're taking MCAP
 21 and they're showing proficiency and their

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1 mastery. So I think that answers your question,
 2 Christian, maybe? By the fourth quarter they
 3 should have mastered standards, until then
 4 they're moving towards that.

5 MR. THOMAS: Okay. And so, I'm in
 6 school right now and so there's MCAP, there's
 7 final exams, there are other measures of
 8 proficiency. Can you explain what some of those
 9 other measures are that we should as board
 10 members look for, final exams, the MCAP, is there
 11 anything else?

12 DR. MULLENAX: Yeah, those are all
 13 measures along the way, right? Those are
 14 benchmarks to see where you are in making
 15 progress towards it, right? Just like if you
 16 have an exit ticket or if you have end of the
 17 unit exams, those are all benchmarks along the
 18 way that are taken in collaboration with the
 19 day-to-day assessments ongoing, formal, informal,
 20 there's a variety of ways teachers assess
 21 students.

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1 MR. THOMAS: Okay, thank you so much.

2 DR. WILLIAMS: Just to remind the Board,
 3 I want to say again what the principal said,
 4 multiple data points, internal assessments as
 5 Dr. Mullenax talked about, external assessments
 6 including SAT, AP, state assessments, using all
 7 those data points to get a nice profile. And
 8 again, I appreciate the questions, because this
 9 is what we do at schools, this is what we do at
 10 cabinet level, you see data and you start asking
 11 questions, and then you keep asking questions and
 12 keep asking questions to get at some root causes
 13 and next steps. So you all just played out what
 14 happens in a school building as well as what
 15 happens at senior leadership, as well as the
 16 Office of School Support and Achievement, so
 17 thank you.

18 I want to thank the team for coming and
 19 presenting. They did spend some time, Dr. Hager,
 20 on looking at this data and analyzing it. Again,
 21 it's a snapshot on grades, attendance and

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1 suspension. We're circling back second quarter
 2 to compare, to see how we're progressing and we
 3 potentially can answer some additional questions,
 4 but the profile of our students, we want to
 5 constantly remind the Board, multiple data points
 6 to see how our students are progressing. Thank
 7 you. Thank you, team.

8 CHAIRWOMAN HENN: Thank you. Thank you
 9 for an outstanding presentation.

10 The next item on the agenda is the
 11 report on the Blueprint for Maryland's Future.
 12 For that I call on Dr. McComas, Dr. Whisted and
 13 Dr. Holmes.

14 DR. MCCOMAS: Good evening. So I know
 15 they're pulling up our Power Point, so good
 16 evening, Chair Causey, congratulations, and Vice
 17 Chair Pasteur, and I know Dr. Williams is with us
 18 this evening, good evening, members of the Board.
 19 I am Mary McComas, the chief academic officer.
 20 I'm joined this evening by Dr. Jeffery Holmes and
 21 Dr. Melissa Whisted. We will be presenting once

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1 our slides come up an overview, here we go, an
 2 overview of the Blueprint for Maryland's Future.

3 As many of you are aware, in 2016
 4 Dr. Brit Kirwan was appointed chair of a
 5 commission to study education in Maryland, to
 6 specifically review and recommend any changes
 7 that are needed to update our educational funding
 8 formulas and ultimately to make recommendations
 9 that will enable Maryland pre-K-12 systems to
 10 perform at the highest -- excuse me -- to perform
 11 comparative to the best performing systems around
 12 the globe.

13 Our current Blueprint for Maryland's
 14 Future plan does run through 2030 and it is
 15 codified in House Bill 1300 and House Bill 1372.
 16 A district and county implementation coordinator
 17 is jointly appointed by the superintendent and
 18 our county government, and is required to
 19 report -- required to have one for each LEA, and
 20 there are regular reporting requirements to the
 21 legislature as well as to Maryland State

<p style="text-align: right;">Page 118</p> <p>1 Department of Education and the new 2 accountability board as required. Next slide 3 please. 4 Our objectives for this evening's 5 presentation as you can see on the slide before 6 you is to discuss a little bit of the Blueprint 7 evolution, to go through an overview of the 8 legislative components, to share with you the 9 direct impact on Baltimore County Public Schools, 10 and our immediate timelines and our immediate 11 next steps. Next slide please. 12 The Blueprint for Maryland's Future, 13 which is commonly referred to as our Blueprint, 14 established in laws and policies and 15 accountability recommendations of that commission 16 that Dr. Kirwan led, and the innovation of course 17 of the Education Commission. As I mentioned 18 previously, the bill did take effect July 1st of 19 2020 and it does have five major policy areas 20 that you can see on this slide in front of you. 21 Specifically for those community members</p>	<p style="text-align: right;">Page 120</p> <p>1 for Maryland's Future, we know some shifts will 2 be required for Baltimore County Public Schools. 3 Could you advance to the next slide please? 4 Thank you. 5 Currently in the early childhood section 6 we offer half day sessions for pre-kindergarten 7 and know that a full day program will be required 8 for our families who are economically 9 disadvantaged. Currently a negotiated step and 10 ladder system is in place for Baltimore County 11 Public Schools, and the Blueprint requires 12 nationally board certified teachers receive a 13 \$10,000 raise effective July 1, 2022. Effective 14 July 1, 2024 we are to adopt a career ladder, and 15 to insure that the minimum teacher salary is 16 \$60,000 per year by July 1, 2026. The career 17 ladder and national board certification 18 requirements -- the career ladder and national 19 board certification requirements in the high 20 quality and number of teacher leader section will 21 have implications that must be negotiated with</p>
<p style="text-align: right;">Page 119</p> <p>1 who may be listening, it identifies early 2 childhood education, high quality and diverse 3 teachers and leaders for our students, college 4 and career readiness pathways including very 5 specific career and technical education work, 6 more resources overall to ensure that all 7 students are successful, and ultimately 8 governance and accountability to monitor the 9 Blueprint. Next slide please. 10 What you will see on the slide before 11 you is that there is very clear alignment between 12 those five policy categories as set forth in the 13 Blueprint with our own BCPS Compass, Pathway to 14 Excellence, which is of course our own strategic 15 plan, so we wanted to make sure that you could 16 see that there is synergy between those plans. 17 At this time I will hand the 18 presentation over to Dr. Holmes, who will pick 19 up. 20 DR. HOLMES: Good evening. So as the 21 preliminary implementation plan for the Blueprint</p>	<p style="text-align: right;">Page 121</p> <p>1 our unions. Finally, in the college and career 2 readiness pathways section, a ninth grade tracker 3 of what we term an early warning indicator must 4 be implemented to insure that students and 5 families are notified of their status of college 6 and career readiness in tenth grade. Right now 7 in alignment with MSDE requirements, BCPS informs 8 families in the 11th grade year, so this can be 9 easily shifted to tenth grade. As more details 10 become available to the specific implementation 11 requirements for each LEA, schools and the boards 12 will be informed. Next slide please. 13 Staff in BCPS have developed an internal 14 Blueprint for Maryland's future workgroup. We 15 meet monthly to discuss pending implementation of 16 items. The Blueprint coordinator, Dr. Whisted, 17 also meets monthly with our county government 18 partners. Several members of BCPS have 19 volunteered to sit on subcommittee workgroups 20 being offered to members of LEAs through MSDE. 21 Our Blueprint coordinator also serves as cochair</p>

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1 to the Blueprint efficiency report workgroup to
 2 insure that the recommendations align to those in
 3 the Blueprint for Maryland's Future. This
 4 collaboration puts BCPS in a strategic position
 5 to insure that our students can take advantage of
 6 the most current information regarding the
 7 implementation of the Blueprint. Next slide
 8 please.

9 The timeline for the 21-22 school year
 10 included each local education agency to identify
 11 the Blueprint coordinator and that was done by
 12 September 1. Each district needed to train all
 13 staff on mental health by November 15th. BCPS
 14 needed to submit a technology spending report.
 15 By December 1 all staff needed to be trained in
 16 behavioral health and trauma. Also on
 17 December 1st, we needed to report out on the use
 18 of federal and state funds used, and report out
 19 the number of families notified for
 20 pre-kindergarten opportunities. I would just
 21 like to say that we are on target in BCPS. On

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1 January 1, 2022, Happy New Year, a report on how
 2 COVID trauma funds were spent must be submitted,
 3 and each district will report out the use of the
 4 summer school funds.

5 At this time it has been communicated
 6 that on June 15th, 2022, each local education
 7 agency must submit the district's Blueprint
 8 implementation plan to MSDE. The timeline may be
 9 adjusted. It will be discussed how BCPS will
 10 implement each recommendation of the Blueprint,
 11 and create a plan to address each policy area.
 12 It will explain BCPS' goals, expected outcomes
 13 and strategies used to improve student
 14 achievement in each student group.

15 DR. WILLIAMS: If you can advance to the
 16 next slide so the board members can see part two
 17 of that timeline. Thank you. That's what
 18 Dr. Holmes just referenced.

19 DR. HOLMES: That was the Happy New Year
 20 slide, thank you, Dr. Williams. At this time I
 21 will turn it over to my colleague, Dr. Whisted.

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1 DR. WHISTED: Next slide please.
 2 Each policy area will be explained in
 3 our remaining slides. Investing in high quality
 4 early education and care will mean a significant
 5 expansion of full day preschool and
 6 pre-kindergarten programs. All local education
 7 agencies will be required to offer free preschool
 8 and pre-kindergarten programs that are
 9 considered, to all families that are considered
 10 economically disadvantage. There is a
 11 consideration for the assistant staff member
 12 who's in those classrooms to also hold a higher
 13 criteria such as an associate's degree. These
 14 full day options that are required by the
 15 Blueprint could be within our school system or
 16 within the community. An effort is being made to
 17 insure that all students will enter kindergarten
 18 ready to learn, and all preschool and
 19 pre-kindergarten programs must have a state
 20 accreditation and rating.
 21 This will impact BCPS as currently a

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1 majority of our preschool and pre-kindergarten
 2 sessions are half day programs and they're not in
 3 all of our elementary schools. We currently have
 4 three elementary schools that have full day
 5 programs and two special schools. An expansion
 6 of full day preschool and pre-kindergarten is
 7 being explored by our internal pre-kindergarten
 8 expansion group. We typically would need to look
 9 at different buildings to see where we could
 10 expand half day programs, and now we have the new
 11 task of adding full day sessions.

12 BCPS representatives are also
 13 participating in a multi-agency group called the
 14 Baltimore County Early Childhood Advisory
 15 Council, and they are developing a shared vision
 16 and are collaborating to build a multiyear
 17 strategic plan to insure that necessary resources
 18 are leveraged to meet the needs of Baltimore
 19 County's youngest learners, that in addition to
 20 full day kindergarten we're also looking to
 21 expand Judy grants and family support centers

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1 throughout the Blueprint as it's written. Next
 2 slide please.

