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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

BROADCAST VIA MICROSOFT TEAMS

October 11, 2022

Transcribed by: CRC Salomon

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1 **BOARD MEMBERS:**

2 **Rodney R. McMillion, Vice Chair**

3 **Kathleen Causey**

4 **Moalie S. Jose**

5 **Erin R. Hager**

6 **Russell T. Kuehn**

7 **John H. Offerman, Jr.**

8 **Lily P. Rowe**

9 **Makeda Scott**

10 **Felicia Stolusky**

11 **Roah Hassan, Student Member**

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1 PROCEEDINGS

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3 VICE CHAIR MCMILLION: Good afternoon. This is Vice

4 Chair Rod McMillion speaking. I call to order the meeting of

5 the Board of Education for Baltimore County for Tuesday,

6 October 11, 2022. This evening's Board of Education meeting

7 is being held in person, virtually, and broadcast through

8 Microsoft Teams Live, and on BCPS TV (Comcast Xfinity Channel

9 73 and Verizon Fios Channel 34).

10 In order to efficiently conduct this meeting, all

11 voting items this evening will be done by roll-call vote.

12 The first item on the agenda is the Equity Metrics Update,

13 and for that I call on Dr. Yarbrough, Dr. McComas, Mr. Handy,

14 and Mr. Connelly.

15 Good evening.

16 DR. MCCOMAS: So good evening, Chair -- Vice Chair

17 Mr. McMillion and Dr. Williams and members of the Board. I'm

18 joined this evening, as you said, by Dr. Yarbrough, Mr.

19 Handy, and Mr. Connelly. Thank you for extending this

20 opportunity and invitation for us to share the latest update

21 to our Equity Metrics report this afternoon. Next slide,

Page 7

1 please.

2 This afternoon, we will be reviewing an update to a

3 previous Equity Metrics report that was provided in 2020.

4 Gaps in student outcomes has been a longstanding issue for

5 Baltimore County, as has the case been for the state and as a

6 nation. This report focuses on the measures shown in this

7 slide to compare student groups by participation,

8 performance, and climate indicators. The table shown

9 displays each measure and the gap indicator description used

10 to identify persistent and widening gaps. Next slide,

11 please.

12 Inadequate student outcomes do not occur in

13 isolation, we understand, but, in fact, endure over time.

14 BCPS has taken several steps to identify, and to reduce,

15 achievement gaps for students during the last three years.

16 For this update, three years of data, as available, were used

17 to identify gaps. A gap is labeled as persistent if it has

18 existed for two or three years. A gap is considered widening

19 if it was present in the most recent school year, and was

20 greater than the gap evidenced in the earliest-included

21 school year. Data included in the persistent and widening

Page 8

1 column headers indicate the percent of schools within each

2 school level, where the identified gap is considered

3 persistent and/or widening. Please stay at this slide.

4 Recent findings confirm the existence of persistent,

5 predictable patterns of inequitable educational outcomes.

6 The identified gaps may vary in degree or severity, but they

7 do remain consistent across various context. And while our

8 gaps exist, we are making progress, as some gaps are closing

9 over time. And specifically, we'd like to highlight that we

10 are making progress at the elementary and middle-school

11 levels, specifically in KRA, MAP, reading, and mathematics

12 performance for students receiving special services for

13 farms, English-language learners, and special education, as

14 well as MAP, reading, and mathematics performance for black

15 African American students.

16 Additionally, we are making progress at the

17 high-school level, where SAT, evidence-based reading and

18 writing, often referred to as EBRW, and mathematics for

19 students receiving services as English-language learners and

20 special education. SAT math for black African American and

21 Hispanic Latino students are also showing progress. And

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1 while it is encouraging for us to share that our gaps are --

2 we are making progress in closing some gaps, we fully

3 recognize that our work is not yet finished.

4 At this point, I will hand the presentation over to

5 Mr. Connelly, who will share data regarding persistent and

6 widening gaps.

7 MR. CONNELLY: Thank you, Dr. McComas. The next two

8 slides provide sample equity metrics to illustrate persistent

9 and widening gaps for student groups, compared to peers who

10 are not members of that student group. For example, students

11 who receive special education services are compared to peers

12 who do not receive special education services.

13 For elementary students, sample performance data

14 from the Equity Metrics report indicate that, in KRA for our

15 black and African American students, there's a 9.2 percent

16 gap. That gap is persistent in 30.6 of our elementary

17 schools, and widening in 21.6 of schools.

18 For MAP reading for a student group that is Hispanic

19 Latino, we have a 22.8 percent gap in elementary school, and

20 that's persistent in 70.3 percent of our schools, and

21 widening in 43.2 percent of elementary schools.

Page 10

1 For MAP math, students receiving free and reduced
 2 meal services or farms has a 27.2 percent gap in elementary
 3 schools, persistent at 83.8 percent, and widening at 45.1
 4 percent. Next slide, please.

5 For middle and high-school students, sample
 6 performance data for the equity metrics is shown. These
 7 indicate that for MAP reading in grade six through eight, for
 8 English-language learners and students receiving special
 9 education services, there's approximately a 35 percent gap,
 10 which is persistent in almost every middle and high school.

11 For MAP math, grades six through eight for students
 12 who are black or African American, there's a 20.3 percent gap
 13 in middle school, persistent in two-thirds of our schools,
 14 and widening in almost 15 percent of schools.

15 At the high-school level, for SAT, EBRW grade 11,
 16 for Hispanic Latino and farm students, there is a gap of 20.6
 17 percent and 29.2 percent, respectively. For Hispanic and
 18 Latino students, it is persistent in 16 percent of our high
 19 schools, and for our students that receive free and reduced
 20 meal services, that gap is persistent in 48 percent of the
 21 schools.

Page 11

1 For SAT math, grade 11, for students who are black
 2 or African American, there's a 24.6 percent gap in
 3 performance, which is persistent in 40 percent of high
 4 schools. Next slide, please.

5 Shifting to climate data gaps, an examination of
 6 climate measures, in comparison to previous climate equity
 7 metrics, indicate that all gaps for chronic absenteeism and
 8 suspension rate that were recognized in the October 2020
 9 report have increased in the current report. This slide
 10 provides sample equity metric data related to gaps in chronic
 11 absenteeism and suspension rate.

12 For chronic absenteeism, we have, at the elementary,
 13 middle, and high school, gaps for students who are black
 14 African American, two or more races, farms or special
 15 education. In addition, students who are Hispanic Latino
 16 have chronic absenteeism gaps compared to their elementary
 17 school and high-school peers. And for students who receive
 18 English-language learner services, they have gaps in chronic
 19 absenteeism compared to their high-school peers.

20 For a suspension rate, across all school levels,
 21 elementary, middle, and high school, we have gaps in

Page 12

1 suspension rate for students who are black or African
 2 American, students who receive free and reduced meal
 3 services, and students who receive special education
 4 services.

5 Next, Mr. Doug Handy, Executive Director of Equity
 6 and Cultural Proficiency, will share with you our Team BCPS
 7 commitment to equitable access, opportunities, and outcomes
 8 for all students. Next slide, please.

9 MR. HANDY: Thank you, Mr. Connelly. Board Policy
 10 0100, most recently revised on September 14, 2021, states,
 11 "For success to occur for each student in lifelong learning
 12 and the world of work, the school system prioritizes
 13 educational equity by recognizing and removing institutional
 14 barriers and ensuring social identifiers are not obstacles."

15 Further, it states in Policy 0100 that, "Raising
 16 achievement for all students and closing gaps among all
 17 students are top priorities of the Board. Disparities on the
 18 basis of race, special education status, gender, ethnicity,
 19 sexual orientation, gender identity, including gender
 20 expression, English-language learner status, immigration
 21 status, or socioeconomic status are unacceptable, and are

Page 13

1 directly at odds with the belief that all students can
 2 achieve."

3 This is Board policy. Today's presentation and
 4 accompanying detailed report call out inequitable outcomes
 5 for student groups by race and special services. How will
 6 we, as guided by BCPS Policy 0100, use data to inspire change
 7 for more equitable outcomes for all students? As Team BCPS,
 8 how will our voice, advocacy, and prioritized actions match
 9 the expectations for the achievement of all students as
 10 stated in our governing Equity Policy? Next slide, please.

11 We know that learning is our core purpose, and
 12 equity is our work. Equitable access and opportunities are
 13 critical factors in raising the bar and closing gaps. We are
 14 committed to the success of every student in every school.
 15 As Team BCPS, we must interrupt inequitable practices and
 16 implement systemic initiatives, strategies, and key actions
 17 to increase student achievement for all students, while
 18 decreasing gaps which exist for historically marginalized
 19 student groups.

20 As a system, we engage in professional learning for
 21 increasing our understanding of equity and cultural

Page 14

1 proficiency, implement key actions to provide equity and
 2 student access and opportunity for acceleration and
 3 enrichment, and utilize fiscal and human resources to close
 4 gaps. Among BCPS staff, content matter experts use data to
 5 interrogate the existence, magnitude, persistence, and trends
 6 of these data. The Department of Equity and Cultural
 7 Proficiency works to build the capacity of teachers, leaders,
 8 and all staff to create inclusive learning environments that
 9 honor each student's identity.

10 To improve outcomes and experiences for all students
 11 this school year, our department is providing coaching for
 12 principals and central office leaders, and facilitating
 13 professional development for all executive directors, all
 14 principals, and all assistant principals.

15 At the school level, school staff examine
 16 achievement, climate, and behavior data through an equity
 17 lens to make data-informed decisions. School leadership
 18 teams develop key actions and measurable objectives
 19 associated with interrupting predictable patterns of
 20 inequity. We strive to promote positive school environments,
 21 build quality relationships with students and families, have

Page 15

1 high expectations for all students, and provide resources to
 2 support students and families.

3 Parents, caregivers, and community members, we thank
 4 you for your continued efforts in partnering with Team BCPS
 5 to support equitable outcomes for all students. We encourage
 6 all parents and care providers to be actively involved in
 7 their school PTA and parent community advocacy groups. While
 8 we have made some progress in closing gaps, the need for
 9 continued progress is urgent, and our dedicated commitment to
 10 equity work is essential for every student in every school.

11 Thank you.

12 DR. MCCOMAS: This concludes our presentation.

13 VICE CHAIR MCMILLION: Dr. Hager has a question.
 14 Are you available, Dr. Hager?

15 DR. HAGER: I am, but Ms. Scott can go first.

16 MS. SCOTT: I'm here. Can you hear me?

17 VICE CHAIR MCMILLION: Ms. Scott, go ahead.

18 MS. SCOTT: Okay. Thank you. I'm on the phone, so.
 19 Thank you for that presentation. I'm glad that we were
 20 able to hear the presentation, and it's a great follow-up
 21 to the original equity report that was done.

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1 What I would like to know is I see that the gaps have
 2 increased, and, I mean, in specific places, like chronic
 3 absenteeism. And I had two questions. One, the suspension
 4 rate. It increased, and I wanted to see if you could explain
 5 where say suspension rate, it says black African American,
 6 and it has elementary school, middle school, and high school,
 7 farms elementary, middle school, and high school, special
 8 education. Are those the three groups that have the highest
 9 suspension rate in elementary, middle, and high school? Am I
 10 interpreting that correctly? It's on slide -- I think that's
 11 second, third from the end.

12 MR. HANDY: Yeah, slide 7. Thank you very much. We
 13 have groups here that converge, so you may have students who
 14 are members of more than one student group. For example, you
 15 may have a student who is black or African American, and also
 16 receives free and reduced-meal services. So when we have
 17 counts like that that cross over different student groups,
 18 when we're looking at, you know, what's most persistent, our
 19 highest suspension rates deal with our students who receive
 20 special education services, as well as students who are black
 21 or African American.

Page 17

1 We have been following that data point very closely,
 2 and involved in lots of strategies and activities that are
 3 both proactive, restorative, and response to the needs of our
 4 students, schools, and community.

5 MS. SCOTT: Okay. And I would ask the same question as
 6 far as chronic absenteeism. Again, I'm sure there is some
 7 intersectionality of those groups, black, Hispanic, farms,
 8 English language, two or more races, special education. What
 9 are you doing to interrupt, I guess, sort of chronic
 10 absenteeism for those groups?

11 DR. MCCOMAS: So good afternoon, Ms. Scott. Thank
 12 you for the opportunity to address that. So at our school
 13 level, if you recall some of the Board meetings we've had
 14 over the past year, I know, for example, one in particular we
 15 had one of their pupil personnel workers attend, and so at
 16 the school level, that's really where school attendance
 17 committees come into play.

18 And in the attendance committee, they identify
 19 students who are struggling to attend school consistently,
 20 and then as our PPW had shared, they walk through a whole
 21 intervention model whereby there is outreach to the family.

Page 18

1 There's, as necessary, visits to the home to engage the
 2 parents in helping to make sure that the students come to
 3 school.
 4 So it is an ongoing and persistent work. There's no
 5 silver bullet, if you will. Oftentimes, the root cause of
 6 students who are struggling to attend school consistently is
 7 what needs to be addressed, and so that can vary widely in
 8 terms of the needs of the students. That's, again, where our
 9 pupil personnel workers and, if need be, we drive wraparound
 10 social supports. It may be that the family needs support
 11 where we engage a social worker. It may be outside agencies.
 12 So it could be a wide array of interventions that we try to
 13 build in place to improve student attendance.
 14 MS. SCOTT: Thank you. And my last question is just
 15 in general. It might be a Dr. Williams question, or I'm not
 16 sure. But the gaps are increasing, the persistent and it
 17 looks like they're widening. Although we have had some
 18 successes, there are large gaps, and it looks like it's the
 19 same population of students.
 20 So what, as a system, are we doing to address these
 21 children who are falling into these gaps? Because this is

Page 19

1 not something that we want to increase year after year.
 2 There have to be ways to disrupt it. Thank you.
 3 DR. WILLIAMS: So thank you, Ms. Scott. Let me just
 4 circle back to your previous question. Every school has a
 5 student support team, and that's the work that the classroom
 6 teachers, counselors, and administrators meet and talk about
 7 students, whether it's attendance, whether it's academic
 8 performance, whether it's suspension. And so then it's a
 9 continuum where they start in house and work with the school
 10 team, include the parents, and then sometimes it has to go
 11 across that continuum where we're pulling, like Dr.
 12 Boswell-Mccomas mentioned, the PPW, a social worker, or
 13 outside external partners to provide that support, so that's
 14 a continuum.
 15 In terms of a system, these are high-level data
 16 points. We look at every school, and we develop the types of
 17 supports that a school -- that school may need, whether it's
 18 a different configuration in terms of addressing academics
 19 versus social emotional wellbeing. And so that's where we
 20 work with our school side to look at how do we customize that
 21 support? There are some schools where we may need additional

Page 20

1 support, and others may need a little tweak. Others may need
 2 just someone coming in and looking at their structure.
 3 So as a system, we are looking at all 176 schools,
 4 and then we prioritize and kind of tier what kind of supports
 5 may be needed based on what the data points are showing. And
 6 I must just remind everyone, and let me just make sure, Mr.
 7 Connelly, the data points that you provided ended last year
 8 or the year before?
 9 MR. CONNELLY: Thank you. The data points in this
 10 report are ending for the school year 2021-2022, right.
 11 DR. WILLIAMS: Right. So each year, our schools
 12 look at their data. They customize their school progress
 13 plan and talk about what needs to be done around literacy,
 14 around mathematics, and as well as climate. Those data --
 15 that school progress plan is reviewed by our executive
 16 director and team to look at what kind of PD, what kind of
 17 structure, what kind of data analysis are happening in the
 18 building. So we look at all those tenets in terms of
 19 instructional leadership, and then we monitor. That's the
 20 work of Dr. Zarchin and the executive directors on the school
 21 side. So there's a customized plan called the School

Page 21

1 Progress Plan for every school, and it's monitored by the
 2 executive directors.
 3 And then if there's additional support that may be
 4 needed, then we look at how we differentiate that kind of
 5 support. Again, some schools may need just a visit. Some
 6 may need a regular basis of sitting down and looking at the
 7 structures that exist in that particular school.
 8 MS. SCOTT: Great. Thank you very much for that,
 9 Dr. Williams.
 10 VICE CHAIR MCMILLION: Dr. Hager --
 11 MS. SCOTT: Those are my questions.
 12 VICE CHAIR MCMILLION: -- Dr. Hager, are you ready
 13 with your questions?
 14 DR. HAGER: Yeah, can you hear me okay?
 15 VICE CHAIR MCMILLION: Yes, please.
 16 DR. HAGER: Okay, good. Thank you so much for that
 17 presentation. I just wanted to clarify, again, thanking the
 18 group that presented, but I also want to thank Ms. Scott for
 19 her persistence and encouragement to get this report
 20 together, the first one, and now the follow-up one. I am
 21 just really appreciative that this is made public, and I

Page 22

1 do appreciate the transparency of the school system in,
 2 again, showing this data, because, you know, it shows a lot
 3 of holes that we have, and just putting it out there, I
 4 think that really shows a lot for our school system.