3 This section, elevating teachers and
 4 school leaders, includes raising standards and
 5 the status of the teaching profession. It
 6 includes creating the performance-based career
 7 ladder, and offering salaries comparable to other
 8 fields outside of education. The intent is to
 9 make career teaching a desirable profession and
 10 keep teachers in our classrooms. Pending
 11 negotiations, the state will increase that
 12 national board certified teacher salary for any
 13 teacher teaching at least 60 percent or more in a
 14 classroom. BCPS will collaborate with our unions
 15 for any future requirements. Next slide please.

16 An internationally benchmarked
 17 curriculum that enables that most students are
 18 college and career ready by the end of tenth
 19 grade must be implemented in each local education
 20 agency. Students will be required to pursue
 21 three different pathways, early college, advanced

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1 placement, and/or a rigorous technical education
 2 leading to an industry recognized credential with
 3 high paying jobs. All students who meet CCR
 4 standards must have access to a no-cost
 5 postsecondary CCR pathway; it could be
 6 competitive early entrance to a college prep
 7 program, it could be early college or dual
 8 enrollment, it could be a robust CTE program, it
 9 could be a credit or a noncredit certificate or
 10 license program, and an apprenticeship leading to
 11 an occupation or credential with a postsecondary
 12 certificate. There's a heavy emphasis on CTE
 13 preparation, specifically our youth
 14 apprenticeships.

15 Previously we were performing, in 2022
 16 we were performing at 22 percent for our youth
 17 apprenticeships and in the Blueprint it talks
 18 about LEAs being required to get to that 45
 19 percent by 2031. CTE concentrators who attained
 20 recognized postsecondary credentials for BCPS is
 21 at 85 percent and we are at 80 percent statewide.

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1 The CTE concentrators who attained the technical
 2 skill assessment credential is at 74 percent for
 3 BCPS as well as the state of Maryland. So BCPS
 4 is very well established with our community
 5 college partners, our College Board relationship,
 6 as well as our work business partners to meet
 7 this area of the Blueprint. Next slide please.

8 For our sustained supports for schools
 9 serving in high concentrations of students living
 10 in poverty could give us resources, there's more
 11 resources for high needs sections, it could be
 12 before or after school programs, it could be
 13 summer programs, it could be academic enrichment
 14 programs, students accessing health and social
 15 services, as well as a support for our English
 16 learners and students receiving special education
 17 services.

18 This section of the Blueprint includes a
 19 grant for high poverty schools to provide
 20 wraparound services and it's called the
 21 concentration of poverty grant, and it builds our

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1 community schools. We did a presentation for our
 2 Board of Ed curriculum committee on community
 3 schools in October. This bill also requires a
 4 focus on trauma, behavioral and social-emotional
 5 learning supports, and training schools at the
 6 school level, and it revises a funding formula
 7 weighted for students receiving special
 8 education, students that are English learners and
 9 students receiving free and reduced meals. BCPS
 10 is actively working to support students in this
 11 area of the Blueprint by providing opportunities
 12 for students to have wraparound supports. Next
 13 slide please.

14 Insuring excellence for all is included
 15 in this accountability section of the Blueprint.
 16 It creates an accountability oversight board that
 17 has the authority to insure that the
 18 commissioners' recommendations are successfully
 19 implemented, and to produce the desired results,
 20 which has been titled the accountability and
 21 implementation board or the AIB. This expert

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1 review team of educators and administrators will
 2 visit schools and provide feedback on the
 3 curriculum, instruction and structures so that
 4 all students are receiving an excellent education
 5 as envisioned by the Blueprint. Our county
 6 government partner has Dr. Jennifer Lynch, who
 7 you saw earlier this evening, on the AIB. Next
 8 slide please.

9 We have presented this same slide show
 10 to principals, assistant principals and our union
 11 leaders for their information, and we continue to
 12 attend meetings with MSDE and other LEAs to gain
 13 further clarification of the implementation of
 14 the Blueprint. We will be returning to you in
 15 the spring when we have our implementation plan
 16 together and as we learn more of how we will be
 17 implementing the Blueprint in BCPS, so we thank
 18 you for your time.

19 CHAIRWOMAN HENN: Thank you. At this
 20 time I'll open it up to board members for a
 21 discussion, any questions or comments.

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1 Mr. Kuehn?

2 MR. KUEHN: So thank you for the
 3 presentation, it's a tremendous amount of
 4 information. You were talking about the
 5 expansion of pre-K, and you started talking about
 6 space, and I'm curious because in essence if
 7 we're considering four-year-olds and
 8 three-year-olds, that's looking at almost adding
 9 two grades to our system, and that's a tremendous
 10 amount of space and power to manage that. Is
 11 this, and I know that there's factors associated
 12 with poverty and we have a tremendous increase of
 13 that across the system. Do we have estimates on
 14 the expectation of how large that population is
 15 going to be or currently is?

16 DR. WHISTED: So we have some rough
 17 estimates, because what's difficult is right now
 18 we've been collecting, or I should say in the
 19 past we collected the poverty levels using free
 20 and reduced meal forms and we qualified students
 21 based on 185 percent poverty, and will be

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1 required to offer a free program to up to 300
 2 percent poverty. So you know, we have estimates
 3 of what 185 percent, who we have served
 4 previously at 185 percent, but it's also hard to
 5 make a prediction because we know that we've
 6 offered it to families at the half day session
 7 and they've declined us, so there have been other
 8 families that qualify that don't attend our
 9 programs in BCPS because it's a half day program.
 10 And so I would imagine that once we have a full
 11 day option, more families will be saying yes. So
 12 yes, you are correct that we are looking at
 13 private and public providers because families
 14 have options. We have the, something that we had
 15 to turn in by December 15th was the number of
 16 families that we offered it to as well as, we
 17 received, which community partners would have
 18 spaces that, you know, are also participating in
 19 the expansion of pre-K. So we do know we have
 20 some slots for families in the private sector, as
 21 well as what we have.

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1 Now we don't need to next school year
 2 flip a switch and offer it to everyone, it is a
 3 gradual rollout, so that's part of what the
 4 expansion grant, the expansion group is planning
 5 for. And we have already been in communication
 6 with our county executive's office because they
 7 also are curious about capital budget planning
 8 and you know, what the implications are, so we're
 9 still in just the very early stages of planning
 10 for it.

11 MR. KUEHN: Great, you led into my next
 12 question about the capital budget, which we're
 13 going to be talking about later. So for this
 14 round of capital budget, my expectation is that
 15 we haven't added in all these bodies of students
 16 to create new facilities or expand current
 17 facilities; is that accurate?

18 DR. WHISTED: This is new information to
 19 us, but we will be required at some point to
 20 offer the full day.

21 MR. KUEHN: Great, and then I'm going to

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1 ask one more question and then I'll stop. The
 2 AIB, that sounds like a very, in essence a
 3 significant group. What actual authority will
 4 they have to execute changes within our school
 5 system?
 6 DR. WHISTED: That's information that
 7 we're still learning, that group has just been
 8 developed and you know, they're coming together
 9 to meet today. They have not communicated to us
 10 any of that information yet.
 11 MR. KUEHN: Is it outlined in the law
 12 what they can do or can't do?
 13 DR. WHISTED: Not to my understanding
 14 that -- I mean other than visiting to see our
 15 implementation of it, that's all that I'm aware
 16 of.
 17 MR. KUEHN: All right, thank you.
 18 CHAIRWOMAN HENN: Thank you.
 19 Mr. Thomas, then Ms. Mack, then Dr. Hager.
 20 MR. THOMAS: Thank you. So with the
 21 pre-K access, you said the poverty level would

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1 be, the requirement is to reach poverty level of
 2 300 percent?
 3 DR. WHISTED: 300, yes.
 4 MR. THOMAS: Okay. I think we should go
 5 further than that as the Board of Education. I
 6 think we should be offering free pre-K to
 7 everyone, not just individuals that make it to
 8 the poverty level of 300. I mean, we can make
 9 that happen, so I don't want us to feel
 10 constrained to these requirements when we can do
 11 so much more. Thank you.
 12 DR. WHISTED: If I can make a comment,
 13 it is in the bill that for families up to 600
 14 percent poverty, they should be offered it on a
 15 sliding scale.
 16 CHAIRWOMAN HENN: Thank you, Mr. Thomas.
 17 Ms. Mack?
 18 MS. MACK: I have a few questions. My
 19 first question is also about the definition of
 20 low income. If you'll recall in the curriculum
 21 committee meeting, one of the schools in my

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1 district did not meet the definition we were
 2 using for community school, and I just want to
 3 make sure that our definition is as inclusive as
 4 possible for schools that didn't meet like a
 5 FARMs baseline but will meet a baseline to get
 6 the services to which they're desperately in
 7 need.
 8 DR. WHISTED: Sure, I'll try to clarify.
 9 So the community schools, the concentration of
 10 poverty grant includes schools, every year the
 11 criteria, the threshold lowers, so the first year
 12 it was schools that were up to 75 percent or
 13 higher poverty, the next year it was 70 percent,
 14 the next year it's 65 percent, then it goes to 60
 15 percent, so more schools are included each year.
 16 MS. MACK: Okay, thank you for that.
 17 And on bullet four on, I think it's on slide
 18 nine, talks about a classroom aid. What is the
 19 job title of a classroom aid, is that the
 20 para-educator, and then whatever the definition
 21 is, what is the timeline for allowing that person

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1 to achieve the associate's degree?
 2 DR. WHISTED: Sure, so currently in our
 3 preschool and pre-kindergarten classes we have
 4 what we call a pre-K assistant, and so the
 5 criteria is for them to have a high school
 6 diploma. As far as the requirements and when we
 7 will be required to have that staff member have
 8 an associate's degree, it will depend on the
 9 implementation of our full day program, so they
 10 will let us know when that requirement will come
 11 in once we have full day programs.
 12 MS. MACK: Okay, thank you. And then on
 13 slide ten we talk about nationally board
 14 certified teachers. Do you have any idea on
 15 average how many BCPS teachers become nationally
 16 board certified each year?
 17 DR. WHISTED: We'd have to check human
 18 resources, I need to look. We do need to submit
 19 that information so that we can start planning
 20 for it, since July 1 they will be required to
 21 have a rating.

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1 DR. HOLMES: I'm not sure on the average
 2 every year, but I think currently we have 67.
 3 DR. WHISTED: I was going to say it's
 4 less than a hundred.
 5 DR. WILLIAMS: 63.
 6 CHAIRWOMAN HENN: Thank you,
 7 Dr. Williams.
 8 MS. MACK: On slide 12, again we talk
 9 about definition of high poverty school. What
 10 supports will we offer to schools that do have
 11 pockets of high poverty but don't necessarily
 12 meet the definition?
 13 DR. WHISTED: So there's a part of the
 14 legislation that revises the funding formula, so
 15 potentially those funds could go directly to the
 16 schools depending on the numbers of English
 17 learners, students with special education or
 18 students receiving free and reduced meals.
 19 MS. MACK: Okay. And then similar to
 20 Mr. Kuehn, who is on the accountability board and
 21 who decides who is on the accountability board?

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1 DR. WHISTED: So the one member that I
 2 know is Dr. Jennifer Lynch, so it was a board,
 3 it's people from all over the state that are on
 4 this board.
 5 DR. HOLMES: And those individuals were
 6 appointed by the governor.
 7 MS. MACK: Okay, thank you. Thank you
 8 for this presentation and thank you for your
 9 answers.
 10 CHAIRWOMAN HENN: Thank you, Ms. Mack.
 11 Dr. Hager and then Mr. McMillion.
 12 DR. HAGER: Thank you, my questions are
 13 fairly brief, the first one may be obvious. Who
 14 is our implementation coordinator?
 15 (Dr. Whisted raised her hand.)
 16 Thank you. And is that, the \$10,000
 17 that says it's a stipend, so is it a one-time
 18 stipend, or is it an actual raise?
 19 DR. WHISTED: Yes.
 20 DR. HAGER: Okay, so that will continue,
 21 there's only 60 teachers that have it now, but

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1 now there is an incentive to pursue this
 2 certification, so do we anticipate that it's
 3 going to, is it a challenging certification, I
 4 guess?
 5 DR. MCCOMAS: It is an involved
 6 certification, it is not uncommon it for teachers
 7 who on their initial pursuit do not accomplish
 8 it. However, they are able to go back and
 9 demonstrate mastery of learning in further
 10 attempts. And it is important to recognize
 11 teachers who acquire that recognition, there is a
 12 renewal process, right, because we need to keep
 13 practice at high levels of performance, and so
 14 it's not once you're nationally recognized that
 15 that's in perpetuity, you have to go back and
 16 continue to renew that as well. But I do believe
 17 this will incentivize teachers going through that
 18 process, that process is rigorous and it largely
 19 engages teachers in a very thorough interrogation
 20 of their own practice based on the evidence of
 21 student work, the evidence of, they have also

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1 have to videotape themselves teaching so that
 2 they're looking at their practice through a
 3 different lens, and so that's really part of the
 4 rigorous aspects of it. It's not anchored in
 5 content as many of us when we initially received
 6 certifications, of course it's very anchored in
 7 content standards and content expertise. This is
 8 really about pedagogy and reflective practice,
 9 use of data in driving your practice.
 10 DR. HAGER: Thank you. Two other quick
 11 questions. The CTE programs will be within BCPS
 12 or at a community site. Is that open, and I'm
 13 just wondering, is it open to churches, is it any
 14 kind of any community site?
 15 DR. WHISTED: So they need to be
 16 credentialed, so they have to have the same
 17 accreditation and rating, so it could be anyone
 18 who applies for that and is deemed appropriate.
 19 DR. HAGER: Such as existing preschool
 20 programs in the community?
 21 DR. WHISTED: Correct.

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1 DR. HAGER: I'm very excited about the
 2 college and career aspect of this, I thought that
 3 was wonderful, so thank you.
 4 CHAIRWOMAN HENN: Thank you.
 5 Mr. McMillion?
 6 MR. MCMILLION: My questions were
 7 answered, thank you.
 8 CHAIRWOMAN HENN: Thank you.
 9 Mrs. Causey?
 10 MS. CAUSEY: Thank you. Thank you for
 11 this report and I appreciate my board members'
 12 questions, because they've answered a lot of mine
 13 as well. But also, I did want to say that it has
 14 been wonderful to see the improvement in CTE over
 15 the years, BCPS has done a phenomenal job so it
 16 will be exciting to see us provide even more for
 17 our students along that line.
 18 I think it would be helpful for the
 19 Board to receive a report with the Blueprint
 20 compensation requirements and the current path to
 21 meet those requirements, also helpful to see the

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1 bargaining units' proposals for compensation
 2 related to the Blueprint. And also, there's
 3 other legal requirements for compensation, \$15
 4 per hour as a living wage by a certain date. So
 5 it would be helpful to see those as proposals are
 6 coming forward for budgeting.
 7 And the question I had around -- oh, you
 8 covered it, the poverty. Okay. Thank you.
 9 CHAIRWOMAN HENN: Thank you. Any other
 10 last questions from board members? No? Okay.
 11 DR. WILLIAMS: I just want to thank
 12 Dr. Whisted for serving in this additional role
 13 and you're partnered with Dr. Lynch, as well as
 14 Dr. Holmes and Dr. Boswell-McComas. As we see, a
 15 lot of questions, a lot of questions around
 16 implementation, this is happening across the
 17 state of Maryland, so again, I appreciate the
 18 questions again, board members, that's what we do
 19 when we see information, we start to drill down
 20 and ask more questions, so thank you all.
 21 CHAIRWOMAN HENN: Thank you all.

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1 DR. MCCOMAS: Thank you. Happy
 2 holidays.
 3 CHAIRWOMAN HENN: Happy holidays.
 4 The next item on the agenda is new
 5 business, legislative priorities of the Board for
 6 2022, and for that I call on Ms. Pasteur.
 7 VICE CHAIR PASTEUR: Good evening, and
 8 thank you, board members. This is, I want to
 9 just make sure that everyone is clear that
 10 tonight what we're doing is discussing the
 11 priorities list, we are not engaging in any kind
 12 of debate or dialogue, extensive dialogue about
 13 our attitudes, beliefs, feelings, et cetera,
 14 about any of the things that are being added. So
 15 we're taking a look at what is being added, we're
 16 taking a look at what I sent out to you several
 17 weeks ago, and I think weekly ever since then.
 18 So the basic list of priorities you've seen, many
 19 of them are pretty much like last year's, the
 20 difference being that we're on a new level, a new
 21 step, like last year we were advocating the

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1 Blueprint and Built to Learn, they are in place
 2 now, so as you just heard in this report, we're
 3 now taking a look at next steps.
 4 So tonight in terms of those that have
 5 been given to you, you will share, or we will
 6 share with each other where we are with those
 7 items, if there's anything that you want to
 8 remove, whatever, that's where we are.
 9 We had two new things, one came from
 10 committee but it came from committee, and this is
 11 very important, it came from committee without a
 12 recommendation in terms of whether it should be
 13 on the list or not, so it's here tonight because
 14 Mr. Thomas has brought it to us. It is brought
 15 to you so that you know it is an issue over which
 16 at some point we are really going to have to take
 17 a deep dive. I want to thank the leadership
 18 because they moved it, or we moved it to an
 19 agenda item as opposed to something at the end.
 20 Last year, you'll recall when it was time for
 21 committee reports, I asked for the vote, you

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1 voted and it was over, we had no additional
 2 items, so thank you for making this an agenda
 3 item.
 4 Mr. Thomas had sent out his thinking
 5 about the rights, additional rights for the
 6 student member of the board. He has even
 7 supplied to the Board information on history on
 8 the SMOB in the state of Maryland. I sent it to
 9 you as well as giving you the priorities, the
 10 standing priorities. I also shared with you the
 11 litigation, because you needed to see the big
 12 picture as we have it now, because again, tonight
 13 we're looking at priorities. At another time we
 14 will come back, beginning with the legislative
 15 and governmental relations committee a
 16 discussion, which we will bring to the Board for
 17 bigger discussion or larger discussion.
 18 So I shared with you that the case is
 19 now in the Circuit Court, and that it is based on
 20 a case coming, stemming out of Howard County, and
 21 I believe, Mr. Brousaides, your firm is

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1 representing Howard County; is that correct? Not
 2 you.
 3 MR. BROUSAIDES: No, not me and not my
 4 firm.
 5 VICE CHAIR PASTEUR: It is not your firm.
 6 MR. BROUSAIDES: It is in the Court of
 7 Appeals and it has been argued and they're
 8 waiting the decision.
 9 VICE CHAIR PASTEUR: Okay. So we are
 10 very close to that, then. Because in some areas
 11 they said that it won't be until the summer or
 12 August or whatever, so we are very close, it has
 13 been argued and we are awaiting, as
 14 Mr. Brousaides said, the decision.
 15 Additionally, you heard from Delegate
 16 Ebersole, who has been very interested in this
 17 topic and its movement, and he is prepared,
 18 albeit he did say tonight there is nothing that
 19 is solidified yet that he's putting out, but he
 20 is prepared to present with his pieces to it, to
 21 the General Assembly for a vote. So those are

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1 the moving pieces as we sit here tonight and as I
 2 speak.
 3 To that end, I'm going to ask Mr. Thomas
 4 to take a few minutes, well, not a few, two is
 5 not a few, two minutes, and he can do this in two
 6 because he's written about it ad nauseam, so
 7 clearly he knows it and he can pull it together
 8 in two minutes to give you a further overview.
 9 But again, this is not to question, debate,
 10 because we don't want to put ourselves in a
 11 position tonight that once we get even more
 12 information we have already said yea or nay in
 13 terms of feelings, so this is about hearing what
 14 he has to say, processing how it would function
 15 with our legislative priorities. So Mr. Thomas,
 16 you're now on.
 17 MR. THOMAS: Thank you. Tonight, board
 18 members, I ask you to accept this long overdue
 19 priority to expand the student member of the
 20 board's voting rights as a legislative priority
 21 tonight. I admit that it might be concerning to

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1 many of you having a student in a position of
 2 power, a student in a position of equality on
 3 this Board, I will be able to vote on the budget
 4 and collective bargaining and school reopenings,
 5 closings, boundaries, but I want to start with a
 6 quote from the handbook.
 7 And it says, the secret of education
 8 lies in respecting the people, so I want to ask
 9 you all today to respect the student board
 10 member, respect the voice of your students and
 11 accept the leadership priorities. I do admit
 12 that I have been personally appalled by some of
 13 the comments that have been raised in general
 14 about SMOB voting rights. You know, we've heard
 15 that students aren't taxpayers and so they
 16 shouldn't have a say on a Board that doesn't have
 17 budgetary spending authority. We've heard that
 18 because we aren't chosen by adults we shouldn't
 19 be able to vote on a Board that exists for the
 20 sole purpose of children, for the sole purpose of
 21 student achievement, safety and growth. We've

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1 heard that we are under qualified for decisions
 2 about our system's budget based on our age, but
 3 what are the qualifications for any other board
 4 member? Are we required to have a degree in
 5 finance to make decisions about the budget?
 6 We've heard that we can't think for ourselves,
 7 that students could be easily manipulated, but
 8 the same can be argued for any individual serving
 9 on a board of education.

10 And this case that's coming up, I
 11 personally can say that I think a lot of the
 12 arguments in there are baseless arguments and I
 13 think we need to recognize that students are some
 14 of the only individuals that can truly express
 15 what it's been like to sit in a classroom amid
 16 COVID-19, through a cyber attack, even with the
 17 technology we have before us in this day and age.
 18 And so the only way we can truly reflect a budget
 19 or collective bargaining or anything of that
 20 matter that is beneficial to students is by
 21 respecting the student voice. Thank you.