5 And so I have three questions. Sorry, I wrote them
 6 down, and they are on my desk here. Okay, so the first
 7 question is I really appreciate that you looked at the data
 8 by school level, so the persistent gaps by school level, and
 9 my question was going to be kind of what Dr. Williams just
 10 said about being able to then identify the schools where we
 11 see these persistent gaps and work with them. So I think
 12 that question has essentially been answered, but I think
 13 that's a really clever way to kind of handle this data and to
 14 address the gaps that we see.

15 And then a specific question is I know with the MAP
 16 data, this is used in other school districts around the
 17 country. So do we have kind of national comparisons that we
 18 can look at where we are compared to other school districts
 19 that are similar, or just school districts around the country
 20 with respect to gaps in our MAP data?

21 DR. WILLIAMS: So Dr. Hager, we provided -- yes, we

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1 provided an update last year about the MAP results, and I
 2 believe Mr. Connelly was a part of that presentation and
 3 shared a little bit of where we were, as well as what the --
 4 what NWEA referenced about just the learning loss and
 5 potential gaps that were happening nationally. And again, I
 6 don't want to steal Mr. Connelly's presentation, but we
 7 looked at how we were doing, particularly in certain grades,
 8 and then we even talked about just how we were assessing our
 9 second graders.

10 But, Mr. Connelly, would you add more to my
 11 response?

12 MR. CONNELLY: Absolutely. Thank you, Dr. Williams.
 13 Yeah, we took a look at the research report from NWEA that
 14 came out comparing pre-COVID, pre-pandemic, and during
 15 pandemic data. And what we found was, yes, you know, gaps in
 16 our MAP data were parallel with those that were across the
 17 nation that NWEA reported. But they were actually less in
 18 the gaps for Baltimore County Public Schools than what was
 19 shown across the nation.

20 And, you know, we can certainly pull up that
 21 presentation from last year to illustrate that point. But it

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1 was based on our winter MAP 2022 data, so that's a positive
 2 step in the right direction for us to look at how we
 3 responded to a global pandemic, in relationship to the
 4 national performance of students.

5 While that being said, we still have lots of work to
 6 do, and that's our purpose for being here today. There's a
 7 sense of urgency with this work because it's necessary, but
 8 it's also been pervasive and persistent. And one of the
 9 things that we looked at was back all the way to 2004. We
 10 were able to pull down data from MSA, and back then we had
 11 adequate yearly progress, and we compared our performance,
 12 not only in all students but across student groups, to that
 13 of other large-school LEAs in Maryland. And the performance
 14 data and the gap data are very, very similar, and so this is
 15 not something new. It is something that, you know, we as a
 16 school system, as a Board, as a community must prioritize for
 17 all students in every school.

18 DR. HAGER: Thank you for that, and I just
 19 am thinking about the report as a whole, me kind of tying
 20 that together, it is important to note, even though, as you
 21 said, that doesn't ignore the fact that we need to address

Page 25

1 our own gaps, but I think that that's important to note, as
 2 well. And then you just touched on my last question, which
 3 really is about the pandemic and that this data -- this
 4 report looks at the last three years. The last report really
 5 looked at pre-pandemic data and kind of bringing that all
 6 together in the future or in some way, just to show that, you
 7 know, we can't ignore that the past three years have been
 8 unique and kind of how that has impacted these data compared
 9 to prior data and, again, just tying that all together in the
 10 future would be a nice thing. So that's all.

11 VICE CHAIR MCMILLION: Okay. Ms. Jose?

12 MS. JOSE: Thank you, Mr. McMillion. And thank you for
 13 this data. I also want to thank Ms. Scott, who has pushed to
 14 bring this data to the Board, because that is the core of what
 15 we do, despite oppositions and resistance with -- even within
 16 the system to not bring this data to the Board. And so I
 17 applaud you, Ms. Scott, that you have stayed consistently true
 18 to that, pushing to bring this to the Board.

19 We heard last week from the state superintendent
 20 that, as Board members, we should consistently ask for this
 21 data and the outcomes of implementations. Mr. Connelly, you

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1 just said that you have data going back to 2004. Those kids
 2 are now adults. This is not a recent phenomena. Last week,
 3 we saw the state do a deep data dive into all of the state
 4 data, and within that data, we saw outliers that some of our
 5 schools that are overcoming, despite the odds. And I heard
 6 the constant generic we must provide equity as backed by
 7 Board policies.

8 Equity, obviously, is not just about race or gender,
 9 but providing what our children need to succeed, including
 10 our special and differently abled children. Historically,
 11 our most disenfranchised have been those that have been
 12 denied opportunities and resources, due to systemic racism.
 13 You said you're facilitating PD versus in principle. Who is
 14 monitoring this data? What can this Board do to provide the
 15 strategic support that is needed at a high level?

16 And I would like to ask this come back to the Board
 17 on a quarterly basis so it can be monitored. The success
 18 plan that Dr. Williams spoke about needs to come to the
 19 Board. We need to see results. It's sad that you say you
 20 have seen this persistent gaps almost 20 years back, and
 21 where is the strategic roadmap to fix this? And I know it's

Page 27

1 not something that can be easily fixed, but we need to
 2 provide the support that we can as a Board. And, again, I
 3 want to thank Ms. Scott for pushing this, and as a Board,
 4 this is the core of what we do.

5 So what can we do to provide the support that we
 6 need to hear, and Dr. Williams, this question is directly to
 7 you. I mean, I want to see results. I know there was a
 8 pandemic, but this is prior to the pandemic, clearly. Thank
 9 you.

10 DR. WILLIAMS: So just to respond, thank you, Ms.
 11 Jose, for your statement and question. But just to respond
 12 to that, that's why we come to you as a Board to really look
 13 at our written curriculum. So we come to you, Dr.
 14 Boswell-Mccomas and team. They have a curriculum committee,
 15 and they analyze do we provide a rigorous instructional
 16 program? Is our curriculum rigorous? So that's one aspect
 17 of it.

18 The other aspect, how is it being taught? So Dr.
 19 Mccomas, Dr. Zarchin and others visit and monitor how it's
 20 being taught. We have put forth some data points in how
 21 we're monitoring, particularly our curriculum-based

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1 assessments, just to ensure that the curriculum is being
 2 followed, and is being taught with fidelity.

3 And then we have to look at how we support our
 4 classroom teachers. And so I think when we come forward and
 5 make recommendations that we've had an outdated curriculum,
 6 and we're looking to update a curriculum, I would suggest,
 7 feel free to have those conversations with the curriculum
 8 experts in terms of how is this going to really hone down
 9 rigorous programs in every classroom? And then we will
 10 continue to provide updates about how our students are doing.

11 So I think that's one aspect of how the Board can
 12 support us, when we come forward and present items to you,
 13 ask for requests. You worked with us. I think one
 14 celebration is that what we didn't have, we now can have
 15 on-time data. Before, we had lagging data, because we didn't
 16 have the mechanism to see how our students were doing right
 17 there in the moment when we had our curriculum-based
 18 assessment. When we had grades, when we had attendance, we
 19 had to wait for that.

20 And so we presented a tool. You all supported that,
 21 in which we call Power School, so now every school, every --

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1 actually, every administrator, every teacher can drill down
 2 and see how students are doing. That's the kind of support
 3 that we need to close these gaps, so that we have the tools
 4 and mechanism, the resources, the curriculum to actually
 5 support teaching and learning.

6 And then the other piece is I always have to say as
 7 a parent, we can't do this in isolation. The schoolhouse
 8 cannot do this in isolation. As you all know, we had our
 9 community partnership fair, and we've been pushing about
 10 partnerships. We've been working with our PTA council. How
 11 can we keep parents informed and involved, and what might
 12 that look like?

13 So we will continue to come and present data and
 14 share stories about successes that are happening. We have
 15 principals coming to the Board to present about how they're
 16 making a difference. That's hard work. But I have to just
 17 highlight the pandemic slowed down a lot of our progress
 18 nationwide. And so we recognize that. However, it has not
 19 stopped us from doing the work that we need to do.

20 The cabinet as a team, we have equity training every
 21 month. We go in and ask those questions. The work that

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1 we're doing, how is that impacting our most vulnerable
 2 student? What can we do differently in terms of our guidance
 3 and support? And it ties back to the previous question, I
 4 think, Ms. Scott raised. We have to look at each one of our
 5 schools, and we look at it differently. Hence, why we
 6 redesign Central Office, that we have executive directors
 7 focusing solely on elementary, then middle, and high school.
 8 So they have a concentrated approach to looking at the group
 9 of elementary directors, working with Dr. Boswell-Mccomas'
 10 team, what are we doing in every one of our 108 elementary
 11 schools? I think I have that number right. And where are
 12 the best practices that are happening that we can replicate?
 13 So this is our work. It's challenging work, but I
 14 will just say, again, the support from the Board is coming,
 15 and when we come forward and say here's that data. Here's
 16 the written curriculum we want to provide, and then we invite
 17 you to come and watch the taught curriculum, have
 18 conversations with the staff, have conversations with the
 19 students regarding how things are going and visiting schools
 20 with our executive directors. That's the kind of support I
 21 think we need.

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1 MS. JOSE: Thank you, Dr. Williams, and I think this
 2 Board would be more than happy to provide that support. You
 3 do have a good team of staff, and a good core cabinet that I
 4 believe believes in this work. I just want to see results,
 5 and I want to make sure that it's clearly (indiscernible) that
 6 it comes through quarterly on this Board. That you, as the
 7 officer, makes sure it's on the agenda on a quarterly basis.
 8 It should not have to be requested to be added on, like we
 9 have to do. It should be just automatically added every
 10 quarterly report comes to the Board, and I don't believe that
 11 requires a vote. It should just be a consensus. This is the
 12 core of what we do.
 13 So thank you, again, and thank you to all the staff
 14 that continues to bring the good and the bad to the Board.
 15 We need to see all of that, so thank you.
 16 VICE CHAIR MCMILLION: Ms. Stolusky, did you have a
 17 question? Please.
 18 MS. STOLUSKY: Okay, so thank you for the thorough
 19 presentation. And as Dr. Williams stated, yes, I do
 20 sincerely applaud the instant data that we're getting. To
 21 piggyback on what he said, in terms of the results, are

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1 families getting the results? And then, if so, if it's not
 2 already done, perhaps suggestions for things that can be done
 3 at home to help narrow the gap.
 4 You know, with elementary school especially, you
 5 know, read a book once a week. Practice, you know, whatever
 6 the math unit is. I think that would help bring the
 7 community and family stakeholders into the solution process.
 8 And then I have two other questions, but I'll hear your
 9 comments about that first.
 10 DR. MCCOMAS: So I'll go ahead, and thank you.
 11 Because we agree, right? This is a partnership, and in order
 12 to raise achievement for any child, and to address their
 13 unique needs, we have to work hand in hand.
 14 So first and foremost, our parents have access to
 15 how their student is doing all the time through Schoology
 16 Learning Management System. And we encourage all parents to
 17 get their access codes. You can do that through your school.
 18 If I may make a commercial break for that, please contact
 19 your school to get your access code. Oftentimes, parents
 20 will access Schoology with their child and look at their
 21 grades and the work that is being assigned together, and have

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1 a meaningful conversation. So I would always, as an
 2 educator, encourage that.
 3 Certainly, our teachers often, especially at the
 4 elementary level, send home communications to their families
 5 highlighting what's coming up in this unit, what are the
 6 essential learnings of that unit. And we do have, I believe,
 7 in our math curriculum, in particular, support sheets for
 8 parents to help, you know, how to help your child learn their
 9 math facts, right, so that they become automatic for us,
 10 right? Because automaticity is the same as fluency when we
 11 talk about reading.
 12 So absolutely, that communication needs to be
 13 constant and ongoing, and I would encourage any parent, if
 14 you have any concern about how your child is doing
 15 academically, socially emotionally, please, please, reach
 16 out, so that we can activate all the resources at the school.
 17 In addition, we do send home communications in the
 18 upper grades. First of all, all of that applies to the upper
 19 grades, as well, right? We know as kids get older, there's a
 20 tendency sometimes, you know, we're working to provide more
 21 independence to students, but they need our engagement every

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1 bit. And so all those things still apply in the upper
 2 grades.
 3 Additionally, we do send home communications, and
 4 this is where I'll invite Mr. Connelly, around how students
 5 are doing on assessments, how they're tracking for graduation
 6 requirements, and, again, I'll invite my colleague to add any
 7 details to that.
 8 MR. CONNELLY: Thank you, Dr. Mccomas. So we have
 9 communication that goes home for curriculum-based assessments
 10 to progress monitoring, in addition to parent conferences and
 11 opportunities for parents to engage and dialogue with
 12 teachers, school counselors, and other support staff. We
 13 have what we consider, you know, data points that happen at
 14 specific intervals of time, so for MAP testing, we have a
 15 individual student report that goes home that provides growth
 16 over time, as well as achievement data. So if a student has
 17 been a part of Baltimore County Public Schools for several
 18 years, there are many indicators of growth and achievement
 19 over that time period, over the course of several grade
 20 levels.
 21 In addition to that, we have reporting that we

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1 provide for students for PSAT, for SAT, through College
 2 Board, our contract with them. In addition to that, we have,
 3 through the state of Maryland, any type of state assessment
 4 reporting, and that's done, as well. The most important
 5 information, though, is the information that's closest to
 6 teaching and learning. And when Dr. Williams was talking
 7 about highlighting that rigorous instruction, the quality of
 8 curriculum, feedback that we provide to students, and then
 9 outcomes that are based on that that are closest to
 10 standards-based learning, that is the most essential way that
 11 we can change, increase, and accelerate learning is at that
 12 level.
 13 DR. MCCOMAS: If I may just add one more thing, a
 14 resource for parents, we do have Parent University, which is
 15 filled with a lot of resources. And if a parent has a need,
 16 and Parent University doesn't have a resource, Sue Hahn
 17 (phonetic), who facilitates all of that, knows who to reach
 18 out to for support. So I just wanted to offer that, as well,
 19 for any parents who are listening to know that there is a
 20 whole Parent University available to support you in helping
 21 to support your child be successful.

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1 MS. STOLUSKY: So the Parent University is amazing.
 2 Just to add -- comment on what you've said. I know Schoology
 3 is overwhelming for many parents, including myself for a time.
 4 What about the idea of, since report cards have to be signed
 5 quarterly, putting some kind of feedback or suggestions on
 6 the report card? So that on a quarterly basis, parents
 7 actually get specific, concrete suggestions that they then
 8 sign off on, just to add one more layer of possible
 9 intervention?
 10 DR. MCCOMAS: Thank you for that feedback, and I
 11 will definitely take it back to the team.
 12 MS. STOLUSKY: And then one more quick question. In
 13 terms of the data that you presented, which was fabulous, is
 14 there also data on groups of students that don't fall into
 15 the categories that you provided? You know, farms, special
 16 education. So for parents to get this data for their
 17 children who may not fall into one of these categories.
 18 DR. MCCOMAS: Just if I may ask a clarifying
 19 question. Are you talking, like, as a parent, I want to know
 20 about my specific children, right? Not the student group
 21 that they may fall in.