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1 VICE CHAIR PASTEUR: My my, Mr. Thomas,
 2 thank you very much. All right. That is the
 3 first one. I'm going to go to the second
 4 request, and then we'll go back and look at each
 5 one.

6 The second one was supplied to us or
 7 requested by Dr. Hager, and hers has to do with
 8 the, what's the word, I'm sure it has two
 9 syllables in it -- appointment, okay, thank you,
 10 actually it did have more than two syllables.
 11 All right, thank you, I feel better. So the
 12 appointment of at large members, and I'm going to
 13 ask Dr. Hager to speak to her request.

14 DR. HAGER: Sure. So when I first
 15 joined the Board I found out that the appointed
 16 members and the elected members would both
 17 potentially turn over the same exact year and I
 18 found that a little bit alarming. And so given
 19 that this is the first cycle where we have both
 20 elected and appointed members, it seems like a
 21 great opportunity to essentially fix that by

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1 having a one time only two-year term for
 2 appointed members, so that this time coming up, I
 3 know the appointment committee has been appointed
 4 for the next round, that they would essentially
 5 choose four individuals to serve for two years
 6 instead of four, and then from that point forward
 7 it would be four years like normal, but that way
 8 it would be staggered every two years so that we
 9 don't potentially have full board turnover at any
 10 one given time. So it just made sense to me, so
 11 I'd love to hear everybody else's thoughts on
 12 that.

13 VICE CHAIR PASTEUR: Thank you,
 14 Dr. Hager. I want to just go over very briefly
 15 the headings so that you have just a clear, and
 16 our listeners and those who may be watching, may
 17 have a clearer sense of the kinds of things that
 18 we have added or that we include in our
 19 priorities list, our legislative priorities list.

20 Okay. I have it in my head, I'm just
 21 doing the headings, because I'm trying to go

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1 through it, so I'm looking at '21, which was last
 2 year, but our headings are the same. Oh, thank
 3 you. Why didn't I do that in the first place?
 4 Thank you.

5 So our first heading is local board of
 6 education governance. And understand before I go
 7 to the headings, in putting this together we
 8 looked at MABE priorities, PSAM, that's the
 9 superintendents, and MSDE, we wanted to see where
 10 we were in alignment, what areas we could join
 11 forces or minds with them, but also those things
 12 that are pertinent to Baltimore County Schools.
 13 In fact you will see, those of you on the Board,
 14 you've seen it, others will see it, that just as
 15 an example, Ms. Rowe wanted to make sure that we
 16 were looking at our adequate public facilities,
 17 and Ms. Henn has been our representative on that
 18 committee that was spearheaded by Councilman
 19 Marks, so again, what we have on our priorities
 20 right now are things that we want to see continue
 21 and that we have some very definite thoughts

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1 about.

2 So the first area goes to local board of

3 education governance, that we should maintain our

4 autonomy essentially in terms of the decisions

5 that we make, and that's the first bullet, the

6 autonomy of local school boards, and we go on to

7 talk about that and the independent governance of

8 education, policy and budget decisions.

9 The second caption is state education

10 funding, full funding at the state and local

11 levels, the Blueprint, and I just want to throw

12 in a piece that came from Mr. Kuehn as a matter

13 of fact in looking at an article that he read,

14 and listening to tonight's presentation, that we

15 are making sure that we are not just looking on

16 one side, looking at what we want to do with our

17 staff, which is important of course, but the

18 resources that we are giving to our students, and

19 Dr. Whisted made a point and that is a critical

20 point in the Blueprint, that the Blueprint

21 follows the students versus following the schools

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1 per se. We're trying to make sure that we don't

2 fall into some of the traps that the Thornton

3 plan put us in, that it became an LEA decision,

4 and systems were able to disperse the money as

5 they chose and that it became top heavy on

6 staffing. So we're taking a look at Blueprint,

7 still looking at funding to support our mandated

8 programs under state law, that we don't end up

9 starting something through the state that we

10 cannot continue. All right? And there's a lot

11 of information there about Blueprint, et cetera.

12 Next caption, Board of Education of

13 Baltimore County supports adequate and equitable

14 state funding levels for school construction and

15 renovation projects. That has been very very

16 important for us and that comes out of our

17 support from last year from Built to Learn, and

18 then innovative construction and financing

19 strategy to maximize capacity of state and local

20 governments to fund high quality school facility

21 projects, saying that we are holding and want to

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1 continue to hold our state representatives to

2 making sure that we have the state funding and

3 the local funding that we need to maintain our

4 structures, our schools.

5 And special education, we're still using

6 that as a priority, it will also always be a

7 priority, making sure that as things change we're

8 getting increased state, local and federal

9 funding and resources to support high quality

10 education programs and services.

11 Student assessments and curriculum, we

12 talk about that all the time. As Dr. Williams

13 showed us his outline today, if you look at that

14 presentation, he did a beautiful job along with

15 staff in outlining by date what academic

16 achievement looks like, which people have been

17 asking about that. If you look at the

18 presentation, you see he has outlined by date as

19 he handles, and we will be addressing those

20 issues. And to Ms. Mack, who chaired our goals

21 committee, that he has identified in each one

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1 where they meet the goals that we set, because

2 our goals were multiyear goals, so thank you for

3 that.

4 And then student health, nutrition and

5 fitness, and I know that Dr. Hager has some other

6 ideas. Know that even if it's not on the

7 priority list, it does not mean that that's the

8 end. We will be talking while we meet most of

9 the time during session, so as bills come up, we

10 can take a deep dive into those bills and make

11 some changes as we go along. So we might present

12 the priorities now, but it does not mean we

13 cannot go back and that we won't go back and

14 revisit new things as they come up with our

15 delegates and with our councilmen. So this is

16 not the end, we don't stop thinking just because

17 we do this, and Ms. Gover does a beautiful job,

18 it goes out when we say we're done.

19 School safety and security, that has

20 been a big one for us, a lot of conversation from

21 parents, and in writing this I just want to read

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1 the end of it just to give you the sense. The
 2 Board of Education of Baltimore County
 3 appreciates the work of our elected officials in
 4 state and local government. Both bodies along
 5 with our federal government are working together
 6 for the benefit of our students and school system
 7 to create a strong future not only for our county
 8 or state, but for this country. The Board looks
 9 forward to your attention to these priorities and
 10 remain open, and that's important, remain open to
 11 conversation about any one of them. We also
 12 extend our gratitude to MABE for modeling such
 13 thoughtful direction for each of the local
 14 systems. We look forward to the continued
 15 teamwork for the sake of our children.

16 Now having said that so you see the
 17 components, we're going to go back now and we
 18 will start with the SMOB, Mr. Thomas' request
 19 that it be added to the priorities list. So I'm
 20 going to, I was going to make a motion but I'm
 21 going to let Mr. Thomas, it's his request, so get

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1 ready, Dr. Hager, because you will be next to
 2 make your motion. Mr. Thomas?

3 MR. THOMAS: Thank you. I move to --
 4 sorry. Should I read the whole request out loud?

5 VICE CHAIR PASTEUR: No, moving to add.

6 MR. THOMAS: Okay. I move to add the
 7 SMOB voting rights overview to the legislative
 8 priorities for the Board of Education, the SMOB
 9 voting rights -- yeah, the SMOB legislative
 10 priority for the Maryland General Assembly 2022
 11 legislative priorities.

12 VICE CHAIR PASTEUR: Thank you,
 13 Mr. Thomas. Can I get a second please to his
 14 motion?

15 DR. HAGER: Second.

16 VICE CHAIR PASTEUR: Thank you, second
 17 from Dr. Hager. All right, we are ready now,
 18 okay, to do what you just, a brief --

19 CHAIRWOMAN HENN: Will you state your
 20 motion?

21 MR. THOMAS: Sure. I move to adopt, I

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1 move to amend the legislative priorities to add
 2 SMOB voting rights to the Maryland General
 3 Assembly for 2022.

4 CHAIRWOMAN HENN: Please put that in
 5 writing and I'll restate your motion. Thank you.

6 VICE CHAIR PASTEUR: Thank you.

7 MR. THOMAS: There was something I wrote
 8 to the Board that touched on this. I will send
 9 it to Ms. Gover.

10 VICE CHAIR PASTEUR: Thank you.

11 CHAIRWOMAN HENN: Thank you. I will
 12 restate that. Mr. Thomas moves to amend the 2022
 13 legislative priorities to include SMOB voting
 14 rights as a legislative priority for the 2022
 15 Maryland General Assembly session. It was
 16 seconded by Dr. Hager. May we have a rollcall
 17 vote please when you're ready?

18 MS. GOVER: Ms. Causey?

19 CHAIRWOMAN HENN: I'm sorry,
 20 Mr. McMillion?

21 MR. MCMILLION: I don't understand why

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1 we're not discussing this. If there's a
 2 motion --

3 VICE CHAIR PASTEUR: You can discuss it
 4 now. We had a motion and we have a second so if
 5 you have a question --

6 MR. MCMILLION: But you said earlier --

7 VICE CHAIR PASTEUR: We're not debating
 8 it now. We're not debating it or going into
 9 great discussion because we don't even know what
 10 the bill is. One, we don't know what the bill
 11 looks like. Two, it is still -- well, it has
 12 finished litigating but we haven't received an
 13 answer on that litigation; is that correct,
 14 Mr. Brousaides? Okay. And that's why. We're
 15 looking at it now, so if it gets added for
 16 example, then whatever comes up either way, we
 17 have to address it. So whatever the Court says
 18 or whatever the bill says, we will go back and
 19 then we have to discuss whether we are supporting
 20 that. We have no idea, even Delegate Ebersole
 21 didn't know, but if you have some comments on

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1 it --

2 CHAIRWOMAN HENN: The motion is

3 debatable, so Mr. McMillion, go ahead.

4 MR. MCMILLION: Thank you.

5 CHAIRWOMAN HENN: Thank you, it is

6 debatable. Did you have a question or comment?

7 Go ahead.

8 VICE CHAIR PASTEUR: Anyone else? It's

9 been moved and seconded. Ms. Mack?

10 MS. MACK: Mr. Thomas, you provided us

11 with a very nice overview and summary that

12 included Montgomery County Public Schools and

13 Anne Arundel County Public Schools. Do you have

14 information on the SMOB voting rights for the

15 other 21 LEAs in Maryland?

16 MR. THOMAS: I don't have the exact

17 information but I do have information of the -- I

18 have some rough estimates. So there are six

19 school LEAs in the State of Maryland that have

20 partial voting rights and two that have full

21 voting rights, and we are one of the six that has

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1 partial voting rights. The two that have full

2 voting rights are Montgomery County Public

3 Schools which I think we can all attest is a

4 great school system, and Anne Arundel County

5 Public Schools. Anne Arundel County Public

6 Schools does have completely full voting rights

7 and there are no exclusions at all, whereas in

8 Montgomery County there is still an exclusion on

9 Section 6-2.A of the Maryland Education Article,

10 which is the exclusion that is involved with the

11 legislative priority proposal that was sent to

12 you all.

13 MS. MACK: So do we know if the other 21

14 LEAs allow their SMOBs to vote on operating and

15 capital budgets and collective bargaining?

16 MR. THOMAS: Out of the six that are

17 partial, there are no, they aren't allowed to

18 vote on capital operating budgets to my

19 knowledge. In the two that have full voting

20 rights, the capital operating budget is involved

21 in that, but outside of just the LEAs in

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1 Maryland, there are a number of state boards of

2 education that are also listed that do share the

3 ability to vote on budgetary items, the state

4 budgetary items, which is a very much larger

5 budget, I think, than Maryland's. Right now our

6 budget as a whole, I think it was \$8.9 billion

7 for the state department of education, but I'm

8 not sure. Thank you.

9 MS. MACK: Thank you, Mr. Thomas.

10 CHAIRWOMAN HENN: Any other questions or

11 comments from board members? Ms. Causey?

12 MS. CAUSEY: Thank you. I just wanted

13 to state briefly that I throughout my service on

14 the Board have really appreciated the student

15 member of the board and believe that I have

16 treated each one as a colleague, and that I

17 greatly respect their input into all of the

18 discussions that we have and all of the decisions

19 that we make.

20 I would also like to say that when there

21 are comments made about board members, that the

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1 student member of the board is the one that is

2 speaking for students. Yes, you are engaged with

3 the students, you are a student, you are speaking

4 for students, but I would also like to say that

5 every member on the Board is here for the

6 students, and in our own way have input from

7 students that comes through in our discussions

8 with the community. We have three 30-year

9 retired educators who have that student

10 perspective, we have parents who have that

11 student perspective in mind, we have community

12 members, we have business people, so there is

13 sitting here around this dais, every one of us

14 focused on you, focused on every student that is

15 in the school system.

16 In our recently approved Board of

17 Education of Baltimore County board principles it

18 says I will listen to all board members'

19 expressions of ideas and opinions with an open

20 mind and with the expectation that every board

21 member holds the best of intentions with student

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1 success in school, so I just want to say that I
 2 believe that every member of the Board has the
 3 students in mind and is reflecting a perspective,
 4 many of the same but some are different, of how a
 5 decision we make may impact our students. So I
 6 appreciate you, and I just wanted to say that.
 7 Thank you.
 8 CHAIRWOMAN HENN: Thank you. Any board
 9 members that have not spoken yet that would like
 10 to? Thank you. Mr. Thomas?
 11 MR. THOMAS: Yes, I want to thank
 12 Ms. Causey for her statement, but I'd also like
 13 to argue that the other board members are not
 14 held accountable by the students because they're
 15 not selected by the students. Students only have
 16 a say in one person that sits on this Board and
 17 that is the student member of the Board. In no
 18 other way can a student make any influence on
 19 those of us that are making decisions for their
 20 future. The SMOB is held accountable by the
 21 students because they're elected by the students.

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1 And so while yes, I appreciate the input from
 2 students, there's only one direct voice that can
 3 come from the students and it's how they vote,
 4 and so that's one of the reasons that I think
 5 these priorities are so important, because if we
 6 want our students to actually engage in the
 7 democracy and actually engage in the school
 8 system, they should be able to have a say in what
 9 the Board does. Thank you.
 10 CHAIRWOMAN HENN: Thank you. Last
 11 comments or questions or before I call the vote?
 12 Hearing none, Ms. Gover, may we have a rollcall
 13 vote please?
 14 MS. GOVER: Ms. Causey?
 15 MS. CAUSEY: Abstain.
 16 MS. GOVER: Ms. Mack?
 17 MS. MACK: No.
 18 MS. GOVER: Mr. McMillion?
 19 MR. MCMILLION: No.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

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1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: No.
 7 MS. GOVER: Ms. Pasteur?
 8 VICE CHAIR PASTEUR: Abstain.
 9 MS. GOVER: Ms. Henn?
 10 CHAIRWOMAN HENN: Abstain.
 11 MS. GOVER: In favor is three.
 12 CHAIRWOMAN HENN: And that motion fails.
 13 Thank you.
 14 VICE CHAIR PASTEUR: Dr. Hager, please,
 15 if you want to make a motion?
 16 DR. HAGER: Sure. I move to add, modify
 17 BCPS BOE appointments in 2022 to be only two
 18 years instead of four, one time only, to get the
 19 BOE in a staggered two-year schedule of
 20 introducing new members and avoid a possible full
 21 turnover of the Board on a four-year cycle, to

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1 the legislative priority for 2022.
 2 VICE CHAIR PASTEUR: Thank you,
 3 Dr. Hager.
 4 CHAIRWOMAN HENN: Thank you, and thank
 5 you for sending me the motion. Would you like to
 6 link the end of it to the beginning, did you want
 7 to modify the legislative priorities for 2022 to
 8 include your language? I think your motion would
 9 modify the priorities.
 10 (Inaudible colloquy.)
 11 Okay, thank you for that clarification.
 12 Dr. Hager moves to add, modify BCPS BOE
 13 appointments in 2022 to be only two years instead
 14 of four, one time only, to get the BOE on a
 15 staggered two-year schedule of introducing new
 16 members and avoid possible full turnover of the
 17 Board on a four-year cycle, to the legislative
 18 priorities for 2022. Is there a second?
 19 Mr. McMillion, thank you for the second.
 20 Comments, questions, discussion? Ms. Causey?
 21 MS. CAUSEY: Thank you. I thank

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1 Dr. Hager for making that motion. I certainly
 2 support the concept of the full Board not being
 3 in danger of a whole transition. I will say as a
 4 board member that was on the Board before elected
 5 and the nominating committee, or the nominating
 6 commission was selected to appoint three
 7 candidates to the governor, it was concerning
 8 what was going to happen, and in fact from the
 9 prior board to the newly hybrid elected and
 10 appointed board members, there were four board
 11 members that were retained out of 12, so there is
 12 the possibility of significant turnover, so I
 13 will support that.

14 CHAIRWOMAN HENN: Thank you. And
 15 Ms. Mack, and then I'd like to speak to the
 16 motion.

17 MS. MACK: I just want a clarification.
 18 So prior to the hybrid board, was there ever a
 19 time when there was a complete turnover, or were
 20 people appointed for multiple years and there
 21 just was never a turnover? Is this only created

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1 because this is a hybrid board who, this goes on
 2 an election cycle?

3 CHAIRWOMAN HENN: This was done
 4 previously -- I can speak to this at this time.
 5 This was done previously. In fact I was affected
 6 by it as well as another member. Prior to being
 7 elected to this Board, when I was appointed,
 8 another board member, the legislature did this,
 9 they put this into effect. My term was cut short
 10 by two years so that the full board, the opposite
 11 was done, so that the full board would turn over
 12 at the same time. The other board members' term
 13 was cut short by one year, again, to get us all
 14 on the same cycle. So it was done once
 15 previously to get us all on the same cycle.
 16 Prior to that, terms were staggered so it was not
 17 a full turnover.

18 MS. MACK: Thank you.

19 CHAIRWOMAN HENN: Which ties into my
 20 comment, which is I support the intention of this
 21 motion completely. I think it's, an unintended

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1 consequence is that the law limits members, has
 2 term limits for members, so those members that
 3 would be affected by this, their terms would be
 4 cut short and a consequence would be they would
 5 not allowed to serve out their full term and
 6 would not be allowed to add a term because it
 7 would count as a full term. So that's my only
 8 concern and why I wouldn't support this without a
 9 subsequent change to the term limits law, and
 10 associated with it.

11 DR. HAGER: I will just say that these
 12 people haven't been appointed yet, so they would
 13 go into it knowing it would be a two-year term
 14 essential. I understand what you're saying, if
 15 that helps, thank you.

16 CHAIRWOMAN HENN: Mr. Kuehn?

17 MR. KUEHN: I just was going to say what
 18 she said, that it's not going to affect anyone
 19 without them knowing it. Two years is a great
 20 idea.

21 CHAIRWOMAN HENN: Are you volunteering,

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1 Mr. Kuehn? Thank you. Other discussion from
 2 board members who have not spoken? And
 3 Ms. Causey, have you spoken? No. Ms. Causey?

4 MS. CAUSEY: My opinion is that
 5 currently the law is there's three terms that a
 6 board member can serve, so if a board member is
 7 willing to apply under this scenario, would have
 8 first a two-year term, they could then
 9 subsequently have another four-year term and
 10 another four-year term, so there's lots of time
 11 to serve, and I would encourage people to really
 12 think about it, because it's a very important
 13 role.

14 CHAIRWOMAN HENN: Thank you for that.
 15 Okay. There is a motion and a second, and
 16 Ms. Gover, could you please call the vote?

17 MS. GOVER: Ms. Causey?

18 MS. CAUSEY: Yes.

19 MS. GOVER: Ms. Mack?

20 MS. MACK: Yes.

21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Pasteur?
 3 VICE CHAIR PASTEUR: Abstain.
 4 MS. GOVER: Mr. Thomas?
 5 MR. THOMAS: Yes.
 6 MS. GOVER: Mr. Offerman?
 7 MR. OFFERMAN: Abstain.
 8 MS. GOVER: Dr. Hager?
 9 DR. HAGER: Yes.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Ms. Henn?
 13 CHAIRWOMAN HENN: Yes. That motion
 14 carries?
 15 MS. GOVER: Yes.
 16 CHAIRWOMAN HENN: Thank you, the motion
 17 carries. Thank you, Dr. Hager.
 18 Ms. Pasteur, did you have anything else?
 19 VICE CHAIR PASTEUR: I'd now like to
 20 move that the 2022 legislative priorities be
 21 accepted as amended.

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1 MS. MACK: Second, Mack.
 2 CHAIRWOMAN HENN: Thank you, we have a
 3 motion and a second. Is there any discussion?
 4 Hearing none, may we have a rollcall vote please?
 5 MS. GOVER: Ms. Causey?
 6 MS. CAUSEY: Yes.
 7 MS. GOVER: Ms. Mack?
 8 MS. MACK: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Ms. Pasteur?
 12 VICE CHAIR PASTEUR: Yes.
 13 MS. GOVER: Mr. Thomas?
 14 MR. THOMAS: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Dr. Hager?
 18 DR. HAGER: Yes.
 19 MS. GOVER: Mr. Kuehn?
 20 MR. KUEHN: Yes.
 21 MS. GOVER: Ms. Henn?