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1 MS. STOLUSKY: Right, so if we're looking at gaps,
 2 especially after the pandemic, so that all parents can
 3 understand where their child falls.
 4 DR. MCCOMAS: Absolutely. I see my colleague is
 5 reaching for his microphones. I'm going to invite Mr.
 6 Connelly to --
 7 MR. CONNELLY: Thank you. One of the great tools
 8 that we have for students in kindergarten through grade eight
 9 is the MAP testing. And MAP data does provide where a
 10 student is performing in comparison to school, school system,
 11 and national, and that's both based on a scale score called a
 12 RIT, which also, then, has grade-level implications for where
 13 we're performing, but then also percentile rank. So that is
 14 wonderful feedback, you know, at both a content level for
 15 reading and math, as well as subtests that look at things
 16 such as informational reading, literary reading, vocabulary,
 17 and math. We may be looking at, like, geometry, you know,
 18 those kinds of different elements.
 19 And then from there, you know, when we start looking
 20 at data, this was to inspire questions. It's supposed to
 21 inspire a dialogue. That's where we say that's that point of

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1 conversation. What can we do? How's my student performing?
 2 How is my child performing? You know, what else can we do to
 3 support them?
 4 MS. STOLUSKY: Great, and then what about for all
 5 students in grades 9 through 12 for any parent, again, to
 6 find out if there are any gaps for their children?
 7 MR. CONNELLY: Sure. So they receive, you know,
 8 feedback based in curriculum-based assessments. We also have
 9 PSAT. We're very fortunate in Baltimore County Public
 10 Schools that we provide PSAT for students at the 9th-grade
 11 level in the fall, for 10th grade and 11th grade. And that
 12 gives us comparisons to, you know, college and career
 13 readiness markers, as well as looking at how students are
 14 performing over time, from their transition into high school
 15 through exiting as grade 12, with the grade 11 SAT day, and
 16 also the college and career MET status through their
 17 coursework, as well as their testing requirements.
 18 MS. STOLUSKY: Okay. And then I'm not trying to sound
 19 nitty-gritty, I'm just trying to understand, because I know
 20 the gaps because of the pandemic are really important. So
 21 how can parents find out if their child, or children, have

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1 gaps or learning loss from prior to the pandemic to now?
 2 Thank you.
 3 MR. CONNELLY: You're welcome.
 4 DR. MCCOMAS: Yeah, so I can -- one of the most
 5 important things parents can do is at the beginning of units,
 6 we have built in, forgive me, the expression escapes me. But
 7 they're essentially diagnostic. That's the expression we
 8 use, diagnostic tests. At the beginning of every unit,
 9 right, and so that is a really powerful demonstration for
 10 students to engage in that task, right? And that task could
 11 be a wide variety of things. It could be a writing sample.
 12 It could be a dialogue. It could be producing something or
 13 making something. It's a really powerful task for the
 14 teacher to be able to identify what prerequisite skills for
 15 that unit a student knows and has demonstrated that they can
 16 perform.
 17 But likewise, it also helps the teacher identify
 18 what maybe is a gap, what the student doesn't know and is not
 19 able to perform going into a unit. That's one of the most
 20 powerful moments in time for a parent to have a conversation
 21 with the teacher, right, because then they can come together

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1 and understand, moving forward through this unit of study,
 2 which, you know, fluctuates a number of weeks, depending upon
 3 the content and grade level. Through this unit of study,
 4 these are the essential learnings. These are the learnings
 5 that your child was behind on at the beginning.
 6 So together, we need to work on that. It may be,
 7 again, I'll use an elementary example. It may be that, you
 8 know, we need Mary to work on automaticity with her math
 9 facts, right, because that right now is holding her back from
 10 more complex, multi-operational work moving forward. So
 11 that, in truth, the most powerful time is the beginning of
 12 the unit. But the truth is, at any point, those
 13 conversations can go on, and we encourage our teachers to
 14 communicate as forthrightly as possible to help parents
 15 understand what kind of, perhaps tutoring, what kind of
 16 supports or practice. Oftentimes, it's a matter of
 17 additional practice for students.
 18 I'll close out. I get excited when we start talking
 19 instructions, so thank you.
 20 MS. STOLUSKY: I know I'm out of time. Thank you so
 21 much for answering my questions.

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1 VICE CHAIR MCMILLION: Ms. Causey, please.
 2 MS. CAUSEY: Good afternoon. I want to thank the
 3 Equity Committee for really keeping up shining the light on
 4 this information and on the focus that we need to have on
 5 every single student.
 6 At the MABE conference this past week, the state
 7 superintendent spoke to the Board members there statewide
 8 about the deep dive and the data. And while there is very --
 9 a lot of data to be concerned about, he also pointed out that
 10 given similar student demographics, that there are outliers
 11 that are able to close the gap for English learners, for
 12 black and white gaps, for -- and also for special education.
 13 So number one, that report just became public, so I
 14 would -- I think it was helpful -- would be helpful for all
 15 Board members and I know staff already looks at all the
 16 reports that come out from MSDE. But that can be very
 17 helpful to look at. So I'm curious in the analysis of the
 18 data, where are the bright lights shining in BCPS? And has
 19 that work been done to identify them and to see what they're
 20 doing, and to be able to essentially find out the ingredients
 21 of that special cause? And then bottle it and transfer it to

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1 our other schools, because this is urgent, so if we have
 2 schools that are having success, what is the work around
 3 finding those best practices?
 4 DR. WILLIAMS: So thank you, Ms. Causey. As you
 5 recall last year, when we talked about a data point, we
 6 always brought a school to showcase the work that they're
 7 doing. Where we can't have all 176 schools present, but we
 8 look at certain data points, and we look at schools that are
 9 beating the odds, or have relevant practices. And they're
 10 monitoring the data and seeing progress. It is our goal to
 11 continue that strategy again in terms of bringing that
 12 information to the Board.
 13 But in terms of the work, that's the work of the
 14 system improvement team. That's the work of the school --
 15 Department of Schools, get the right name, working with CNI
 16 to look at where are those bright, shining lights, if you
 17 will? And principals share data. They can -- we can see
 18 their data, and then we drill down to say how are you closing
 19 that gap? How are you look -- what are you doing
 20 differently?
 21 And so a lot of it is being very intentional. You

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1 can't study everything, so you have to really drill down, and
 2 what are those three or four levers that you will pull to
 3 really make a difference? And so, as you recall, we had
 4 several of our schools to come forward. They talked about
 5 analyzing their data. They talked about knowing kids by name
 6 and knowing exactly what they may need, and they talked about
 7 different types of programming.
 8 Dr. Boswell-Mccomas talked about the instruction.
 9 She also talked about interventions, and she also mentioned
 10 some additional time that we provide. So that is our work.
 11 That's been our work that we started when I first came. We
 12 were a little sidetracked with everything that was happening
 13 with the pandemic. But this past year, and currently this
 14 year, that's our work. We look at it as a system, what's
 15 happening across the system. And then we drill down to each
 16 level to see where those schools that are making some
 17 differences, and that's the conversations that we have as a
 18 school, as a Department of Schools. That's the conversations
 19 that we have with our system improvement team.
 20 MS. CAUSEY: Thank you for that, Dr. Williams. Because
 21 the data statewide is really startling and disturbing, as well.

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1 But when schools can be identified that can decrease a 49
 2 percent gap down to 14 percent, it's really encouraging that
 3 we can go out and find those more ingredients.
 4 The other thing I wanted to say is -- or ask about
 5 is related to the pilots and new curriculum. I was in --
 6 recently in the GTCAC meeting, and those folks were not aware
 7 of pilots being selected. So the suggestion was to include
 8 more stakeholders and also --
 9 VICE CHAIR MCMILLION: That's time.
 10 MS. CAUSEY: -- believe Dr. Hager in a previous meeting
 11 had talked about the potential effectiveness of having more
 12 than one pilot at a time.
 13 VICE CHAIR MCMILLION: Excuse me, Ms. Causey.
 14 You've run out of time.
 15 MS. CAUSEY: Okay, so I'll just welcome any comments.
 16 Thank you.
 17 VICE CHAIR MCMILLION: Thank you. Ms. Rowe?
 18 MS. ROWE: So one of the things that I am concerned
 19 about in looking at this data is that -- well, there's
 20 several. But we'll just go with special education. What are
 21 we doing to communicate to parents who may feel that their

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1 children could have special education needs that aren't
 2 being addressed? And the gaps show a problem. What are we
 3 doing to make parents aware that they have a legal right to
 4 ask for referral educational assessment in writing, and that
 5 the school system has to provide that?
 6 Because I hear over and over again, at least in
 7 Hillandale, that they'll go to the school, and they'll say I
 8 really think that there's something, that my child needs some
 9 more assistance, needs help, maybe needs an IEP. And the
 10 school says no, no, it's not time for that yet, and then by
 11 the time they're in middle school, the middle school gives
 12 them the IEP. And they actually needed it all along, and
 13 that defies everything we know about early childhood
 14 intervention.
 15 And so I would like to see some kind of public
 16 education campaign for early childhood intervention. Like, I
 17 want to turn on WBAL and hear ads on the radio about early
 18 childhood intervention and our Child Find Program. Because I
 19 feel like we're not pushing that in the public enough. The
 20 public's not aware of it enough. I tell too many people in
 21 the grocery store line about it, and that could close some of

<p style="text-align: right;">Page 46</p> <p>1 our gaps, if children who have special education needs were 2 identified early, and if they were supported. 3 DR. MCCOMAS: I just say thank you, Ms. Rose, for 4 that feedback. I know we took notes on the recommendations 5 around the communication campaign. And thank you for being 6 an ambassador for any child that needs it, and whose parent 7 needs that support, as well. 8 As always, this kind of goes back to what Dr. 9 Williams said around SS -- student support team at a school, 10 which is the first step to help identify. So just again, 11 thank you for the -- your ambassadorship on behalf of our 12 children that need it. 13 VICE CHAIR MCMILLION: Mr. Offerman, have you 14 returned? 15 UNIDENTIFIED SPEAKER: We've lost our quorum, so we 16 need to recess for the moment. 17 VICE CHAIR MCMILLION: Okay. I was just informed 18 that we've lost our quorum, so we're going to take a -- 19 excuse me? 20 UNIDENTIFIED SPEAKER: Recess. 21 VICE CHAIR MCMILLION: We're going to recess. I'm</p>	<p style="text-align: right;">Page 48</p> <p>1 emergency plans? 2 Could I have a motion? 3 MS. ROWE: So moved, Rowe. 4 MS. CAUSEY: So moved, Ms. Causey. 5 MS. STOLUSKY: Second, Stolusky. 6 VICE CHAIR MCMILLION: Okay. We have a motion and a 7 second. Good. May I have a roll-call vote, Ms. Gover? 8 MS. GOVER: Ms. Rowe? 9 MS. ROWE: Yes. 10 MS. GOVER: Ms. Causey? 11 MS. CAUSEY: Yes. 12 MS. GOVER: Ms. Stolusky? 13 MS. STOLUSKY: Yes. 14 MS. GOVER: Ms. Jose? 15 Mr. McMillion? 16 VICE CHAIR MCMILLION: Yes. 17 MS. GOVER: Ms. Hassan? 18 STUDENT MEMBER HASSAN: Yes. 19 MS. GOVER: Mr. Offerman? 20 Ms. Scott? 21 MS. SCOTT: Yes.</p>
<p style="text-align: right;">Page 47</p> <p>1 very sorry. Thank you. 2 (Brief Recess) 3 VICE CHAIR MCMILLION: The next item on the agenda 4 is closed session. May I have a motion to go into closed 5 session, as permitted by the Open Meetings Act, as found in 6 the Annotated Code of Maryland General Provisions Act? 7 Excuse me for that delay. May I have a motion to go 8 into closed session, as permitted by the Opens Meeting Act, 9 as found in the Annotated Code of Maryland Provision -- 10 General Provisions Article SS3-305(b)1, (b)7, and (b)10 to, 11 number one, discuss the appointment, employment, assignment, 12 promotion, discipline, demotion, compensation, removal, 13 resignation, or performance evaluation of appointees, 14 employees, or officials over whom it has jurisdiction, or any 15 other personnel matters that affects one or more specific 16 individuals? 17 Seven, consult with counsel to obtain legal advice, 18 and 10, discuss public security if the public body determines 19 a public discussion would constitute a risk to the public or 20 to public security, including the employment of fire, police 21 services and staff, and the development and implementation of</p>	<p style="text-align: right;">Page 49</p> <p>1 MS. GOVER: Dr. Hager? 2 DR. HAGER: Yes. 3 MS. GOVER: Mr. Kuehn? 4 Ms. Henn? 5 Favor is seven. 6 VICE CHAIR MCMILLION: Good. The first item for 7 closed session is personnel matters, and for that I call on 8 Ms. Anderson. 9 (Brief Recess) 10 VICE CHAIR MCMILLION: Good evening. I'm Rod 11 McMillion, Vice Chair. I'm very sorry for the delay. I now 12 reconvene open session of the meeting of the Board of 13 Education of Baltimore County for Tuesday, October 11, 2022. 14 I invite you to recite the Pledge of Allegiance to the flag, 15 to be led by Ms. Roah Hassan. We will then have a moment of 16 silence in recognition of those who have served education in 17 Baltimore County. 18 (Pledge of Allegiance.) 19 (Moment of Silence.) 20 VICE CHAIR MCMILLION: As noted earlier, tonight's 21 Board of Education Meeting is being held in person and</p>

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1 virtually, and broadcast online through Microsoft Teams and
 2 through BCPS TV, Comcast Xfinity Channel 73, and Verizon Fios
 3 Channel 34. In order to efficiently conduct this meeting,
 4 all voting items this evening will be done by roll-call vote.
 5 The first item on the agenda is the consideration of
 6 the October 11th agenda.
 7 Dr. Williams, are there any additions or changes to
 8 tonight's agenda?
 9 DR. WILLIAMS: There are none.
 10 VICE CHAIR MCMILLION: Hearing none, the agenda
 11 stands as presented.
 12 Earlier this evening, the Board met in closed
 13 session pursuant to the Opens Meeting Act for the following
 14 reasons: to number 1, discuss the appointment, employment,
 15 assignment, promotion, discipline, demotion, compensation,
 16 removal, resignation, or performance evaluation of
 17 appointees, employees, or other officials over whom it has
 18 jurisdiction, or any other personnel matters that affects one
 19 or more specific individuals; 7, consult with counsel to
 20 obtain legal advice; and 10, discuss public security, if the
 21 public body determines that public discussion will constitute

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1 a risk to the public or to public security, including the
 2 deployment of fire, police services, and staff in the
 3 development and implementation of emergency plans.
 4 The minutes of the closed session and information
 5 summary can be found on BoardDocs under this Board meeting
 6 agenda date. Is there any discussion?
 7 May I have a roll-call vote, Ms. Gover? I'm sorry.
 8 Don't I have to do that? I'm sorry, dear. Next item? Just
 9 bear with me a second. Can't find it, Ms. Gover. Personnel
 10 matters?
 11 MS. GOVER: We're on Number E.
 12 VICE CHAIR MCMILLION: Okay. The next item on the
 13 agenda is personnel matters, and for that, I call on Ms.
 14 Anderson.
 15 Good evening, Ms. Anderson.
 16 MS. ANDERSON: Good evening, sir.
 17 Good evening, Vice Chair McMillion, Superintendent
 18 Williams, and members of the Board. I would like the Board's
 19 consent for the following personnel matters: retirements,
 20 resignations, leaves, certificated appointments, and deceased
 21 recognition of service.

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1 VICE CHAIR MCMILLION: Do I have a motion to approve
 2 the personnel matters, as presented in Exhibits E-1 through
 3 E-5?
 4 MS. STOLUSKY: So moved, Stolusky.
 5 MR. OFFERMAN: So moved, Offerman.
 6 VICE CHAIR MCMILLION: Okay, and I heard a second?
 7 MS. STOLUSKY: Second, Stolusky.
 8 VICE CHAIR MCMILLION: Okay. Any discussion?
 9 Ms. Gover?
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: Yes.
 12 MS. GOVER: Ms. Causey?
 13 MS. CAUSEY: Yes.
 14 MS. GOVER: Ms. Stolusky?
 15 MS. STOLUSKY: Yes.
 16 MS. GOVER: Mr. McMillion?
 17 VICE CHAIR MCMILLION: Yes.
 18 MS. GOVER: Ms. Hassan?
 19 MS. HASSAN: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Yes.

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1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Yes.
 3 MS. GOVER: Mr. Kuehn?
 4 MR. KUEHN: Yes.
 5 MS. GOVER: Favor is eight.
 6 VICE CHAIR MCMILLION: Thank you.
 7 The next item on the agenda is administrative
 8 appointments, and for that, I call on Dr. Williams.
 9 Thank you, Ms. Anderson.
 10 DR. WILLIAMS: Vice Chair McMillion and members of
 11 the Board, I'm bringing forth the following administrative
 12 appointments for your approval. There are five this evening.
 13 The first one is Coordinator of School Social Work Services
 14 in the Office of Student Support Services. The second one is
 15 Senior Supervisor, Planning, Office of Facilities,
 16 Construction, and Improvement. Third one is Supervisor,
 17 Technology, Training and Support in the Office of Technology
 18 Solutions Development. The fourth is Manager, the Office of
 19 Employee and Student Hearings, and the last is Senior
 20 Applications Administrator, Office of Enterprise
 21 Applications.