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1 CHAIRWOMAN HENN: Yes.
 2 MS. GOVER: Thank you.
 3 CHAIRWOMAN HENN: And that motion
 4 carries. Thank you, Ms. Pasteur, and thank you,
 5 board members.
 6 VICE CHAIR PASTEUR: Thank you.
 7 CHAIRWOMAN HENN: The next item on the
 8 agenda is the report on the proposed FY-2023
 9 county capital budget and for that I call on
 10 Mr. Dixit. Good evening.
 11 MR. DIXIT: Good evening. Good evening,
 12 Chair Henn, Vice Chair Pasteur, Dr. Williams and
 13 members of the Board. Congratulations to both of
 14 you on your election.
 15 Tonight we are here to present our
 16 county capital plan. As you know, the school
 17 construction in the state of Maryland is funded
 18 by the state and county. The state has an annual
 19 cycle and the county has one cycle every other
 20 year, so it's a two-year cycle. The plan that we
 21 are presenting to you, just the first slide for

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1 the future, so this is from the Compass, Our
 2 Pathway to Excellence, the capital plan focuses
 3 on Area 5, which is operational excellence, and
 4 the key initiative is improve school facilities,
 5 and maintain schools in a state of good repair.
 6 Next slide please.
 7 So this document is the county capital
 8 budget that was approved last year, so this is a
 9 reference document for you so that you know what
 10 changes have had have been made and why.
 11 So the changes that we have made in this
 12 is that major projects that have been removed
 13 included Northeast Area Elementary School, Red
 14 House Run Elementary School, Bedford Elementary
 15 School, Summit Park, Northeast Middle School,
 16 Pine Grove Middle School, and systemic projects
 17 that were funded. The reason for removing those
 18 projects is that they have been fully funded.
 19 So the next slide is the program for
 20 FY-2023, which has the same priorities the Board
 21 had approved for the state capital plan. For the

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1 ease of understanding, I will highlight the
 2 changes for you, so the first change that you see
 3 here in the next slide please -- the next one --
 4 is that Scotts Branch has been revised to a
 5 replacement school. In the last submission it
 6 was included as a renovation and addition.
 7 During the design process and the feasibility
 8 study, county agreed to fund \$5,361,000 at this
 9 stage; remember, this is still subject to
 10 approval by the county council and county
 11 executive, but in our preliminary conversations
 12 they have agreed to fund this and we are thankful
 13 for that.

14 The next change, next slide please, is
 15 the request for construction funding of the
 16 Dundalk High School addition that has already
 17 been approved, and this is consistent with MYIPAS
 18 recommendation. Next slide please.

19 The two projects that you remember were
 20 the studies for the northeast area and southeast
 21 area to address the overcrowding of high schools,

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1 and what we have here is preliminary design
 2 funds, so in the past approval was for the
 3 feasibility study, which is being done right now,
 4 so this request is to fund design after the study
 5 is completed.

6 The next slide is the design funding
 7 requested for Towson High School and Dulaney High
 8 School. So the Board had approved replacement of
 9 those two schools and this request is that
 10 whatever comes out of the request for funding
 11 those two schools, these are the amounts for
 12 design if and when we are ready to design those
 13 schools. Next slide please.

14 This is a new item to address an
 15 educational enhancement need in the northwest
 16 area of the county. As you heard some of these
 17 things today, the northwest area of the county,
 18 the CTE program that is needed in that area, so
 19 this request is for conducting a preliminary
 20 study similar to what we are doing for the
 21 northeast area and southeast area schools.

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1 The next slide shows the projects, and
 2 this is a good news story so I want to highlight
 3 that. The Board had approved these projects
 4 shaded green in your spreadsheet there, that were
 5 requested as systemic projects. They have been
 6 approved as healthy schools under the Healthy
 7 School grant program, so this is a \$24 million
 8 Christmas gift in advance, so that they're
 9 already funded now and we can start design and
 10 build those systemic projects. These projects
 11 will be removed from the request that comes to
 12 you for state submission in the August-September
 13 cycle. These healthy school facilities projects
 14 include Milford Mill Academy boiler replacement,
 15 Church Lane Elementary School roof replacement,
 16 Battle Monument Elementary School roof
 17 replacement, Deer Park Middle School roof
 18 replacement, Essex Elementary School chiller
 19 replacement, Martin Boulevard Elementary School
 20 chiller replacement, Ridge Ruxton chiller
 21 replacement, Pine Grove Elementary School

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1 mechanical upgrade and roof replacement,
 2 Pikesville Middle School chiller replacement,
 3 Randallstown High School roof replacement,
 4 Chesapeake Terrace Elementary School chiller
 5 replacement, New Towson Elementary School chiller
 6 replacement, Charlesmont Elementary School roof
 7 replacement, Southwest Academy roof replacement,
 8 and Logan Elementary School chiller replacement.
 9 These projects have been identified in MYIPAS as
 10 projects that need replacement, so all of these
 11 requests that you are seeing is consistent with
 12 MYIPAS recommendations.

13 I wanted to give you a little bit about
 14 the schedule. So the schedule is, today we are
 15 introducing this request new. You can submit
 16 your questions and there will be a work session
 17 in the January 3rd meeting, all of the questions
 18 you have you can submit -- okay, we're there now,
 19 thank you.

20 And then on January 25th we will request
 21 your approval, then it will be presented to

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1 County Planning Board in February, and then be
 2 reviewed by county agencies in February and March
 3 of '22, and county presents proposed budget to
 4 county council in April of 2022. County council
 5 has public hearing in April of 2022. County
 6 council has budget work session in May of 2022.
 7 And county council adopts FY-23 county capital
 8 budget in June. So this is a quick summary. We
 9 request you to submit your questions as soon as
 10 you can and no later than January 7th so that we
 11 can provide responses to you. Any questions can
 12 be submitted to the superintendent's office.
 13 With that I conclude my presentation for
 14 today and I will be glad to answer questions in
 15 the next meeting.
 16 CHAIRWOMAN HENN: Thank you, Mr. Dixit.
 17 MR. DIXIT: Thank you.
 18 DR. WILLIAMS: Yes, Ms. Gover requested
 19 it.
 20 CHAIRWOMAN HENN: All right. The next
 21 item on the agenda is an update on the efficiency

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1 and effectiveness review, and for that I call on
 2 Dr. Williams.
 3 DR. WILLIAMS: So good evening,
 4 everyone, Board Chair Henn, Vice Chair Pasteur
 5 and members of the Board. Tonight I present
 6 update number four of a clear path forward, our
 7 system plan to address needs outlined in the
 8 Public Works operational efficiency review. Our
 9 plan is aligned with the Blueprint for Maryland's
 10 Future with the goal of positioning Baltimore
 11 County Public Schools as a premier school system.
 12 My goal continues, to provide an update on our
 13 progress with respect to assessing, adopting and
 14 implementing recommendations outlined in the
 15 759-page report. We will continue to update the
 16 Board, our community and Team BCPS during this
 17 time of change. Our partnership is critical to
 18 insuring high quality service to the students,
 19 staff and families of Baltimore County Public
 20 Schools. Next slide please.
 21 So I always like to begin with the

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1 Compass, Our Strategic Plan, which identifies the
 2 five priorities. Highlighted here on the slide
 3 are the two main areas of focus in the
 4 operational efficiency review report. Our
 5 primary focus is on learning, accountability and
 6 results, the report asserts the implementation of
 7 recommended efficiencies will head operational
 8 excellence, better serve schools and result in
 9 improved academic outcomes for students. Next
 10 slide.
 11 Does anybody know which school is
 12 represented on the slide? Ah, testing me, very
 13 good. I love this slide. As a part of our
 14 effort to recover, rebuild and heal, we must
 15 acknowledge our current state, continue the
 16 dialogue about our path forward, and
 17 collaboratively create the climate and conditions
 18 necessary for collective healing.
 19 Since my last report, my team and I
 20 continue to meet with principals, visit schools,
 21 speak with staff and engage with union

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1 leadership. Additionally, all workgroups
 2 continue to meet and analyze implementation of
 3 the efficiency review recommendations. 42
 4 meetings have been held to date. To provide an
 5 update on the progress and process,
 6 Dr. Yarbrough, Myriam Yarbrough will lead us
 7 through the next few slides. Dr. Yarbrough.
 8 DR. YARBROUGH: Thank you, Dr. Williams.
 9 Good evening, Board Chair Henn, Vice Chair
 10 Pasteur and members of the Board. The Division
 11 of Organizational Effectiveness is tasked with
 12 providing a balanced and studied approach to the
 13 implementation of the recommendations provided by
 14 Public Works LLC in the efficiency review report.
 15 As identified by Dr. Williams, the goal in this
 16 process is to insure that all voices are heard
 17 and recommendations are reviewed through multiple
 18 lenses.
 19 We have created a web page that members
 20 of the public can use to access artifacts related
 21 to system review and implementation. It contains

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1 links to agendas and action items for all chapter
 2 division workgroups, the Blueprint review team,
 3 and the multistakeholder workgroup.
 4 Additionally, superintendent efficiency review
 5 updates and related communications are archived
 6 on this page. It is dynamic and will continue to
 7 change as materials and artifacts become
 8 available. Next slide please.

9 Next one. Thank you. This slide shows
 10 the three types of groups that are involved in
 11 reviewing and assessing the recommendations in
 12 each chapter, division workgroups, Blueprint
 13 review team and the stakeholder work groups.
 14 Next slide please.

15 The guiding question for division
 16 workgroup is can we implement the recommendation
 17 as written. The options are yes, which prompts
 18 them to identify next steps and a timeline; yes
 19 with modification, which would necessitate
 20 identification of the specific modification, next
 21 steps and a timeline; or no, with rationale and

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1 supporting evidence. Next slide please.

2 Division workgroups are organized by
 3 chapter as depicted in this slide. They have
 4 each held four to five meetings for a total of 34
 5 divisional workgroup meetings to date. 129
 6 recommendations have been reviewed; 65 have moved
 7 forward as written, 38 have moved forward with
 8 modifications. To date the workgroups have
 9 rejected two recommendations. Next slide.

10 The Blueprint review team is solely
 11 focused on recommendations related to the
 12 Blueprint for Maryland's Future. If a
 13 recommendation is given alignment, it moves
 14 forward to the stakeholder workgroup. If it is
 15 not, it is returned to the division workgroup
 16 with feedback and suggested revisions. They have
 17 held four meetings and reviewed 40
 18 recommendations. To date, all recommendations
 19 have been approved and moved forward to the
 20 stakeholder workgroup for consideration. Next
 21 slide please.

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1 Our stakeholder workgroup members are
 2 charged with evaluating the end user experience.
 3 Recommendations identified as aligned with needs
 4 for Team BCPS move forward to be included in the
 5 comprehensive report. Missed opportunities are
 6 returned to the division workgroup for refinement
 7 or additional context as appropriate. They have
 8 met four times and reviewed 22 recommendations.
 9 They have moved 17 recommendations forward and
 10 identified five recommendation as having missed
 11 opportunities for the division workgroup to
 12 review.

13 The timeline for all workgroups to
 14 complete their review is based on the rates at
 15 which team members are able to analyze and
 16 reconcile report findings. The internal audit
 17 division workgroup has completed their meetings
 18 and in alignment with the published process, the
 19 recommendations will be presented to the internal
 20 audit committee at the January 12th meeting for
 21 next steps. We anticipate that the majority of

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1 workgroups will complete their review by early
 2 spring.

3 At this time I turn it back over to
 4 Dr. Williams.

5 DR. WILLIAMS: Next slide please. So
 6 last month we shared our progress in resolving
 7 payroll, certification and benefit concerns from
 8 TABCO. Tonight I want to provide an update on
 9 our progress in the area of payroll. 167 items
 10 were received; to date 73 have been resolved
 11 completely, with an additional 31 in process.
 12 Payroll continues to work collaboratively with
 13 human resources to resolve concerns and will
 14 continue moving through the remaining of this
 15 list as expeditiously as possible.

16 Certification, 247 certification issues
 17 were moved forward. They all have been
 18 researched and those teachers contacted with the
 19 solution, excuse me, resolution and/or next
 20 steps. The certification team will continue to
 21 work directly with teachers requiring followup.

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1 The team has resolved 61 percent of the
 2 identified issues to date. And benefits, 32
 3 benefit issues were received. 72 percent have
 4 been completed resolved, to date nine items
 5 remain. With the goal of resolving the remaining
 6 items by the end of the calendar year as a
 7 priority, our staff continues to work tirelessly
 8 in partnership with our vendor, CGI, to increase
 9 technological efficiencies. We've also
 10 communicated with the county government about
 11 additional support and will continue to work
 12 together to resolve outstanding items as soon as
 13 possible. Next slide.

14 The efficiency report recommends the
 15 development and implementation of a written
 16 strategic communication plan that enhances
 17 transparency. As part of an in depth review of
 18 systems communications methods, the
 19 communications team will launch a survey for all
 20 members of Team BCPS to assess current
 21 communication tools. The survey link will be

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1 shared tomorrow, Wednesday, December 22nd, and
 2 the window will remain open until mid January.
 3 The data will be used to create a plan that
 4 addresses identified gaps. Next slide.

5 Our current staffing challenge is
 6 filling vacancies. We are experiencing a
 7 nationwide shortage of employees, particularly in
 8 transportation and teaching. Using ESRA funds,
 9 we allocated additional English and math teachers
 10 for all secondary schools to reduce class size
 11 and supported accelerated learning. However,
 12 many of these positions remain unfilled.

13 I also have increased staffing for
 14 paraprofessionals at elementary school levels to
 15 support small group instruction during the
 16 implementation of the additional 15 minutes of
 17 class time.

18 Our human resources team has hosted 96,
 19 I will say it again, 96 virtual and face-to-face
 20 recruitment efforts since July 1 of 2021. 58 of
 21 these events were focused on teachers while 38

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1 targeted business services. We have hired 1,239
 2 employees as a result of these efforts, including
 3 721 new teachers. We are hopeful that we will be
 4 able to hire additional staff among the December
 5 college graduates.

6 We also have worked to streamline our
 7 hiring process internally. The Division of Human
 8 Resources has reduced barriers to preemployment,
 9 medical requirements and background checks. The
 10 division is exploring additional efficiencies.
 11 Additionally, we will continue to respond to the
 12 substitute crisis in a variety of ways, including
 13 deploying central office staff to support
 14 classrooms, provide recruitment and retention
 15 bonuses, and exploring the use of a temporary
 16 teacher substitute agency to fill gaps as a
 17 short-term solution. Next slide.

18 Last week during three online events,
 19 BCPS leaders and Baltimore County Police
 20 officials discussed the schools' safety
 21 initiatives and addressed questions from parents

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1 and community members. The sessions focused on
 2 three geographic zones of the school system and
 3 can be viewed on line. A frequently asked
 4 questions at issue document will be posted on
 5 line in the upcoming weeks. During the town hall
 6 meetings, we emphasized that while BCPS staff has
 7 diligently implemented practices that promote
 8 social and emotional wellness, chronic disruption
 9 and threatening behavior that causes imminent
 10 harm are not acceptable and will not be
 11 tolerated. Steps to insure school safety fall in
 12 three categories, community, resources and
 13 accountability.

14 Community, last week town halls built on
 15 systemic or systemwide conversations in October,
 16 and led to ongoing and upcoming work with the
 17 county PTSA leadership, teachers and student
 18 leaders, school staff and neighboring school
 19 district leaders to problem solve.

20 In terms of resource, BCPS is committed
 21 to deploying resources to proactively manage

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1 student behavior through lessons that equip
 2 students with social emotional skills, parent
 3 tools through Parent University, and a new
 4 staffing model that assigns staff to high need
 5 areas.

6 And lastly in the area of
 7 accountability, when efforts to insure restored
 8 community are unsuccessful, school leaders are
 9 empowered to take steps to preserve teaching and
 10 learning. Principals have the authority to use
 11 all tools, including bus suspension, short-term
 12 suspension, long-term referral for board
 13 suspension, virtual and in-person learning
 14 alternatives to insure a safe environment for all
 15 students. Additionally, school support teams
 16 will hold staff focus groups to address
 17 identified barriers.

18 I've shared before, there are no easy
 19 answers. However, we remain committed to working
 20 with all members of Team BCPS to tackle these
 21 issues. Next slide.

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1 So, the sharp increase to positive
 2 cases, rapid spread of COVID-19 across the
 3 county, state and country is deeply concerning,
 4 and I know many of you are worried about what it
 5 means for our school system and our efforts to
 6 keep our school buildings open and provide
 7 in-person learning for our students five days a
 8 week. I want to be clear, that health and safety
 9 of the Baltimore County Public Schools community
 10 remains our top priority. We know that for most
 11 of our students, their academic and social
 12 emotional needs are best met when they are in
 13 person.

14 As a result of our comprehensive COVID
 15 health and safety practices, we can and will
 16 maintain in-person learning five days a week for
 17 all students. However, we cannot ignore the
 18 rising number of positive COVID-19 cases in
 19 Baltimore County, which has led to an increased
 20 number of cases in our schools in recent weeks.
 21 We will implement the following measures

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1 immediately to insure we can continue to keep our
 2 buildings open.

3 All in-person before and after school
 4 nonathletic extracurricular activities are
 5 suspended from Wednesday, December 22nd, through
 6 Friday, January 7th. Schools are encouraged to
 7 transition to virtual meetings if possible.
 8 Athletic practices and games may continue as
 9 scheduled given that student athletes are
 10 required to provide proof of vaccination or
 11 participate in weekly testing as a condition for
 12 participation.

13 All grades -- excuse me -- all games
 14 during the winter break, December 23rd through
 15 January 2nd are cancelled. Optional masked
 16 practices are allowed. If a team has three or
 17 more positive, active positive COVID-19 cases,
 18 team activities will be paused for 14 days. We
 19 want to remind all members of the community
 20 attending our games that masks are always
 21 required.

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1 The team and I recognize that all
 2 extracurricular activities are important to our
 3 students and communities. We will consult with
 4 health professionals to explore options that
 5 allow these activities to safely continue.

6 In cases where the Baltimore County
 7 Department of Health identifies an outbreak and
 8 there is concern about increased spread of
 9 COVID-19 in a specific school, BCPS will work
 10 with health officials to determine the next steps
 11 in accordance with the BCPS response to shifting
 12 metrics.

13 The info-graphic picture on this slide
 14 has been shared with Team BCPS and can be found
 15 on our website. It depicts the decision-making
 16 structure for responding to COVID-19 cases.
 17 System responses range from the exclusion of
 18 impacted individuals to groups and communities.
 19 Of note, it is that our response to each scenario
 20 begins with a consultation with health experts.
 21 BCPS will only close all schools and move to a

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1 districtwide virtual instruction if required to
 2 do so by local and/or state government officials.
 3 The district will continue, the system will
 4 continue to work closely with Baltimore County
 5 Department of Health to monitor cases in our
 6 schools. We will provide an update on our
 7 efforts by Thursday, December 30th of 2021. Last
 8 slide.

9 We will continue to update the Board,
 10 our community and Team BCPS during these
 11 challenging times. As we come up on the break, I
 12 want to wish everyone a restful holiday filled
 13 with joy and peace with family and friends, and a
 14 Happy New Year, so thank you so much for your
 15 continued support and engagement in this work.

16 CHAIRWOMAN HENN: Thank you,
 17 Dr. Williams. At this point we'll open it up for
 18 questions or discussion. Board members?
 19 Mrs. Causey?

20 MS. CAUSEY: Thank you, Madam Chair.
 21 Thank you, Dr. Yarbrough, for your presentation.

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1 For the efficiency review update, are all of the
 2 recommendations that are being evaluated
 3 currently tier one?
 4 DR. YARBROUGH: Our groups started with
 5 tier one and depending on where they are in their
 6 meeting cycle they might be evaluating tier two
 7 at this point.

8 MS. CAUSEY: Okay, and is there a report
 9 or a status of the recommendation evaluations
 10 relative to Public Works' recommended
 11 implementation timeline?
 12 DR. YARBROUGH: Can you ask me that
 13 question one more time?
 14 MS. CAUSEY: You mentioned that the goal
 15 is to have the recommendations evaluated by the
 16 spring, but we're involved in the operating
 17 budget cycle now, so those recommendations that
 18 were tier one that would impact the operating
 19 budget, Public Works requested that they be,
 20 their recommendation was to implement them with
 21 this budget cycle, so I just wanted to understand

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1 where the workgroups are with --
 2 DR. YARBROUGH: So the workgroups began
 3 with tier one recommendations for all workgroups.
 4 If you go to our website, you will see where
 5 they've landed on every single workgroup. Some
 6 workgroups are now in tier two, and then for the
 7 Division 3.A, which is the internal audit
 8 committee, they've actually finished all of the
 9 workgroup. So it's very specific to which
 10 chapter we're speaking of, and we do have a
 11 tracking sheet where the timeline is included as
 12 well.