<p style="text-align: right;">Page 54</p> <p>1 VICE CHAIR MCMILLION: Okay. Do I have a motion to 2 approve the administrative appointments as presented in 3 Exhibit F-1? 4 MS. STOLUSKY: So moved, Stolusky. 5 MS. HASSAN: Second, Hassan. 6 VICE CHAIR MCMILLION: Outstanding. Any discussion? 7 Ms. Gover, may I have a roll-call vote, please? 8 MS. GOVER: Ms. Rowe? 9 MS. ROWE: Yes. 10 MS. GOVER: Ms. Causey? 11 MS. CAUSEY: Yes. 12 MS. GOVER: Ms. Stolusky? 13 MS. STOLUSKY: Yes. 14 MS. GOVER: Mr. McMillion? 15 VICE CHAIR MCMILLION: Yes. 16 MS. GOVER: Ms. Hassan? 17 MS. HASSAN: Yes. 18 MS. GOVER: Mr. Offerman? 19 MR. OFFERMAN: Yes. 20 MS. GOVER: Dr. Hager? 21 DR. HAGER: Yes.</p>	<p style="text-align: right;">Page 56</p> <p>1 (Applause) 2 Our next appointment is Charles T. Smith II as the 3 Manager of Employee and Students Hearing in the Office of 4 Employee and Student Hearings. Attending this evening is his 5 wife, Janice. Please stand. He is new to Baltimore County 6 Public Schools. Currently, he serves as the principle, the 7 Law Offices of Charles T. Smith II, LLC. He's also served as 8 a teacher at Paint Branch High School for 12 years, Argyle 9 Middle School for 4 years, and a teacher at Sheridan School 10 for 2 years. Congratulations, and welcome to Baltimore 11 County Public Schools. 12 (Applause) 13 Not in attendance, but watching virtually, is Anita 14 L. Randall as the Supervisor, Technology, Training, and 15 Support in the Office of Technology Solutions Development. 16 She brings eight years of service in Baltimore County. 17 Currently, she's serving as the Fiscal Supervisor III in the 18 Office of Purchasing. She has also has served prior 19 experience at PD Diagnostic Systems for over 16 years. 20 Congratulations, Anita L. Randall. 21 (Applause)</p>
<p style="text-align: right;">Page 55</p> <p>1 MS. GOVER: Mr. Kuehn? 2 MR. KUEHN: Yes. 3 MS. GOVER: Favor is eight. 4 DR. WILLIAMS: Our first appointment is Paula S. 5 Davis as the Coordinator of School Social Work Services in 6 the Office of Student Support Services. Please stand. She 7 is here with her husband, James Davis. 8 (Applause) 9 She brings over 13 years of experience in Baltimore 10 County. Currently, she's serving as the Supervisor of School 11 Social Work Services, and prior to that, she served as a 12 school social worker at Winfield Elementary, Ridge Ruxton, 13 and Battle Monument. Congratulations. 14 (Applause) 15 Our next appointment is Paul D. Mullens as the 16 Senior Supervisor, Planning, Office of Facilities, 17 Construction, and Improvement. He brings seven years of 18 service in Baltimore County. Currently, he's serving as the 19 Senior Project Manager in the Office of Facilities, 20 Construction, and Improvement. He also has had experience at 21 DDG, Design Development Group. Congratulations, Mr. Mullens.</p>	<p style="text-align: right;">Page 57</p> <p>1 And Jarrett Smoleson (phonetic), who is watching 2 virtually, as the Senior Applications Administrator in the 3 Office of Enterprise Applications. He is new to Baltimore 4 County Public Schools. He served as the lead quality 5 assurance analyst in Terra Technology Group. He's also 6 served as the quality manager officer and the lead 7 application software tester in a variety of the positions. 8 So welcome to Baltimore County, Jarrett Smoleson. 9 (Applause) 10 That concludes the appointments. Thank you. 11 VICE CHAIR MCMILLION: Thank you, Dr. Williams. 12 Our next item is public comment. This is one of the 13 opportunities the Board provides to hear the views, and 14 receive the advice, of community members. The members of the 15 Board appreciate hearing from interested citizens. As 16 appropriate, we will refer your concerns to the 17 Superintendent for follow-up by his staff. 18 The Board of Education will conduct the public 19 comment portion of the meeting by allowing those who 20 registered to speak to attend in person. Registration was 21 open to the public one week prior to tonight's Board meeting,</p>

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1 and was closed at 3:00 p.m. yesterday for anyone wishing to
 2 speak at this evening's meeting. Board practice limits to 10
 3 the number of speakers at a regularly scheduled Board
 4 meeting. Speakers are selected randomly using an electronic
 5 selection process from all registrations received within the
 6 designated time frame.

7 Each speaker is allowed three minutes to address the
 8 Board, of course. If fewer than 10 registrations are
 9 received, all who registered will be permitted to speak.
 10 However, no speaker substitutions will be allowed.

11 While we encourage public input on policy, programs,
 12 and practices within the purview of the Board, of this Board
 13 and this school system, this is not the proper forum to
 14 address specific student or employee matters, or to comment
 15 on matters that do not relate to public education in
 16 Baltimore County.

17 We encourage everyone to utilize existing dispute
 18 resolution processes as appropriate. I remind everyone that
 19 inappropriate personal remarks, or other behavior that
 20 disrupts or interferes with the conduct of this meeting, are
 21 out of order.

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1 I ask speakers to observe the three-minute clock,
 2 which will let you know when your time is up. Please
 3 conclude your remarks when you hear the tone or see that time
 4 has expired. The microphone will be turned off at the end of
 5 your time, and it could be turned off if a speaker addresses
 6 specific student or employee matters, or is commenting on
 7 matters not related to public education of Baltimore County.

8 If not selected, the public may submit their
 9 comments to the Board members via email at boe@bcps.org.
 10 More information is provided on the Board's website at
 11 bcps.org under Board of Education Participation by the
 12 Public.

13 I now call on the Advisory and Stakeholder Group
 14 leaders to speak.

15 Ms. Cindy Sexton with TABCO. Good evening, Ms.
 16 Sexton.

17 MS. SEXTON: Good evening, Vice Chair McMillion, Dr.
 18 Williams, and members of the Board. We have now finished our
 19 first full month, and there are three topics I would like to
 20 address tonight.

21 First, as I visit schools, there are many places

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1 where discipline is under control, and students are where
 2 they belong, in their classes and not in the halls at
 3 inappropriate times. That is great, and I commend those
 4 administrators, educators, and staff for working to make this
 5 happen. Keep up the good work.

6 There are others, though, that are still struggling,
 7 and I ask that we provide them the support and resources they
 8 need so our teachers can teach and our students can learn. A
 9 safe learning environment must be provided. Let's continue
 10 to work to ensure that safety is the priority at every school
 11 and worksite.

12 Next, I want to thank everyone who was working so
 13 tirelessly in the Offices of Payroll, Leaves, and Benefit
 14 Certification and more. I know you are getting many emails,
 15 phone calls, and inquiries, and I thank you for working
 16 through them. Similarly, processing new hires is vital to
 17 Team BCPS. We can't recruit and retain effectively if we
 18 don't have enough staff to process. It just puts us at a
 19 disadvantage. I urge more staff for those departments so we
 20 can efficiently respond. And, again, thank you for your work
 21 in these areas.

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1 Finally, to all our educators and staff who have
 2 made it through the first month, thank you. Our students
 3 need you, and all you do for them is deeply appreciated. I
 4 ran into a first-year teacher over the weekend and asked her
 5 how it was going. She said it was rough in the beginning,
 6 but things were getting better. That was music to my ears.

7 The start of the school year is a challenge, and I
 8 commend and thank everyone who was there for our students
 9 every day. As we continue to work to provide everything our
 10 students need, educators, please make sure you take time for
 11 you. Regroup, recharge, reenergize. We need you, and our
 12 students need you. Thank you.

13 VICE CHAIR MCMILLION: Thank you, Ms. Sexton.
 14 Mr. Ryan Coleman? Mr. Ryan Coleman.

15 Ms. Marietta English, with the Baltimore County
 16 Chapter of the NAACP.

17 Good evening, Ms. English.

18 MS. ENGLISH: Good evening.

19 Good evening, Vice Chair McMillion and other members
 20 of the Board, and Superintendent Dr. Williams. My name is
 21 Marietta English, and I chair the Afro Cultural Technological

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1 Scientific Olympics Program for the Baltimore County NAACP.

2 I want to thank you for your partnership, and as we

3 begin the kickoff for our 2022-23 school year, we look

4 forward to this partnership. I will again ask Dr. Williams

5 to ask principals to assign a coordinator in each school for

6 the ACTSO program. That way, we can have more students to

7 participate and be involved in the program. Last year, we

8 had over 60 students, and we hope to have more this year.

9 I would also like to commend Baltimore County on the

10 implementation of the African American curriculum. It is one

11 that our ACTSO students will be able to see themselves,

12 especially in the music from Africa, as they perform both

13 musically, instrumentally, vocally, and dance. They will

14 also be able to use it in the visual arts, drawing, painting,

15 and sculpture. And as they begin to see other African

16 Americans who were -- who have made great contributions to

17 the arts and sciences.

18 We appreciate the ability to partner with the county

19 in this area and make suggestions that will also help our

20 ACTSO students as they prepare for the competition. And

21 again, I want to commend the curriculum department for their

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1 work in the development in the African American curriculum.

2 And on behalf of my granddaughter, a freshman at Pikesville

3 High, and the other over 100,000 students in Baltimore County

4 Public Schools, I say thank you.

5 VICE CHAIR MCMILLION: Thank you, Ms. English.

6 Next is general public comment, and our first

7 speaker is Pamela Carrington-Randall.

8 Good evening.

9 MS. CARRINGTON-RANDALL: Good evening.

10 Good evening to the Board members, Superintendent

11 Darryl Williams, and Vice Chair McMillion. My name is Pam

12 Carrington, and I am part of the outreach team at the Good

13 Shepherd Church of God in Christ, located at 8301 Liberty

14 Road, in Windsor Mill, Maryland, where Bishop Tony Torain is

15 the pastor.

16 When our church moved into the Windsor Mill

17 community, we didn't want to be just a building in the

18 community. We wanted to be part of the community, part of

19 the neighborhood, and to provide for the needs for the people

20 around us. As we began looking for ways to accomplish this,

21 the 2020 pandemic hit. While devastating, it did give us our

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1 opportunity to serve those feeling the financial burden of

2 making ends meet and getting food on the table.

3 Our outreach ministry decided to meet the challenge

4 by beginning a monthly food giveaway, providing canned goods

5 and dry goods to anyone who could come to the church, to our

6 parking lot, or could make an appointment. In 2020, people

7 in cars lined up for a half a mile in both directions of the

8 church to receive food. And even today, two years later,

9 there are still lines. There's still a need. We continue to

10 feed anywhere from 150 to 150 families each month.

11 We now work with the Maryland Food Bank, the

12 Franciscan Center, For My City Food Rescue Program to provide

13 not just food, but meals that are healthy and items that

14 provide balanced meals. Along with the canned goods and dry

15 goods, we are now able to provide meat, eggs, cheese, bread,

16 and even cleaning products for the households. During the

17 summer months, we even had the opportunity to provide fresh

18 fruits and vegetables from local farms.

19 We've also become a community schools' partner with

20 Scotts Branch Elementary School and Randallstown Elementary

21 School. In August, we used our food giveaway to also have a

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1 back-to-school component, where we provide 200 backpacks and

2 school supplies to students, to our partner schools, and to

3 neighborhood children. We asked the local police and fire

4 department to participate, and they have given away safety

5 kits, provide fire truck tours, and chatted with families.

6 And even last year, Dr. Darryl Williams was able to be with

7 us to open the 2021-22 school year by greeting families and

8 kicking off the school year.

9 During the holiday season, we do food baskets for

10 Thanksgiving, and in December we partner with Toys for Tots

11 so that we can provide gift cards, toys, coats, hats, gloves

12 in addition to the food. Our goal is to be a blessing in our

13 community and to anyone who needs assistance. We realize

14 that it takes all of us to make a strong community, and the

15 Good Shepherd Church is there to continue to help. Thank you

16 for allowing us to speak on this.

17 VICE CHAIR MCMILLION: Thank you for your

18 partnership.

19 MS. CARRINGTON-RANDALL: Thank you.

20 VICE CHAIR MCMILLION: Timothy Goetze.

21 Good evening.

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1 MR. GOETZE: Good evening. My name's Tim Goetze. I
 2 have three children in BCPS. School system -- or school
 3 safety remains to be a problem in the school system.
 4 Everybody has seen the videos, and yet what I haven't seen is
 5 a cohesive plan in reducing the amount of violence in the
 6 system. Sure, the two -- 2023 budget included an additional
 7 \$2 million for 33 school counselors, but across 167 schools,
 8 what real impact is this going to have? Only time will tell,
 9 but we can't wait for those results.

10 Last year, BCPS conducted three virtual town halls
 11 on school safety and supportive environments, which is great,
 12 but they were all heavily scripted with no measurable impact
 13 for school safety, as the problems persisted throughout the
 14 rest of the school last year, and then continued into this
 15 school year.

16 Now, this Thursday, BCPS is hosting another town
 17 hall on the same topic, but why is this administration hiding
 18 from the community and conducting another virtual town hall
 19 instead of meeting them face to face? A virtual town hall
 20 series just sends the message that the box is being checked
 21 instead of addressing the issue.

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1 This message is also sent by the Board's continued
 2 support of the equity agenda. In fact, the Board held a
 3 special session earlier today to discuss the equity report.
 4 When is the last time this Board held a special session to
 5 address school safety? The Equity Committee itself has
 6 existed since June 2020, but what measurable impact has it
 7 had on schools? Sure, they can create posters and index
 8 cards to make people feel good, but when your house is
 9 burning down, you don't focus on planting some trees.

10 At this point, this time needs to be spent on
 11 addressing school safety. You know, it would help all
 12 students addressing school safety. Do you know it would help
 13 all teachers addressing school safety? Do you know what
 14 would help raise academic achievement? Addressing school
 15 safety. This needs to be done immediately, so suspend the
 16 Equity Committee in favor of a School Safety Committee.

17 So show the community that this Board is laser
 18 focused on school safety, and that School Safety Committee
 19 can address a regular agenda item, part of the Board's
 20 agenda. While School Safety Committee is focused on
 21 short-term goals, the Board needs to bring back Legislative

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1 Committee to focus on what Maryland laws need to be changed.
 2 Moving on to the equity report. The message that is
 3 being sent, that I and others have received, is that white
 4 and Asian students do not matter. They are not reported on
 5 in this equity report, other than the staff demographics.
 6 The report itself is cherry-picked data. I don't -- you
 7 don't have all the data, so I don't know how you can even
 8 make an accurate assessment.

9 So what are you going to do with this? So what?
 10 Are you going to put racial quotas in for suspensions? Are
 11 you going to implement policies based on race? I mean, what
 12 happened to judging people by the content of their character
 13 and not the color of their skin?

14 We need to address school safety, and that is the
 15 fact. So thank you.

16 VICE CHAIR MCMILLION: Thank you.

17 Darren Badillo. Good evening.

18 MR. BADILLO: Good evening. Good evening. My name
 19 is Darren Badillo. I'm the outreach coordinator for the
 20 Baltimore County Parent and Student Coalition. I know you
 21 guys have seen me here many times, discussing many issues in

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1 our schools. My main focus is the violence. We don't need
 2 to touch back. I did the -- a few weeks before school
 3 started about all the issues with the violence from last
 4 year.

5 But we have a big problem, and I heard it tonight.
 6 We're in serious trouble. We have out-of-touch leaders
 7 failing our children and our teachers. When you hear the
 8 TABCO rep saying that school safety is great, it's fine, it's
 9 even getting better, that's alarming. That's very alarming.
 10 And then we wonder why we have children with failing grades,
 11 when they're in fight-or-flight mode every day. How can they
 12 focus on learning when they're surrounded by violence?

13 And what I'm seeing right now is that we have
 14 children, they were out of school for two years during the
 15 pandemic. Last year, they come back. You change what and
 16 how we teach them. They're being bullied. Nothing's being
 17 done about it, and now we see this year, we're seeing those
 18 children that were being bullied all of last year, and
 19 starting this year, they're starting to take up for
 20 themselves. They have no leaders fighting for them. So they
 21 have to take it upon themselves to fight, and you know what?

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1 We can -- each of us adults can only take so much, and so can
 2 children. We all have our limits. I'm asking you guys to
 3 step up and fight for them, so our children don't have to
 4 fight for themselves.

5 And I want to do a brief recap of this year so far,
 6 a few incidents that happened. First week of school, a 14
 7 year old was shot and murdered on Baltimore County School
 8 grounds. Chesapeake High School, two teenagers were arrested
 9 with a gun found in their bookbag. Randallstown High School,
 10 the next day, another teen was arrested, another gun found in
 11 their schoolbag.

12 In September, the Baltimore County School Board
 13 looks for new leaders because they're having bus problems.
 14 Woodlawn High School, on September 20th, a Woodlawn High
 15 School student is in custody after an altercation with the
 16 police, and that was caught on video. That was September
 17 20th. On the 20th, again, this police union rep, she's
 18 concerned about students having easy access to firearms. On
 19 the 28th, one juvenile was arrested at Perry Hall High
 20 School. On September 28th, Strickland Middle School, a child
 21 was caught, and there was a article in the Dundalk Eagle,

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1 about a child tasing girls and trying to take advantage of
 2 them in the bathroom.

3 Another incident at Perry Hall. A girl was
 4 surrounded, and there was a major incident that happened
 5 there. Another incident at Perry Hall happened last week. I
 6 believe a student was stabbed. Towson High School, we see
 7 fights of a child being beat for two minutes, two minutes,
 8 and nobody helping her out. Then we see another fight at
 9 Dulaney High School for over three minutes, and nobody
 10 helping this child out.