13 MS. CAUSEY: And that's posted on the
 14 website?
 15 DR. YARBROUGH: The recommendation for
 16 each division and the action minutes is where you
 17 will find that.
 18 MS. CAUSEY: Okay, thank you. So is
 19 there a table for all of them, or do you have to
 20 go through all the different workgroups?
 21 DR. YARBROUGH: They are all separate,

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1 they're by workgroup, by chapter.
 2 MS. CAUSEY: Okay. It may be helpful
 3 for the Board to understand which evaluations are
 4 impacted by the budget.
 5 DR. WILLIAMS: Well, keep in mind, I
 6 will be presenting the budget and in that budget
 7 and in our work sessions we'll be having
 8 conversation. For those, I think I said this
 9 before, for those who attended the two-by-two, I
 10 talked about the themes, I talked about how it
 11 was related with the Blueprint, as well as the
 12 efficiency, those were the three things that I
 13 presented during the two-by-two.
 14 So as you're referencing if there's
 15 budget implication, remember, the report came out
 16 at the beginning of September with a suggested
 17 timeline. Of the 759 pages, we had to take that
 18 and make it our own, and we developed these
 19 workgroups with our partners, which were the
 20 unions, they wanted to be, and I support that
 21 they be a part of some of these decisions as we

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1 make some recommendations. So yes, we've got a
 2 lot of moving parts, we have the budget, we have
 3 the efficiency report, and we have the Blueprint.
 4 MS. CAUSEY: Thank you for that, and I
 5 certainly also support the collaboration with our
 6 bargaining units. Thank you.
 7 CHAIRWOMAN HENN: Thank you. Other
 8 questions from board members? Dr. Hager?
 9 DR. HAGER: Just a few quick questions.
 10 The constituents, so I'm on the website now, the
 11 workgroup members, like for example human
 12 resources, they're all employees of BCPS, is that
 13 right, and then there's a separate stakeholder
 14 group?
 15 DR. YARBROUGH: So there are three
 16 groups. The first group, the division workgroup,
 17 you have employees but you also have employees
 18 that are not in the division, so that's where you
 19 have all of our union partners.
 20 DR. HAGER: Got you, and then the
 21 stakeholder workgroup is just one workgroup that

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1 goes through all the different recommendations;
 2 is that correct?
 3 DR. YARBROUGH: That's correct.
 4 DR. HAGER: Okay, thank you for sharing
 5 that information. We do not have that Power
 6 Point either in BoardDocs, it was kind of hard to
 7 follow along since we didn't have it.
 8 And then for the COVID updates, I just
 9 wanted to clarify. Did you say there would be an
 10 update on December 30th that you will be sharing
 11 with the community?
 12 DR. WILLIAMS: Yes, that's the goal.
 13 DR. HAGER: Okay, thank you.
 14 CHAIRWOMAN HENN: Thank you. I just
 15 have a quick question, Dr. Williams, regarding
 16 the COVID update status and our response. With
 17 regards to extracurriculars and the suspension of
 18 those, have we consulted health experts regarding
 19 the ability of those groups to provide proof of
 20 vaccination or test weekly like we've done for
 21 our student athletes that would allow them to

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1 continue as well?
 2 DR. WILLIAMS: Thank you for that. We
 3 meet weekly with our COVID task force as well as
 4 our health professionals, and we're going to talk
 5 about what potential options we may be able to
 6 put in place for extracurriculars, that was one
 7 of the bullets in that chain.
 8 CHAIRWOMAN HENN: Terrific, thank you.
 9 If the Board could be provided an update as that
 10 progresses, that would be helpful, thank you.
 11 Any other board members with questions
 12 or comments? No? Mrs. Causey?
 13 MS. CAUSEY: Thank you. Two quick
 14 questions. Dovetailing with Ms. Henn, what is
 15 the status of the state test to stay program, or
 16 is it a federal test to stay program and funding
 17 comes through the state, where students, where
 18 individual school districts can utilize funds to
 19 test a greater number of students in order to
 20 make sure that they're negative, whether it's for
 21 sports or whether it's for cohorts in classrooms

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1 where there may be high community transmission
 2 and schools are trying to be more proactive to
 3 prevent cases, or to identify cases?
 4 DR. WILLIAMS: Dr. Yarbrough or
 5 Dr. Zarchin, about the test to stay?
 6 DR. ZARCHIN: Good evening.
 7 CHAIRWOMAN HENN: Good evening.
 8 DR. YARBROUGH: So the test to stay is
 9 something we are working on now. One of the
 10 challenges we're having are getting the test
 11 units. We have requested more, we're hoping they
 12 come in but that is kind of where we are right
 13 now. We do have some that are being used in
 14 schools, but we do not have enough at this time.
 15 MS. CAUSEY: Okay, thank you. Because
 16 as we've seen from the performance metrics, and
 17 also what we're hearing about social emotional,
 18 excuse me, state of our students and staff, that
 19 staying in person is a high priority, and I know
 20 you agree, so I appreciate that.
 21 The last question I had was related to

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1 communication with area advisory councils, but
 2 that can be addressed down the road.
 3 CHAIRWOMAN HENN: Thank you,
 4 Mrs. Causey.
 5 MR. KUEHN: Dr. Zarchin, please don't
 6 leave. So I understand, it's all over the news
 7 that President Biden was going to make an
 8 announcement about 500 million tests being
 9 distributed across the entire country, so I
 10 understand that there's a challenge getting these
 11 tests now. If we haven't received tests yet, and
 12 I'm guessing we ordered a bunch of them, do we
 13 foresee the federal government jumping in line
 14 ahead of our orders, or how do we, what do we
 15 expect, I guess is my question.
 16 DR. ZARCHIN: We're hoping it's a lag
 17 and there will be additional test kits available.
 18 We requested a thousand test units per week, we
 19 received just over 400 from the state, and that
 20 wasn't a weekly allotment, that's what they had.
 21 So we will continue to request more, we put in

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1 another request today, we're hoping the supply
 2 will increase. The demand is certainly there
 3 right now.
 4 CHAIRWOMAN HENN: Dr. Williams, did you
 5 want to speak?
 6 DR. WILLIAMS: I just wanted to thank
 7 Dr. Zarchin and Dr. Yarbrough for their
 8 responses.
 9 CHAIRWOMAN HENN: Thank you. The next
 10 item on the agenda is information items, which
 11 include the financial report for the month ending
 12 October, 2021; the third party billing annual
 13 report 2020-2021; and the MBE/SBE 2020-2021.
 14 The next item on the agenda is board
 15 committee updates, and we'll start with audit
 16 committee. Mr. McMillion?
 17 MR. MCMILLION: I don't have anything to
 18 report other than our next meeting is Wednesday,
 19 January 12th at 4:30.
 20 Would you like me to do building and
 21 contracts while I'm here?

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1 CHAIRMAN HENN: Sure, go ahead, thank
 2 you.
 3 MR. MCMILLION: Okay. So the building
 4 contracts meeting, the next meeting is Monday,
 5 January 10th at five o'clock. And will you go
 6 back around for agenda items?
 7 CHAIRWOMAN HENN: Yes, I will, thank
 8 you.
 9 MR. MCMILLION: Thank you.
 10 CHAIRWOMAN HENN: Let's, the next
 11 meeting is me. The next budget committee meeting
 12 is January 5th, '22, and that's the only update I
 13 have.
 14 Curriculum committee, Ms. Pasteur?
 15 VICE CHAIR PASTEUR: No news from
 16 curriculum updates.
 17 CHAIRWOMAN HENN: Okay, thank you.
 18 Equity committee, Dr. Hager?
 19 DR. HAGER: We met recently and
 20 January 20th is our next meeting. Thank you.
 21 CHAIRWOMAN HENN: Sure, thank you.

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1 Legislative and governmental relations committee,
 2 Ms. Pasteur?
 3 VICE CHAIR PASTEUR: Absolutely no
 4 updates.
 5 CHAIRWOMAN HENN: Policy review
 6 committee, Mr. Offerman?
 7 MR. OFFERMAN: No updates.
 8 CHAIRWOMAN HENN: We do have new
 9 committee assignments and chairs that have been
 10 or will be soon published on the website. Those
 11 will take effect beginning with our January
 12 meeting, so I thank our new committee chairs and
 13 committee members for their willingness to serve
 14 on those committees, so thank you.
 15 Next I will go around -- actually, if I
 16 could get a show of hands if you have any agenda
 17 items to add, future agenda items.
 18 Mr. McMillion?
 19 MR. MCMILLION: I would like to see
 20 transportation back on the agenda for an update,
 21 and I've mentioned at the last two meetings, but

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1 I would like to discuss moving the meetings
 2 around to different areas in the Baltimore County
 3 Public Schools to give people in these other
 4 areas the opportunity to attend that haven't
 5 attended, and maybe never attended ever, but I
 6 think we need the opportunity to get out there
 7 and see some other parts of the county. Thank
 8 you.

9 CHAIRWOMAN HENN: Thank you. Other
 10 board members calling for agenda items?
 11 Mrs. Causey?

12 MS. CAUSEY: Thank you, Madam Chair.
 13 First I wanted to appreciate report from the
 14 board chair that was included in the weekly
 15 update for board members on prior board member
 16 agenda items and the status of them. I would
 17 request staff review meetings, because I believe
 18 that there were more requests that have been made
 19 over the past 12 months.

20 I would like to see transportation, I
 21 would like to see a review of implementation of

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1 the high school study evaluation process, and a
 2 review of utilizing semester classes. We are
 3 going to be in recovery again next year and I
 4 think it's important that we do everything we can
 5 to evaluate what's best. Also to evaluate what
 6 is happening with extracurriculars at all
 7 schools, that's an important part of positive
 8 social emotional development for our students and
 9 engagement and connectedness, which all helps
 10 their emotional and mental health. I'd also like
 11 to see the grading and reporting information that
 12 was requested at least this summer, which is
 13 which high schools are using low score versus --
 14 excuse me, the 50 to 100 grading scale versus the
 15 zero to 100 grading scale, and an evaluation of
 16 the attendance policy and its possible impact on
 17 academic achievement by the attendance standards
 18 not being as rigorous as they were previously.

19 CHAIRWOMAN HENN: Thank you,
 20 Mrs. Causey. Anyone else? Dr. Hager?
 21 DR. HAGER: Hearing that made me think

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1 of something we heard on the area advisory
 2 council meetings, which was that there may be
 3 different standards in place for National Honor
 4 Society criteria, and so in that is if case,
 5 given that that is something that's thought of as
 6 a very high profile club, looking into that.

7 CHAIRWOMAN HENN: Thank you. Hearing no
 8 other agenda items, the item on the agenda is
 9 announcements. The Board's next meeting will be
 10 held on Tuesday, January 11, 2022 at 6:30 p.m.

11 The Board will hold its public hearing
 12 on the FY-2023 operating budget on Tuesday,
 13 January 18th, 2022 at six p.m. The meeting will
 14 be held virtually and preregistration will be
 15 required to sign up to speak. More information
 16 may be found on the Board's participation by the
 17 public website with a special link to register to
 18 speak virtually.

19 I'd like to wish everyone the warmest
 20 and happiest and safest of holidays. Please
 21 enjoy your holidays and have a very Happy new

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1 Year. Thank you for joining us tonight, the
 2 meeting is now adjourned.
 3 (Meeting adjourned.)
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 21

1 STATE OF MARYLAND.
2 BALTIMORE COUNTY: SS

3
4 I, Paul A. Gasparotti, a Notary Public in and
5 for the State of Maryland, Baltimore County, do
6 hereby certify that the foregoing is a true and
7 accurate transcription of the recording to the
8 best of my ability.

9 I further certify that I am not of counsel to
10 any of the parties nor in any way interested in
11 the outcome of these proceedings.

12 As witness, my hand and notarial seal this 3rd
13 day of January, 2022.

14
15 _____
16 Paul A. Gasparotti
17
18
19
20
21

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