11 Then we saw Lansdowne High School where the
 12 principal of that school got hit. We see these videos. We
 13 need you guys to step up, and one teacher reached out to me
 14 and said, Darren, when teachers are getting cases of PTSD
 15 from all the violence and crime in school, how can they teach
 16 our kids? They need your help. Thank you.

17 VICE CHAIR MCMILLION: Thank you.
 18 (Applause)
 19 Lloyd Allen.
 20 MR. ALLEN: Good evening.
 21 VICE CHAIR MCMILLION: Good evening.

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1 MR. ALLEN: Good evening. Vice Chair McMillion,
 2 Superintendent Williams, and members of the Board, thank you
 3 for the opportunity to speak. I am Lloyd Allen, he/him,
 4 special educator in mathematics, speaking as an individual.

5 We don't talk about class size. We don't talk about
 6 class size, but we've been doing more with less for a while
 7 now. Educators are a hearty lot, and we generally work
 8 within the constraints that we are given until the system
 9 collapses.

10 Let's talk now about an important mathematical
 11 concept, slack. I'll get back to teaching and staffing in a
 12 minute, but slack is a pivotal concept when flexibility is
 13 required. Think about how many cars can fit on a section of
 14 695 at a given time. Now, think about how fast you go when
 15 the Beltway is actually at capacity. Because there is
 16 nowhere to go, no one goes.

17 Think about baking. Do you use a mixing bowl that
 18 exactly fits your ingredients? If you have four cups of
 19 flour, would you mix it in a one-quart measuring cup? What
 20 would happen if you did? Indeed, my grandmother taught me to
 21 always add one more teabag to the pitcher, one more pinch of

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1 salt for the pot after measuring my other ingredients. You
 2 need a little extra for things to work, and you need to
 3 account for needing extra before you start. It's like doing
 4 a traffic puzzle with no empty space.

5 My first year teaching, I had an Algebra II with 32
 6 students. When I had an observation lesson in that class,
 7 there was nowhere for my chair and administrator to sit.
 8 They brought in chairs from another room so that they could
 9 park in the doorways. At the time, it worked out, but there
 10 was no slack. If there had been the slightest disturbance,
 11 the system would have failed.

12 Now it feels like BCPS is creeping up on trying to
 13 work at maximum capacity again, but if you're at maximum
 14 capacity and something goes wrong, it's catastrophic. Say
 15 that a special educator has a caseload that is a reasonable
 16 size, but at the upper end of a reasonable size. I'm leaving
 17 numbers out of this conversation because reasonable size
 18 might mean different things in different contexts.

19 Now say that the special educator goes on paternal
 20 leave, long-term leave, or just leaves. What happens to
 21 everyone else's caseload? If everyone was already working at

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1 capacity, now everyone is working over capacity. This leads
 2 to catastrophe. As we move forward, it's not enough to be
 3 fully staffed. In order to be able to pivot when, say, MSDE
 4 tells us that all 10th graders need to take a semester class,
 5 we need a lot of slack in the system. In order for the 10th
 6 graders to take that now-required semester class, they also
 7 need to finish out their schedules with an elective semester
 8 class. If there wasn't slack in the system, where did that
 9 elective come from?

10 Let us go into next year aiming for optimistic
 11 overstaffing, starting by looking at the needs of each local
 12 school building, and then throw in a few more educators for
 13 the pot. If we have that built into our plans, then we can
 14 look forward to having a chance of success. Thank you.

15 VICE CHAIR MCMILLION: Thank you.
 16 John McLaney? John McLaney.
 17 Dr. Bash Pharoan?
 18 DR. PHAROAN: Thank you very much. Good evening to
 19 all. I have ideas for you, and I respectfully request your
 20 consideration. It's about the 8500 and 8501 policies, and
 21 I'd like to lump them together.

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1 So metrics are really needed for any assessment of
 2 officials, doctors, lawyers. Suggest that you consider
 3 meeting the goals, the Board, Board members, the
 4 Superintendent, needs to have goals at the beginning of the
 5 year. And at the end of the year, how many goals have been
 6 accomplished or not?

7 Job satisfaction. Both the public versus the
 8 system, and vice versa. Just like the President of the
 9 United States has popularity or satisfaction numbers.

10 Communication with the public. Attending meetings,
 11 public forums, answering emails, answering phone calls,
 12 communicating in person. Mr. McMillion, I really, really
 13 appreciate your two or three words that you told me today.
 14 It means a whole lot. I know Ms. Henn answers some questions
 15 or concerns online. That's really important.

16 Ability to be able to analyze data, to be a
 17 high-tech person. School system is not a desk, blackboard,
 18 chalk, and a teacher and students. High tech is going to be,
 19 not only today but into the future.

20 And last, but not the least, the ability to listen.
 21 This is really important. And, you know, I have been here

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1 too long. I hate to say how long, because that tells me more
 2 information than I need to. But, you know, there are people
 3 who just simply don't care about public speakers or emails,
 4 and I've seen it over the years. And there are people who
 5 truly listens and try to understand and try to find
 6 solutions, and the latter one is really important.

7 So I know Ms. Rowe doesn't like late kind of
 8 critique of policies, but I really can't keep up with PRC
 9 meetings, so this is my only opportunity. I hope you make
 10 some metrics that are objective for all of you,
 11 Superintendent, Chair, Vice Chair, and Board members. Just
 12 like doctors. Thank you.

13 VICE CHAIR MCMILLION: Thank you.
 14 Muhammad Jameel? Good evening.
 15 MR. JAMEEL: Good evening. Peace and blessings to
 16 everyone on virtual and those who are present. I'm here
 17 today to express my gratitude and appreciation for your
 18 understanding, diligence, and efforts to strive for equal
 19 treatment. It is evident in the proposed calendar, which
 20 includes the closings of the schools for children on the two
 21 High Holy days, each, of the two minorities.

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1 I would like to share with you, especially those of
 2 you who may not be aware of our struggle for nearly three
 3 decades for equal treatment. It is not a complaint. It is a
 4 short history and the reason for our gratitude.

5 It was 1984 when the Board, under Dr. Dubel
 6 (phonetic), was introduced to the terms eid al fitr and eid
 7 al adha, the two High Muslim Holy Days. Fourteen years
 8 later, the Calendar Committee tried to make the playing field
 9 even by recommending school closings on two Holy days each
 10 for the two minorities. Dr. Storeburger (phonetic) rejected
 11 the ones for Muslims without any explanation to the Muslim
 12 community.

13 It wasn't until 2004 that the Muslim community
 14 demanded explanation of the decision made in 1998. Voices
 15 were raised continuously for equal treatment, equity, and
 16 equal justice. In hindsight, the reason and excuses provided
 17 for the exclusion of equal treatment were just that.
 18 Consideration for the Muslims was not in the equation of
 19 equality until 2018.

20 There's a saying. Where this is will, there is a
 21 way. Your sincere understanding of (indiscernible) found a

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1 way. Almost all of you saw -- I'm losing the track because I
 2 have vision problem now, too. Almost all of you saw with
 3 clear eyes and approved the closing of the schools for the
 4 Muslim students. Same decision could have been made two
 5 decades ago. But you took the bull by the horn and made an
 6 equitable decision. I wish you had seen the faces and joy in
 7 the Muslim students and relief for their parents. We are
 8 very grateful to you all.

9 I had alluded in the last meeting to a solution to
 10 overcome the logistic challenges in creating the calendar.
 11 Following the lead of Anne Arundel County School System to
 12 convert snow days to virtual learning days will not break the
 13 continuity of class lessons. It will also provide
 14 flexibility and aid the Calendar Committee in creating the
 15 calendar.

16 I also thank the Calendar Committee for their hard
 17 work. Please approve the proposed calendar. Thank you for
 18 listening.

19 VICE CHAIR MCMILLION: Thank you.
 20 Dr. Denyce Watties-Daniels. Good evening.
 21 DR. WATTIES-DANIELS: Good evening.

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1 Good evening to every member of the Board. It's a
 2 privilege to stand before you, or sit before you, and
 3 present. My name is Dr. Denyce Watties-Daniels. I am an
 4 educator, a college educator. I am also an associate pastor
 5 at DreamLife Worship Center, and I serve as the chair of the
 6 executive board of that ministry.

7 We are excited to collaborate with Baltimore County
 8 Schools, especially those in the Randallstown-Woodlawn area.
 9 Recently, I attended the Baltimore County School Fair,
 10 sponsored by Dr. Darryl Williams, and at that fair, I had the
 11 opportunity of connecting with several principals, primarily
 12 Principal Brandon Glaser (phonetic) of Deer Park Magnet
 13 Middle School. That was an amazing event. There were so
 14 many schools there. I had never been to anything like that.
 15 I heard about it. I came out, and wouldn't you know, I came
 16 to look for the principal of Deer Park, and who sat beside me
 17 that day but the principal? So I think it was a divine
 18 connection.

19 From that activity, we participated in the Deer Park
 20 Middle Magnet Back to School event. We distributed school
 21 supplies, pocket games, and popsicles to the parents and the

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1 students who attended that event.

2 Our ministry also supported the Back-to-School
 3 event, sponsored by the Northwest Academy of Health Sciences.
 4 We continued our support of the students and the parents in
 5 the area by distributing school supplies and treats to the
 6 attendees.

7 DreamLife Worship Center is dedicated to supporting
 8 families in the Northwest Baltimore corridor. We sponsor a
 9 monthly food giveaway, in collaboration with the Maryland
 10 Food Bank. We are distributing foods to hundreds of families
 11 since the pandemic. And like my colleague said, the lines
 12 continue in that area.

13 Also, during those food giveaways, in the month of
 14 August, we also distributed school supplies to anyone that
 15 was in the line. During the pandemic, we supported the
 16 students at Milford Mill Academy by providing toiletries at
 17 the request of their principal.

18 We also donate to the local shelter in the Woodlawn
 19 area, the Night of Hope. DreamLife also hosted a series of
 20 COVID clinics in collaboration with the Baltimore County
 21 Health Department. We recently received funding from the

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1 Maryland State Legislature to build a community center. We
 2 plan to offer various services and resources to families in
 3 the community, including building a state-of-the-art child
 4 development center. Thank you so much.

5 VICE CHAIR MCMILLION: Thank you very much.
 6 Tony De Cesare? Good evening.
 7 MR. DE CESARE: Good evening.

8 I'm going to piggyback on Darren a little bit here.
 9 Hi, I'm Tony De Cesare of the Patriot Club of America. It
 10 was brought to our attention last week by Darren Badillo and
 11 the Baltimore County Parent and Student Coalition. The
 12 ongoing violence in Baltimore County Public Schools has
 13 reached epidemic proportions.

14 After watching a Fox 45 investigation regarding a
 15 violent attack at Perry Hall High School, we reached out to
 16 our local state delegate, who suggested contacting our county
 17 councilman, Wade Kach, which I did on multiple occasions, but
 18 never received a reply.

19 I'm here tonight to ask you for your help to ensure
 20 the safety of our students and our teachers. After delving
 21 into this issue further, I was shocked to learn there are

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1 reports of assaults almost daily, and social media is full of
 2 videos of fighting within Baltimore County Public Schools.
 3 To gain more clarity of the escalating violence in
 4 the schools, I reached out to our local law enforcement to
 5 understand how these incidents are being handled. To my
 6 surprise, I was told school administrators would rather not
 7 have SROs document these attacks, and they would rather
 8 handle them within the school administration. Whether an
 9 assault happens on campus, or outside the school, an assault
 10 is still an assault.
 11 Our schools are devolving into a culture of repeated
 12 violence, which is not conducive to a quality education, and
 13 there needs to be accountability. There is no person,
 14 governing body, or administrator that can change this
 15 culture. It's the responsibility of our entire community.
 16 I'm asking you to become involved. Actually, I'm begging you
 17 to get engaged, because this is occurring under your watch.
 18 And this will be your legacy.
 19 I would like to thank Board member Rod McMillion for
 20 attending the town hall in Dundalk. Thank you, two weeks ago
 21 to hear parents, teachers, and students address their

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1 concerns regarding the safety of the schools in Baltimore
 2 County. That type of leadership is desperately needed, and
 3 right now we need all of you to step up and to lead from the
 4 front.
 5 I know you have had to make some very difficult
 6 decisions over the last two years, and many of you will not
 7 be returning for another term. It doesn't matter. Stay
 8 engaged. Whether you're on the Board or not, stay engaged.
 9 This generation of students has suffered through
 10 lockdowns, remote learning, and isolation. Now, they're
 11 attempting to navigate a culture of violence. They need to
 12 see strong leadership and people fight for their best
 13 interest.
 14 In closing, the reputation of Baltimore County
 15 Public Schools rests firmly on your shoulders. Parents,
 16 students, teachers are all looking to you for the answers to
 17 change this violent culture. Since local and state
 18 representatives have not responded to their pleas, you are
 19 their only hope to ensure --
 20 VICE CHAIR MCMILLION: Thank you.
 21 (Applause)

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1 VICE CHAIR MCMILLION: Good evening.
 2 MS. ADAMS: Good evening.
 3 Good evening, Vice Chair McMillion, Dr. Williams,
 4 and Board members. I'm going to piggyback on a topic that's
 5 been discussed a lot this evening. Over the last couple of
 6 weeks, something dawned on me. I have been so focused on
 7 academic achievement because I believe that's what the school
 8 system's primary role is.
 9 But talking to BCPS families about their concerns,
 10 and seeing frequent and gut-wrenching videos of children
 11 fighting in our schools, the number one issue right now is
 12 safety. Our kids are not in environments or in the proper
 13 headspace to be able to focus on learning. Our teachers and
 14 staff are distracted by a small number of students who
 15 disrupt the environment and are unable to focus on
 16 instruction or building the relationships with the other
 17 students.
 18 I have said previously that I worked as a
 19 psychiatric nurse on locked acute psych wards. It was a
 20 priority to maintain order every shift to protect the
 21 wellbeing of patients and staff. We had clear community

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1 standards and clear consequences if those standards were
 2 broken. The intent of the consequences was to curb the
 3 dangerous behavior. We also utilized positive reinforcement
 4 for healthy behaviors.
 5 I do not want our schools run like prisons or locked
 6 psych wards. I know our students have many outside factors
 7 contributing to their behaviors. I know it's natural and age
 8 appropriate for teenagers to push boundaries, engage in risky
 9 behavior, and seek attention. I know that discipline and
 10 respect should be taught within the home first. But while
 11 children are in your care, in school buildings, on school
 12 buses, they should be safe. Whatever policies are in place
 13 now either aren't working or aren't being carried out
 14 effectively.
 15 The frequency and severity of fights is escalating.
 16 So far in the first seven weeks of school, you heard another
 17 commenter list the events. The Baltimore County Parent and
 18 Student Coalition encourages parents and students to follow
 19 the procedure, fill out the BHI form online and focus. Fill
 20 out a copy. Keep one for yourself, and take it to your
 21 school. Talk to your principal. Talk to the guidance

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1 counselor. Ask for help. Advocate for your child. Call or
 2 submit an online form for Maryland Safe Schools. Talk to
 3 your SRO, or the local precinct police officer.

4 Managing a schoolhouse should not be overly
 5 complicated. You don't have to reinvent the wheel. Set
 6 behavioral standards, implement consistent consequences. I
 7 know this isn't a topic we want to talk about publicly. We
 8 parents don't want to focus on the negative. But this
 9 problem is at a crisis level. Now is the time to change
 10 course to prevent anything more tragic occurring in our
 11 communities to our children. If you haven't read this book,
 12 Why Meadow Died, please do. It outlines all of the missed
 13 opportunities for intervention that ultimately allowed one
 14 disturbed individual to murder 17 people at his school.

15 We have to focus on education to give -- in order to
 16 give Baltimore County kids the best chance for a productive
 17 life as adults. But until our schools are stable, safe, and
 18 predictable environments, we cannot address learning. Thank
 19 you.

20 VICE CHAIR MCMILLION: Thank you
 21 (Applause)

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1 Next is public comment on the proposed 2023-2024
 2 School Calendar, and our first guest speaker is Jeffrey
 3 Freedman.

4 Good evening.

5 MR. FREEDMAN: Good evening. Board members, thank
 6 you for allowing me to speak tonight on the '23 to '24 school
 7 calendar tonight. I'm asking you again to approve a
 8 post-Labor Day start to next school year, and all future
 9 school years.

10 The Calendar Committee is not listening to the will
 11 of many families, students, parents, and employees. The
 12 committee even said that a post-Labor Day calendar was not
 13 possible immediately before explaining how it is possible.
 14 Then the results of many surveys were revealed, showing that
 15 over 50 percent of all groups preferred a post-Labor Day
 16 start.

17 Why do the Calendar Committee and certain Board
 18 members continue pushing to start pre-labor Day year after
 19 year? When will our preference be heard? Are you willing to
 20 rubber stamp this calendar proposal and ignore the will of
 21 over 50 percent of the people who want the school year to

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1 start after Labor Day?

2 Why is this that Carroll County, Harford County, and
 3 Anne Arundel Counties, all of which Board are Baltimore
 4 County, continue to hear their citizens on this topic, but
 5 those in Baltimore County continue to be ignored?

6 Right now, we have a challenge with a teacher
 7 shortage and employee retention. One survey indicated that
 8 over 50 percent of staff preferred a post-Labor Day start.
 9 If our preference on this important topic continues to not be
 10 heard, there's a good chance that more good employees could
 11 be lost.

12 At bare minimum, please consider starting the school
 13 year after Labor Day when the holiday falls early in
 14 September. Please don't make any more excuses. Find a way
 15 to do this. If other counties can do it, we can, too.

16 I'd also like to discuss this year's calendar and
 17 its impacts on next year. While some Board members continue
 18 to proclaim how great it is, I'm hearing quite the opposite
 19 repeatedly from other staff and in the community. When
 20 reviewing the start and end dates for all school systems in
 21 Maryland this year, we now have the longest school year in

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1 the state. Not valuing the summer for staff and students has
 2 a negative effect on the school year, since summer involves
 3 valuable learning, working, and resting time for students and
 4 for employees. A shorter summer takes away this important
 5 time.

6 Teachers have also continually asked for MSEA day in
 7 October to be a professional development day and not a
 8 closure day, but have not been heard. The priority has,
 9 instead, been including as many religious holidays as
 10 possible on the calendar. While I'm all for
 11 multi-culturalism, this approach is inappropriate, since you
 12 will never be able to close for all holidays.

13 By law, we are not supposed to be closing for
 14 religious reasons, only if these impact staffing. By placing
 15 a professional development day on a Friday or a Monday for a
 16 weekend holiday, we are now closing for religious reasons,
 17 and causing staff to miss important professional development.
 18 This never took place before, and it doesn't make sense.

19 I'm respectfully asking you to discontinue this
 20 practice, which will allow for the October MSEA day to be
 21 professional development day. This will also allow the

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1 school year to be shorter, and will show appreciation to your
 2 teachers, allowing them to work slightly fewer than the 191
 3 contractual days.

4 In closing, please listen to your constituents who
 5 have spoken loudly and clearly. Start after Labor Day and
 6 eliminate weekend holiday professional development days.
 7 Thank you.

8 VICE CHAIR MCMILLION: Thank you.
 9 (Applause)

10 Cindy Sexton? Good evening, again.

11 MS. SEXTON: Good evening, again. Few topics are as
 12 hotly contested as the school calendar. Seemingly, everyone
 13 has a strong opinion about whether school should start before
 14 or after Labor Day. Arguments are made on both sides, and
 15 whichever choice is made, there are angry, upset, and
 16 disappointed people. Students, parents, community members,
 17 staff.

18 TABCO has not polled our members since 2019, and at
 19 that time, the data was overwhelmingly in favor of a
 20 pre-Labor Day start, greater than 88 percent of the
 21 respondents. However, emails, texts, and conversations that

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1 I am receiving now are giving similar data. While there are
 2 some who do prefer the post-Labor Day, the overwhelming
 3 majority is for a pre-Labor Day start.

4 The reasons I hear from these educators almost
 5 exclusively revolve around what is best for students. The
 6 amount of instructional time needed to cover material and
 7 content must be considered. Standard tests, such as AP
 8 exams, have a firm date by which they must be given.
 9 Teachers need every bit of time to teach the content. SLOs
 10 must be completed by a set time, and again, teachers need the
 11 time to teach the content so students can learn it, and then
 12 show their growth. That's what we're here for, student
 13 growth and learning.

14 I also hear frequently how the summer slide affects
 15 all students, but especially students living in poverty,
 16 English-language learners, and those who receive special
 17 education services. These are targeted groups who likely are
 18 already receiving extra services, and they still experience
 19 the most learning loss. Educators spend the beginning of the
 20 school year reteaching, and still need to teach all the new
 21 content, as well. Starting school after Labor Day makes

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1 getting all the content in a more difficult task.

2 The intent of this Board when it passed the motion
 3 for expanded religious holidays was well intended and a step
 4 towards equity that was missing. It does have consequences,
 5 as we see -- as we grapple with the calendar. And the
 6 Calendar Committee does have stakeholder representation from
 7 many different groups. The committee looks at the options;
 8 makes their recommendations based on many factors. I ask you
 9 to please respect the work of that committee.

10 Don't get me wrong. I love summer. I love summer
 11 vacation. And I didn't go into education because of summer
 12 vacation, but it is a nice perk, to be sure. I'm in
 13 education because what I want is what is best for our
 14 students. And giving our students all the time we can to
 15 receive instruction is what is best for them. Please approve
 16 the calendar as presented, so we can all work to help our
 17 students be more successful. Thank you.

18 VICE CHAIR MCMILLION: Thank you.
 19 Timothy Goetze? Good evening, again.
 20 MR. GOETZE: Hello.
 21 A little more civil with these. I don't know. One

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1 thing is absolutely under the circumstances, shouldn't be any
 2 consideration given to any type of virtual learning to
 3 support off days. I mean, that just -- that didn't work.
 4 And I know it's not being considered, but it was mentioned,
 5 should not be even a glimpse of a thought in our head that
 6 we're going to use virtual learning. I mean, not only is it
 7 not supported by students, but teachers have to randomly
 8 prepare for that. So they had to, like, sort of keep this
 9 dual curriculum, which I don't think that helps anybody, so
 10 just a note for the record.

11 It's funny, we're fighting over a week. I just
 12 thinking about that, listening to the comments. It's one
 13 week, but I think it's important for the families. You know,
 14 it's sort of the break. Labor Day is that time period that
 15 sort of ends summer, and you start back to a normal swing of
 16 things. So, I mean, I'm ultimately in favor of a post-Labor
 17 Day start.

18 A couple of notes on this layout. I don't
 19 understand -- it seems well documented what all the days off
 20 are, but then there's a 26th of April. Just says three-hour
 21 closing. I don't know why. It would be good if there was

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1 sort of an explanation of why. Same thing with the 17th of
 2 May. It seems like all the other days have a reason, except
 3 for those.

4 As far as the -- I think there's a lot of risk here
 5 with only three days of incremental (sic) weather. I mean,
 6 in the presentation at the last Board meeting, there is, you
 7 know, starting back at 2014, you had six days, and then the
 8 subsequent years, eight, two, seven, six. I mean, weather's
 9 the weather, so unless, I mean, I think last year we had two
 10 days off of -- because it rained too hard. I mean, unless
 11 you're going to sort of be more -- not so, say, liberal with
 12 days off, three days seems like there's a lot of risk there.
 13 And originally, it was five days, but the committee had to
 14 make it three days because of all the additional holidays.

15 Like to echo the comments of the first commenter, I
 16 think, technically pretty much agree with everything that he
 17 said, I think. A lot of valid points there, so I know they
 18 say they can't do a post-Labor Day, but what -- how -- what
 19 would have to be done to have a post-Labor Day calendar?
 20 Like, what would be the advice? I mean, spring break seems
 21 like a very long time. The duration is seven days in total,

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1 or no, eight days in total. It seems excessive. But,
 2 anyway, thank you. That's all I had.

3 VICE CHAIR MCMILLION: Thank you.
 4 Dr. Bash Pharoan?

5 DR. PHAROAN: Good evening, again. I respectfully
 6 request you consider my two thoughts. Of course, we have one
 7 calendar, and I'm a member of the Calendar Committee since
 8 Dr. Burger appointed me in 1995, '96, somewhere like that.

9 Here's my observation. The calendar has multiple
 10 moving parts, and those moving parts are the ones that often
 11 consume so much time of the Calendar Committee.

12 Next thought for you is that I personally believe
 13 that students are taken off too long. Our job is education.
 14 Students' brain is like a sponge. It's not hard labor. It's
 15 education. So my thought for you is that the spring break,
 16 which I have seen being long, being short, being medium, over
 17 the past 20-some years in the Calendar Committee, and the
 18 committee always managed to make a calendar at the end of it.

19 I propose to you is really to get rid of most of the
 20 spring break. Because it was designed, really, when
 21 Baltimore County was a farmland. And it's really not more.

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1 And if you don't have spring break, or maybe have one or
 2 maybe two days maximum, you know, the year would finish
 3 sooner. Everybody would be happy.

4 The second thought for you for consideration is that
 5 the Calendar Committee over the years always managed to make
 6 a balanced calendar until this year. The first time in the
 7 history of this school system where they had the balanced
 8 pre-Labor and not balanced post-Labor. And obviously, the
 9 post-Labor is not on the agenda. But this is the first time
 10 that it ever happened. They managed, always, to juggle
 11 around and get a calendar done.

12 So if you order the Calendar Committee to start
 13 always post-Labor, always, it's not their decision, and to
 14 make the spring break only one day, or maybe two days, I
 15 truly think it will get rid of many of the debates in the
 16 Calendar Committee, and the function would be much easier.
 17 You could save a lot of employee time, and the expense that
 18 is associated with it. And I think it makes sense. Winter
 19 starts post-Labor everywhere, and Harford County and Carroll
 20 County is not really trying our -- we are the same people
 21 whether we are in Harford County or Carroll County, the same

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1 ethnicity, the same education, the same job. There is
 2 nothing --

3 VICE CHAIR MCMILLION: Thank you, Dr. Bash.
 4 DR. PHAROAN: -- Baltimore County Public Schools
 5 starting pre-Labor when the other counties are starting --

6 VICE CHAIR MCMILLION: Thank you.
 7 DR. PHAROAN: I'm sorry. I didn't mean it.
 8 VICE CHAIR MCMILLION: Muhammad Jameel?
 9 MR. JAMEEL: Good evening once again.
 10 VICE CHAIR MCMILLION: Good evening.
 11 MR. JAMEEL: October is a statewide bullying
 12 prevention month in Maryland. And from when I hear about the
 13 conflict and different viewpoints about the calendar, I have
 14 had the experience of looking at the calendar, and have been
 15 an observer for quite a few times. It is a logistic
 16 nightmare. And the interest of the students must be put
 17 first.

18 If you go to the number one school system in the
 19 world, it's South Korea. Do you know how many hours they
 20 have to put in? Do you know how many days they have to be in
 21 the school? It's not a leisure. Anything easy is going to

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1 be useless. You have to work hard at it. You have to make,
 2 and convince the society, that our children are not targeted
 3 in the global competition. The global competition requires
 4 more number of days that the school should be open.
 5 If just the snow days are the ones that create a
 6 little cog in the wheel, then Japan should have only six
 7 month of school openings. I think that the reasoning seems
 8 to be more personal or a habitual request, that we should
 9 have 11 days of spring break, and we should have this of the
 10 summer break, and we have this much of the winter break. As
 11 one of the speakers mentioned, that the purpose of spring
 12 break was so that the kids could help their parents to sow
 13 the fields. And summer was for them to be able to harvest.
 14 So I don't understand why the 18th century habit of
 15 creating this concept of, like, as if it's an entitlement.
 16 It is more important that there should be equity. There
 17 should be equal treatment, and that the children's needs
 18 should come first. And if the parents are not willing to
 19 sacrifice, and are not willing to train their children and
 20 educate them, yes, we will have crime problem. We'll have
 21 all of those things. Discipline begins from home. That

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1 education begins at home. Schools are not baby care and
 2 childcare centers.
 3 The society overall has seen the crime rise
 4 throughout my last 52 years that I've seen. The product of
 5 that society is what comes into the school. So I think we
 6 need to educate the society that it is not the school itself.
 7 It's a joint venture, and that all of them must work
 8 together. So I request again with the calendar
 9 (indiscernible).
 10 VICE CHAIR MCMILLION: Thank you.
 11 Lloyd Allen?
 12 MR. ALLEN: Good evening.
 13 VICE CHAIR MCMILLION: Welcome again.
 14 MR. ALLEN: Thank you.
 15 Good evening, Vice Chair McMillion, Superintendent
 16 Williams, and -- oh, I'll try one more time. Good evening,
 17 Vice Chair McMillion, Superintendent Williams, and members of
 18 the Board. Thank you for your time. I am Lloyd Allen,
 19 he/him, special educator in mathematics, speaking as an
 20 individual.
 21 Together with slack, constraints are an important

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1 mathematical concept. Some constraints on the calendar, the
 2 student information system will probably break if we go past
 3 June 30. Summer school and ESY exist. Winter break and
 4 spring break have windows that are legislated at the state
 5 level. Students need a particular number of days and/or
 6 hours of instruction, and staff have contracts that put a
 7 ceiling on the number of days that we can be asked to work.
 8 There are other constraints, though. Over the
 9 summer, I was assigned 592 minutes of training. Seventy-six
 10 minutes of those trainings were due within the first two
 11 weeks of school, and this was separate from school-based and
 12 ALICE trainings, which were assigned later. Advanced
 13 placement tests happen in early May. Those dates are the
 14 same all around the world, and will not be pushed back if we
 15 have a later start date as a school system.
 16 Similarly, MCAP testing that we're graded on has
 17 windows that are established by the state. Do you want to
 18 have a week before that or a week after that? Special
 19 educators are expected to log a particular activity each
 20 month, and the school system receives funds from the federal
 21 government for a subset for those activities. August is a

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1 month. Please ensure that there is sufficient calamity days
 2 built into the calendar, that there is sufficient slack for a
 3 catastrophe to be less catastrophic.
 4 Should you go the route of allowing virtual calamity
 5 days, please create appropriate policies to account for the
 6 fact that some students and staff are directly affected by
 7 whatever calamity was disastrous enough to close the school
 8 buildings. What does attendance look like on those days?
 9 What happens if my students don't have power or internet?
 10 What happens if I don't have power or internet?
 11 Please recognize that we make plans based on the
 12 published calendars. When there is talk of taking away
 13 spring break, what happens to the plane ticket during the
 14 year? What happens to the plane tickets that I bought to
 15 visit my 82-year-old father? Also consider the psychological
 16 impact of taking things away, compared to granting a summer
 17 that is earlier than originally planned.
 18 And although it's great that we now recognize
 19 Juneteenth, it's actually truly great that feels like an
 20 upper bound on an appropriate school year. Please retain the
 21 pre-Labor Day start so that we have the extra week of

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1 instruction before state tests, and before advanced placement
 2 tests, not after them.

3 Please consider the importance of pre-service days,
 4 particularly when mandatory trainings continue to be added
 5 without anything leaving the plate. And again, it is much
 6 better received to give something back to people than to take
 7 it away, especially when the need to plan for calamity is
 8 foreseeable. Thank you.

9 VICE CHAIR MCMILLION: Thank you.

10 The next item on the agenda is the Superintendent's
 11 report, and for that, I call on Dr. Williams.

12 DR. WILLIAMS: Good evening, Vice Chair McMillion
 13 and members of the Board. I am pleased to present my
 14 Superintendent's report to the Board and Team BCPS. My
 15 report includes celebrations, updates, and evidence of our
 16 strategic plan, the Compass our Pathway to Excellence in
 17 Action. Next slide, please.

18 BCPS celebrates Hispanic Heritage Month. This is a
 19 time to recognize and celebrate the many contributions,
 20 diverse cultures, and extensive histories of the Latinx
 21 community. We invite students, staff, and families to share

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1 some of their favorite traditions using #BCPSholincia
 2 (phonetic). Next slide.

3 October, this month, is National Principals Month.
 4 We thank all of our principals for their dedicated
 5 leadership, and all that they do every day in support of our
 6 students, families, and staff. We're working every day to
 7 find ways to lighten the load, show appreciation, and provide
 8 support to our leaders, because our students, staff, and
 9 school communities need them and respect them. If you have
 10 not already done so, please take some time to thank your
 11 principal.

12 October 3rd was National Custodians' Day. We thank
 13 all of our building services staff for all that they do every
 14 day to keep our buildings running smoothly. Their hard work
 15 and dedication is valued and appreciated.

16 October is Learning Disabilities Awareness Month.
 17 This is a time to recognize the more than 70 million people
 18 in the United States who have learning and thinking
 19 differences. The BCPS Department of Special Education works
 20 to support and empower students with special needs to develop
 21 academically and socially as an integral part of school

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1 community and society.

2 Parents and students, get ready to join in the fun
 3 on International Walk, Bike, and Roll to School Day tomorrow.
 4 This is a great way to promote pedestrian safety and
 5 physical activity for community members and children.

6 We are looking forward to this week's virtual town
 7 hall on safe and supportive environments. During the town
 8 hall, the BCPS community will learn about the many actions
 9 the system has taken to ensure student and staff safety. And
 10 there will be opportunities for families and community
 11 members to ask questions. Panelists will also address
 12 misinformation about the application of consequences for
 13 violent, disruptive, and aggressive behavior in our system.
 14 Fighting in our schools is not tolerated. Let me say that
 15 again. Fighting in our schools is not tolerated. Behavior
 16 such as that depicted in recent videos is considered a
 17 Category 4-5 infraction, punishable by serious school and
 18 legal consequences, including suspension and expulsion.

19 We call on the parent community to help us uphold
 20 our expectations for student behavior by engaging with our
 21 students and schools, sharing accurate information, and

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1 reinforcing expectations at home. The Team BCPS community is
 2 invited to submit questions in advance online. The virtual
 3 conversation for elementary families will take place from
 4 6:00 to 7:00 p.m., and from 7:15 to 8:15 p.m. for secondary
 5 families.

6 We know that our efforts to heal, rebuild, and
 7 recover must be ongoing. We will continue to move forward to
 8 meet the needs of Team BCPS. That's why we have a renewed
 9 focus on academic achievement and partnerships in BCPS. We
 10 know that we can't do this work alone. We are grateful for a
 11 community that remains engaged and committed to the success
 12 of all students. Last month, we solicited your input
 13 regarding inclement weather plans and community needs.

14 At this time, I invite Dr. Myriam Yarbrough, Deputy
 15 Superintendent, to share the results of our inclement weather
 16 survey and next steps.

17 DR. YARBROUGH: Thank you, Dr. Williams. Good
 18 evening, Vice Chair McMillion and members of the Board. In
 19 anticipation of inclement weather days this year, the state
 20 has reopened a pathway to repurpose inclement weather days as
 21 virtual school days. To ensure meaningful and equitable

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1 virtual instruction during inclement days, and to ensure that
 2 this does not adversely impact student learning, key
 3 components must be included.

4 Requirements include devices and access to Wi-Fi,
 5 accommodations, communications process and added stations,
 6 and in order for us to receive stakeholder feedback to inform
 7 our plan, we launched a community survey last month. A total
 8 of 26,923 responses were received regarding virtual inclement
 9 weather days. Three hundred and twenty-nine respondents
 10 completed the survey in Spanish. Next slide, please.

11 Respondents included 6,988 staff members, 590
 12 elementary students, 2,101 secondary students, 16,661
 13 parent/guardians, and 583 community members. Our community
 14 was clear. When we asked if families wanted BCPS to
 15 implement traditional inclement weather days this year, in
 16 other words, closing school, the overwhelming majority said
 17 yes. 88 percent of our respondents indicated yes, or they
 18 were neutral.

19 When asked about extending the school year, 86
 20 percent of the respondents answered no, or neutral.
 21 Additionally, 81 percent of respondents do not support the

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1 use of holidays and shortening spring break to address
 2 additional school closures.

3 Finally, 78 percent of the BCPS community supported
 4 transition to virtual after five traditional snow days. In
 5 summary, stakeholders shared the following information.
 6 Traditional snow days are valued by students, staff, and
 7 families. Transition to virtual days is not the preferred
 8 method of learning for our students and youngest learners.
 9 Staff, students, and parents do not want the school year to
 10 extend beyond the last scheduled day of school, and staff,
 11 students, and parents are not in favor of reducing spring
 12 break or other holidays to make up for inclement weather
 13 days.

14 As part of the application process, MSDE requires
 15 school systems to ensure that all students and teachers have
 16 the necessary devices and access to Wi-Fi for virtual
 17 inclement weather days. BCPS maintains a 1-to-1 device
 18 ratio, pre-kindergarten through 12th grade. The Department
 19 of Information Technology will continue to implement remote
 20 tech support for students. Additionally, BCPS has provided
 21 wireless hotspots to all requesting families to ensure access

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1 to internet from home. To date, BCPS has more than 3,000
 2 student-deployed hotspots.

3 School systems must also be able to implement a
 4 student's current IEP during the virtual inclement weather
 5 day. BCPS will offer the full continuum of educational
 6 services in a variety of alternative delivery models to meet
 7 the needs of students. BCPS will provide related services
 8 through individual or small-group virtual therapy sessions.
 9 Child Find screening and evaluations for students age 3 to 5
 10 will be available and conducted virtually as appropriate.
 11 Evaluations conducted by occupational therapists, physical
 12 therapists, speech and language pathologists, and other
 13 related service providers may be conducted virtually as
 14 appropriate.

15 Communication is the last key component of the
 16 required plan. In the event of forecasted inclement weather,
 17 Baltimore County Public Schools will include information
 18 regarding asynchronous virtual instruction day as part of the
 19 system communication that would be sent out via email, social
 20 media, telephone, and website emergency alert. Schools would
 21 operate on a two-hour delay schedule to meet synchronous

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1 learning requirements, and allow teachers an opportunity to
 2 adjust lessons for virtual instruction. Staff and students
 3 will be reminded to take devices and chargers home in
 4 preparation for virtual instruction.

5 If this proposed plan is approved by MSDE, BCPS will
 6 send a communication to all stakeholders to inform them of
 7 the virtual inclement weather day plans for the school year,
 8 including detailed guidance for implementation.

9 Lastly, school systems that transition to virtual
 10 inclement weather days must attest to the following. A
 11 minimum of four hours of synchronous instruction for all
 12 students. Attendance will be taken for all students and
 13 teachers during the day. There must be opportunities for
 14 students to make up missed work. The virtual inclement
 15 weather day plan will be posted on the local school system
 16 website, and the link provided to MSDE upon approval. And
 17 finally, the virtual inclement weather day plan was presented
 18 at a publicly accessible local school system board meeting.

19 Based on the feedback of our stakeholders and input
 20 gathered, we plan to move the following plan forward to MSDE.
 21 BCPS will include five traditional inclement weather days

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1 for the 22-23 school year. If there are more than five days
 2 this year, BCPS will transition to virtual inclement weather
 3 days for day six and beyond. If this plan is approved by
 4 MSDE, we will communicate the plan to Team BCPS.
 5 Communication will include the overall components of the
 6 plan, rationale, and easily accessible resources for the
 7 community in preparation for implementation.

8 DR. WILLIAMS: So I would like to, first, wish our
 9 students in grades 9 to 11 best wishes as they partake in the
 10 PSAT administration tomorrow, and then finally, we will
 11 continue to update the Board, our community, and Team BCPS
 12 during these exciting times. And welcome back to school, and
 13 thank you very much.

14 VICE CHAIR MCMILLION: Board members, if you have
 15 any questions, please submit those to Dr. Williams. Thank
 16 you very much.

17 There's no chair report tonight. We're going to
 18 move to Letter J. The next item on the agenda is the Student
 19 Board Member's report, and for that, I call on Ms. Hassan.

20 MS. HASSAN: Thank you. Good evening, everyone. First
 21 of all, thank you to everyone who is here in the room,

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1 virtually, participating, watching this later. I see you.
 2 Thank you so much for participating and being active. In
 3 such a position and being a part of the community, I promise
 4 it is seen, it is heard, and it is valued, regardless of
 5 whatever position you hold. Whether it is on the Board or
 6 not on the Board, your voice matters, and your voice is
 7 essential to making these immense decisions.

8 Today, however, before I talk about anything else, I
 9 want to take a moment to honor a fond mentor of mine. Almost
 10 a month ago, Ms. Nora Murray passed away. Ms. Murray was
 11 many things, and a friend was the most important part of her
 12 character. Ms. Murray served BCPS for over eight years, most
 13 recently serving Baltimore County -- serving as Baltimore
 14 County Student Council's advisor. I was fortunate to know
 15 her, and the light she shone on every single person she
 16 encountered.

17 Ms. Murray loved students unconditionally, and never
 18 failed to remind everyone around her how much she loved us.
 19 She made us all feel so loved and seen, teaching us to extend
 20 that blessing to everyone we meet. Ms. Murray was the
 21 kindest person I know, and we miss her very, very dearly, so

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1 thank you, Ms. Murray. May we never forget you, and your
 2 legacy on BCPS. May we forever emulate your light and your
 3 love. So thank you, Ms. Murray. May she rest in peace.

4 This week, this past week, along with Board members,
 5 I'm sorry. I have to, like, take a moment to move on from
 6 that. Along with Board members, I had the opportunity to
 7 attend MABE's annual conference. I had the privilege of
 8 meeting board members, including some outstanding student
 9 members, from across the state of Maryland and remind each
 10 other why we're here. We are here to act, and I think the
 11 keynote speaker said it best. I know Dr. Williams can attest
 12 that we are turning equity into action.

13 We are turning our thoughts and our words into
 14 actions, which becomes our destiny on this Board of
 15 Education. The actions that we take in our communities, in
 16 our homes, on this dais will impact students for generations.
 17 Every single word we say ricochets into the walls of our
 18 establishment, into the walls of our school system, and we
 19 make change. We do make change, and I say this more to
 20 students, too, because I do have the privilege of serving as
 21 one student representing 111,000 students.

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1 We are so -- we have power. We are that power. I
 2 cannot wait to see your powerful and outstanding voices here
 3 on the dais after me, during me, all of that, because we are
 4 -- our power is immeasurable. And I've said that, I think,
 5 for the past two years, and I will continue to say that.

6 Because that is the most important part of any school system.
 7 The reflection of a school system is most
 8 importantly its students, and I'd like to give a huge, huge,
 9 huge shoutout these past two-ish months to the students who
 10 have shown up, but also to the students who have not yet had
 11 the opportunity to do so. And remember that we are fighting
 12 for them, just as we are fighting for anyone else. So a huge
 13 shoutout to those who are taking the PSAT tomorrow, to our
 14 middle-school students. I know middle school is hard enough.
 15 I'm trying not to remember.

16 But also to our seniors who are getting ready to
 17 submit their early action applications and early decision
 18 applications, which are due November 1st. So seniors, if you
 19 haven't filled out the (indiscernible) application, please,
 20 please, please, please do so now before it's a little bit too
 21 late.

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1 So again, a huge shoutout to students, staff,
 2 administration for all of the work you do, and today I'm just
 3 going to take a moment to appreciate all of the work that we
 4 put in, and continue to doing the work, rather than just
 5 talking about it. Thank you.

6 VICE CHAIR MCMILLION: Thank you.

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

9 MR. BROUSAIDES: Good evening. As you know, earlier
 10 tonight, you met in closed session in your quasi-judicial
 11 capacity and rendered a decision in Case No. H.E. 22-39. Now
 12 would be the appropriate time to confirm the vote taken on
 13 that matter.

14 VICE CHAIR MCMILLION: May I have a motion to
 15 approve the action taken in closed session on Hearing
 16 Examiner's Case H.E. 22-39, and authorize Ms. Gover to sign
 17 for those Board members not physically present?

18 MS. STOLUSKY: So moved, Stolusky.

19 VICE CHAIR MCMILLION: Can I have a second, please?

20 MS. CAUSEY: Second, Causey.

21 VICE CHAIR MCMILLION: Thank you. Any discussion?

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1 May I have a roll-call vote, Ms. Gover?
 2 MS. GOVER: Ms. Rowe?
 3 MS. ROWE: Recuse.
 4 MS. GOVER: Ms. Causey?
 5 MS. CAUSEY: Yes.
 6 MS. GOVER: Ms. Stolusky?
 7 MS. STOLUSKY: Yes.
 8 MS. GOVER: Mr. McMillion?
 9 VICE CHAIR MCMILLION: Yes.
 10 MS. GOVER: Ms. Hassan?
 11 MS. HASSAN: Yes.
 12 MS. GOVER: Mr. Offerman?
 13 MR. OFFERMAN: Yes.
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Mr. Kuehn?
 17 MR. KUEHN: Yes.
 18 MS. GOVER: Favor is seven.
 19 MR. BROUSAIDES: Thank you.
 20 VICE CHAIR MCMILLION: Thank you.
 21 The next item on the agenda is contract awards, and

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1 tonight, I will be presenting as the Vice Chair of the
 2 Building and Contracts Committee.
 3 Members of the Board, the Board's Building and
 4 Contracts Committee met yesterday, Monday, October 10, 2022.
 5 Items L through 1 through L-14 are being forwarded to the
 6 full Board for approval.
 7 Now, do I have a motion to approve Items L-1 through
 8 L-14? No second is needed, since the recommendation comes
 9 from the committee.

10 MS. ROWE: So moved, Rowe.

11 VICE CHAIR MCMILLION: Any discussion, and I see Ms.
 12 Hager has questions. Ms. Hager, please. Dr. Hager.

13 DR. HAGER: Thank you, yeah. I have questions on
 14 Nos. 2, 10 and 13, so should I just -- they're short
 15 questions, I think, so. But just to go to staff, I had
 16 that.

17 So on No. 2, which is the prequalification of
 18 childcare providers, I was just curious. It sounds like this
 19 is to facilitate an extended care before and aftercare
 20 program. I know the title says prequalification, but given
 21 the price tag, I assume that means to operate the program?

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1 And how many schools would this program be in?
 2 MR. BROUSAIDES: Yes, we appreciate the question.
 3 That is the cost for the entire program. And can you repeat
 4 the second question, second part of that question.
 5 DR. HAGER: Sure. And how many schools
 6 would this before and aftercare program operate in?
 7 MS. WHISTED: Hi, Dr. Hager. This is Melissa
 8 Whisted. So we had presented this a few months back at
 9 Curriculum Committee through the Community Schools
 10 Concentration of Poverty Grant. So we've always had
 11 different providers that families could choose to pay for
 12 before or afterschool care, and now that certain schools have
 13 the Concentration of Poverty Grant, we engaged in a contract
 14 a few months ago for them to use those funds.
 15 And so the reason it's coming back this month is
 16 because they're adding two, I believe, vendors to the
 17 contract. So the schools -- obviously, any school could use
 18 their operating dollars if they wanted families, but it is
 19 really the 38 community schools that will have that option.
 20 Because they'll have those additional funds.
 21 DR. HAGER: That's wonderful. Thank you

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1 for that explanation. That's really good to hear.

2 MS. WHISTED: Sure.

3 DR. HAGER: Mr. McMillion, would you like

4 me to go on, or does anyone else -- do you want to see if

5 others have questions about that contract? Or how do you

6 want me to do it?

7 VICE CHAIR MCMILLION: Please continue, Dr. Hager.

8 DR. HAGER: Okay. I'll actually jump to

9 No. 13, because it's a pretty simple question. It's just for

10 screen printing, and the reason I wanted to ask a question is

11 way back when I was in high school, part of our -- one of our

12 technical programs at my high school was a screen-printing

13 program. And so we did -- we had all the equipment in the

14 high school and did the screen printing for different

15 activities and for other schools, as well. And it sounds

16 like this is something that we're contracting out to someone

17 else to do.

18 I just didn't know if this is part of any of our

19 plans moving forward for our different technical programs to

20 do any of this in house? It just, again, struck me. It made

21 me remember back in the day when we had that.

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1 MS. WHISTED: I am aware that we have a printing

2 program as part of the CTE programs. I'm not sure of the

3 school, and I do not believe it includes any printing on

4 apparel. I believe it's paper and other items.

5 DR. HAGER: Okay. Again, it was just

6 something that struck me, thinking about how we're expanding

7 our CTE programs, and contracting out to vendors when we may

8 have the ability to do things in house. It was just

9 something that I wanted to ask about.

10 And then last, but not least, I'm sure you were

11 expecting someone to ask this question about the workman's

12 comp contract. I just wanted to know the explanation for a

13 \$54 million modification. And I apologize for not being able

14 to listen to the Budget Committee meeting, but if someone

15 could explain that, I'd really appreciate it.

16 MR. BROUSAIDES: Sure. This was actually -- was a

17 question topic of -- during the committee meeting last night.

18 And the important thing is this actually now includes the

19 inclusion of the claims reimbursement. In past contracts

20 that we brought forward, we did not include that amount, and

21 we probably should have, so we've determined going forward

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1 that we're going to include the claims reimbursement that

2 flows through to the vendor, as well. So it's no real

3 change. It's just a -- this is a more transparent way of

4 viewing the contract.

5 DR. HAGER: Okay, so it's not that we're

6 paying out any exorbitant additional funds. It's just --

7 it's packaged differently. Is that what I'm hearing?

8 MR. BROUSAIDES: You've got it, yes. Yes.

9 DR. HAGER: Okay. No, that's really helpful. Those

10 are all my questions. Thank you.

11 MR. BROUSAIDES: Thank you.

12 VICE CHAIR MCMILLION: Ms. Causey.

13 MS. CAUSEY: Just to dovetail with Dr. Hager. Is it

14 possible that the contract authority form could break out

15 the amounts related to the workmen's comp for the management

16 piece, and then the -- that's --

17 MR. BROUSAIDES: We certainly could going forward.

18 I think the -- if you look at the previous contract spending

19 authority, that, basically, is, if I'm correct, that's the

20 part that we're actually paying the vendor versus the 50

21 additional is actual claims. So that's kind of the breakout

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1 there, but we can certainly make that in a future contract.

2 As we bring it forward, we can break it out better so you

3 know the difference.

4 MS. CAUSEY: Thank you, and in the increased management

5 cost, is that related to increasing number of claims, or that

6 we have less staff in house to manage the process? What is

7 the --

8 MR. BROUSAIDES: I don't believe that this is --

9 this is not an increase.

10 MS. WHISTED: It's -- we're extending the contract

11 for five years. So part of the cost is the extended

12 administration for those five years. The administration cost

13 has not gone up. It's remained the same over the term of the

14 contract.

15 UNIDENTIFIED SPEAKER: Right. And I think what's

16 significant to note with this contract, in addition to the

17 management fees over the course of that five years, we'll

18 also be covering claims. In prior years, BCPS' claims were

19 considerably low. Due to the COVID pandemic, and reviewing

20 our claims over the course of five years, we needed to make

21 this modification because our employees are actually back to

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1 work.

2 MS. CAUSEY: Okay. Thank you for that

3 clarification.

4 VICE CHAIR MCMILLION: Mr. Kuehn, is that a comment

5 or a question on chat?

6 MR. KUEHN: So we discussed this in the

7 meeting yesterday, and I believe Mr. Hartlove basically said

8 that the administrative costs and the claims are all lumped

9 together in the \$54 million amount. So I believe it's

10 already been addressed.

11 MR. BROUSAIDES: Correct. Thank you.

12 VICE CHAIR MCMILLION: Okay.

13 Ms. Gover, can we have a roll-call vote, please?

14 MS. GOVER: Ms. Rowe?

15 MS. ROWE: Yes.

16 MS. GOVER: Ms. Causey?

17 MS. CAUSEY: Yes.

18 MS. GOVER: Ms. Stolusky?

19 MS. STOLUSKY: Yes.

20 MS. GOVER: Mr. McMillion?

21 VICE CHAIR MCMILLION: Yes.

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1 MS. GOVER: Ms. Hassan?

2 MS. HASSAN: Yes.

3 MS. GOVER: Mr. Offerman?

4 MR. OFFERMAN: Yes.

5 MS. GOVER: Dr. Hager?

6 DR. HAGER: Yes.

7 MS. GOVER: Mr. Kuehn?

8 MR. KUEHN: Yes.

9 MS. GOVER: Favor is eight.

10 VICE CHAIR MCMILLION: The motion carries.

11 MS. WHISTED: Thank you.

12 MR. BROUSAIDES: Thank you.

13 VICE CHAIR MCMILLION: Do I have a motion to adopt

14 the recommendation of the Board's Policy Review Committee?

15 No second is needed, since the recommendation comes from the

16 committee.

17 MS. ROWE: Rod.

18 VICE CHAIR MCMILLION: I'm sorry.

19 MS. ROWE: You're not going to let me read my thing?

20 UNIDENTIFIED SPEAKER: We've already done that.

21 VICE CHAIR MCMILLION: I got ahead of myself.

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1 The next item on the agenda is unfinished business,

2 consideration of Board policies, and for that, I call on

3 Policy Review Committee Chair Ms. Rowe.

4 MS. ROWE: Members of the Board, the Policy

5 Review Committee asks that the Board accept the committee's

6 recommendation to amend the following policies. Policy 8500,

7 Internal Board Policies, Evaluation, Board Self-Evaluation.

8 Policy 8501, Internal Board Policies, Evaluation,

9 Superintendent Evaluation. This recommendation is presented

10 to you on tonight's agenda as Exhibit M.

11 VICE CHAIR MCMILLION: Now, do I have a motion to

12 adopt the recommendation of the Board's Policy Review

13 Committee? No second is needed, since the recommendation

14 comes from the committee.

15 MS. ROWE: So moved, Rowe.

16 VICE CHAIR MCMILLION: Any discussion?

17 Ms. Causey.

18 MS. CAUSEY: Thank you, Mr. Vice Chair.

19 So on page 1, line 21, the policy says that,

20 "Annually, in April, the Board will update its

21 self-assessment instrument to include metrics as determined

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1 by the Board." And then it goes on, No. 2, "Annually, in

2 May, the Board will conduct a self-assessment based upon the

3 metrics and instrument selected by the Board."

4 When we discussed this in Policy Review, I believe

5 that we discussed, and that there was consensus, but correct

6 me if I'm wrong, that it would not be effective to update the

7 self-assessment tool in April and then hold the Board

8 accountable for those metrics in May. But rather, it should

9 be done prior to the start of the year. So can we just

10 change that --

11 MS. ROWE: I'm not sure that -- I'm not

12 sure if that is actually what we agreed on in PRC. Do we

13 have Ms. Howie present?

14 MS. HOWIE: Yes, ma'am, I'm present.

15 MS. ROWE: Ms. Howie, do you recall what

16 was agreed on --

17 MS. HOWIE: Yes, ma'am.

18 MS. ROWE: -- in PRC Committee as to this

19 timing, and if the document reflects that?

20 MS. HOWIE: Recollection, ma'am, is that there was

21 concern with the timing because of the involvement of the

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1 student member. And that was the reason that the timing was
 2 changed. It was initially May, June, and July. And it's now
 3 April, May, and June.
 4 MS. ROWE: Okay. That is how I recollect it, as well.
 5 MS. CAUSEY: Okay. So I certainly recall the --
 6 MS. ROWE: Could I see your document?
 7 MS. CAUSEY: Certainly. And I certainly
 8 recall the discussion and support the discussion and the
 9 changes that were made to include the student member of the
 10 Board in the evaluation. So that was -- and that makes
 11 sense. But just in terms of the Board, just like students,
 12 just like staff, you set the metrics ahead of time, then you
 13 try and reach --
 14 MS. ROWE: Okay, so the issue that you
 15 raised was that the document did not align with what happened
 16 in PRC, and we've confirmed that the document does align with
 17 PRC. So if you're trying to make a motion to change what the
 18 document says now, that's a different issue.
 19 MS. CAUSEY: Thank you. I would like to
 20 make a motion that the -- we amend Policy 8500 on line 21 to
 21 change -- to delete the word April and insert July.

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1 MS. ROWE: I'm sorry. We're going to
 2 create metrics after we're supposed to report them to the
 3 community? Like, you want to do this July --
 4 MS. CAUSEY: For the upcoming school year.
 5 So then it would be for the upcoming school year. The new --
 6 MS. ROWE: That makes no sense. Based on
 7 our discussions in PRC, what you're suggesting, I just can't
 8 even follow it. So --
 9 MS. CAUSEY: If I can clarify. The Board
 10 would set its goals. We typically have a Board retreat in
 11 July. So the new student member of the Board would be in
 12 that retreat. We would set the goals for the school year.
 13 The school year would move along, and then in May, the Board
 14 would conduct the self-assessment based upon those metrics.
 15 MS. ROWE: So set the metrics in July, do
 16 the self-assessment in May. When does this get sent to the
 17 public?
 18 MS. CAUSEY: Then the next month, in June.
 19 It says, paragraph 3, "No later than June of each school
 20 year, the Board will create and publish for the public a plan
 21 to address areas for improvement identified in the

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1 self-evaluation."
 2 VICE CHAIR MCMILLION: I want to read something Ms.
 3 Howie shared with us on chat. Ms. Howie presented the policy
 4 for which amendments had been made at the March 30, 2022
 5 meeting. By consensus of the committee, Policy 8500 will be
 6 further amended to strike May from page 1, line 21 and insert
 7 April, to strike June and insert May from page 1, line 24, to
 8 strike July from page 1, line 27 and insert June.
 9 Additionally, on page 1, line 29, the committee
 10 agreed to strike the words deficiency and insert the words of
 11 areas of improvement. By consensus of the committee, 8500
 12 will be sent to the full Board for full reader as amended.
 13 That was discussed in Public Policy Review Committee on
 14 August 16.
 15 MS. ROWE: I continue to support what the committee
 16 decided.
 17 VICE CHAIR MCMILLION: Ms. Rowe, would you repeat
 18 that?
 19 MS. ROWE: So this is what the committee
 20 decided is that it would be -- the timeline would be April,
 21 May -- so that the student member of the Board would have the

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1 ability to participate, having had any experience being a
 2 student member of the Board. And so the document as it's
 3 published does align with what the Policy Review Committee
 4 did.
 5 What Ms. Causey wants is to edit the policy in
 6 session now and alter what the committee did, which she has
 7 the ability to make a motion and do. I'm just not on board
 8 with it.
 9 VICE CHAIR MCMILLION: There's a motion on the floor
 10 --
 11 MS. CAUSEY: Thank you for that clarification.
 12 VICE CHAIR MCMILLION: There's a motion on the
 13 floor. Do we have a second for that motion?
 14 UNIDENTIFIED SPEAKER: Is it Ms. Causey's motion?
 15 VICE CHAIR MCMILLION: It's Ms. Causey's motion.
 16 Would you put that in chat, Ms. Causey?
 17 MS. ROWE: So we also have a motion already on the
 18 floor to approve --
 19 UNIDENTIFIED SPEAKER: Ms. Causey made a motion to
 20 amend.
 21 MS. ROWE: To amend the -- okay.

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1 UNIDENTIFIED SPEAKER: And we're waiting to see if
 2 there's a second to that motion to amend. If not, then we
 3 will proceed to the main motion.
 4 VICE CHAIR MCMILLION: So we do the amendment first.
 5 UNIDENTIFIED SPEAKER: Right, and there's been no
 6 second, so --
 7 VICE CHAIR MCMILLION: But that doesn't
 8 (indiscernible). Want me to read it first?
 9 UNIDENTIFIED SPEAKER: Sure.
 10 VICE CHAIR MCMILLION: Okay. Okay.
 11 MS. CAUSEY: I move the Policy 8500 amended
 12 to remove on line 21 the word April and replace with July.
 13 VICE CHAIR MCMILLION: Okay.
 14 Ms. Causey wrote in the chat, "I move the Policy
 15 8500 amended to remove on line 21 the word April and replace
 16 with July."
 17 Do we have a second?
 18 No second to the amendment.
 19 UNIDENTIFIED SPEAKER: So the amendment fails, and
 20 now we go back to the main motion.
 21 VICE CHAIR MCMILLION: The amendment fails. I'm

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1 sorry, Ms. Causey. And then we go back to the original?
 2 We were in a discussion. Ms. Hassan, did you have
 3 your hand raised?
 4 STUDENT MEMBER HASSAN: Oh, no, I didn't. It was
 5 regarding the amendment which is no longer on the floor.
 6 VICE CHAIR MCMILLION: Okay. Any further
 7 discussion? Doesn't appear to be.
 8 Ms. Gover, may we have a roll-call vote, please?
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Ms. Causey?
 12 MS. CAUSEY: Yes.
 13 MS. GOVER: Ms. Stolusky?
 14 MS. STOLUSKY: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 VICE CHAIR MCMILLION: Yes.
 17 MS. GOVER: Ms. Hassan?
 18 MS. HASSAN: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Favor is eight.
 5 VICE CHAIR MCMILLION: Motion carries.
 6 The next item on the agenda is the transportation
 7 update, and for that, I call on Dr. Yarbrough.
 8 DR. YARBROUGH: Good evening, again. Vice Chair
 9 McMillion, members of the Board, Dr. Williams. The purpose
 10 of tonight's transportation update is to educate, inform, and
 11 provide a brief report on the current state of BCPS
 12 transportation.
 13 Our vision is to continuously improve the safety,
 14 efficiency, and effectiveness of the services we provide. To
 15 that end, BCPS has actively worked throughout the spring and
 16 summer to respond to transportation challenges.
 17 Our ongoing work has included a thorough review of
 18 our current practices and needs to increase efficiency. As
 19 you know, we hired two consultants who are transportation
 20 experts to support our efforts. We have used the identified
 21 recommendations to engage in a series of collaborative

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1 meetings with staff, students, and parents to solicit and
 2 incorporate stakeholder feedback. The input of stakeholders
 3 has helped to guide our work.
 4 With the goal of improved efficiencies, including
 5 timely arrival of transportation services, communication with
 6 stakeholders, and consistent responses to bus behavioral
 7 infractions, the Office of Transportation has worked
 8 tirelessly to maximize safety, overcome driver shortages,
 9 leverage technology, and we are now working daily to measure
 10 quality and reliability.
 11 With the full support of the Board of Education and
 12 county executive, we were able to announce a competitive
 13 compensation package for bus drivers and attendants that
 14 included flexible hours for part-time work, retire/rehire
 15 rate commensurate with experience, and \$150 monthly
 16 attendance incentive, in addition to the previously announced
 17 \$2-per-hour increase, removal of pre-employment barriers, and
 18 referral incentives. This summer, we moved forward with an
 19 all-hands-on-deck approach to hiring for transportation, hand
 20 in hand with human resources.
 21 The hard work of our great partners in HR who joined

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1 us in being creative and innovative with recruitment tools
 2 and locations resulted in hiring a total of 30 school
 3 additional bus drivers since August 17th, 36 BCPS contractor
 4 drivers prior to the opening of schools. Our hiring efforts
 5 continue.

6 We also currently have 44 drivers in the
 7 pre-employment process, meaning that they are completing
 8 their physicals, drug testing, fingerprinting, and background
 9 check. Special thanks to the Office of Transportation and
 10 BCPS support staff recruitment team.

11 Late spring, we provided a list of service
 12 adjustments to improve efficiency. This slide details all of
 13 the actions and enhancements that were completed in
 14 preparation for the start of the school year.

15 Process improvements and technology, communication,
 16 and efficiencies have helped to improve services this fall.
 17 To date, we have reviewed and reset routing procedures and
 18 practices, implemented two-way bus radios as both safety and
 19 efficiency upgrades, piloted mobile and web-based application
 20 for upgraded communication in real-time data. The community
 21 component of the app began with three elementary schools.

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1 They all have received specific login communication from the
 2 Office of Transportation.

3 Updated discipline routing and infraction
 4 consequence guidance that includes a range of consequences
 5 for dangerous and/or repeat behaviors, including removal from
 6 the bus. We review weekly reports for consistency and to
 7 ensure follow-through.

8 Our commitment to Team BCPS was to improve services
 9 and to be responsive. During the first two weeks of school,
 10 we secured additional support to help the office respond to
 11 parent inquiries. Each of transportation's five geographic
 12 areas is staffed with customer service clerks and an
 13 additional centralized customer service support call center.
 14 It is not unusual for the Office of Transportation customer
 15 service to handle thousands of emails and phone calls at the
 16 beginning of the school year. They did that job masterfully
 17 from August 22nd through September 23rd. The transportation
 18 call center receives calls daily, from 6:00 a.m. to 5:30 p.m.
 19 on school days, and inquiries all days to the email
 20 transportationcontactus@bcps.org. All of those emails are
 21 answered within 48 business hours.

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1 As a reminder, call center phone calls are
 2 automatically placed in a queue and answered in the order
 3 received when families call during peak operation hours.
 4 Let's see.

5 Since Tuesday, 13th, school administrators have
 6 received a.m. and p.m. notification of bus changes and
 7 delays. Based on feedback from all stakeholders, the Office
 8 of Transportation changed this reporting and accountability
 9 procedures, and is providing more concise and timely
 10 information to schools. While the Office of Transportation
 11 is continuing to improve procedures, they report a.m. changes
 12 and delays to all schools by 7:05 a.m. and 1:55 p.m. for
 13 afternoon changes.

14 Further enhancements to the communication process
 15 will include the posting of bus changes and delays to the
 16 BCPS website in the upcoming weeks.

17 While all services are not perfect, we are receiving
 18 positive feedback from families and schools. The Office of
 19 Transportation operates approximately 2,100 trips in the
 20 morning and the same in the afternoon every school day.
 21 Examination of our data for September 13th through October

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1 10th, looking at morning and afternoon routes, reveal the
 2 following. On average, roughly 23 morning trips are reported
 3 as delayed, reflecting less than 2 percent of our morning
 4 trips. An average of 41 afternoon trips were reported as
 5 delayed for the 17 school days.

6 A closer look at the duration of these delays
 7 indicated out of the 416 total morning delays over those 18
 8 days, more than 60 percent, 63.9 percent, were reported as 30
 9 minutes or less. For the afternoon, we had 700 total delays
 10 over 17 days, with the same percentage reported as 30 minutes
 11 or less.

12 It's important to note that the information on this
 13 slide represents one moment of time. If a change occurs
 14 after the posting of information, the Office of
 15 Transportation calls the school directly to provide an
 16 update. We have been tracking an average of 4 to 5 percent
 17 changes after reporting during the last 17 to 18 days. This
 18 might be shortening the window of when a bus is going to
 19 arrive, and in some cases, the bus is further delayed for
 20 another 10 to 15 minutes, but calling the school immediately
 21 to share that information.

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1 In summary, our priorities are increased efficiency,
 2 timely service, maximize safety, and enhance communication.
 3 Long-term solutions include, but are not limited to,
 4 system-wide confirmation of ridership, examination of
 5 secondary, non-transported distances, review of school start
 6 times with healthy school start times guidance from the
 7 American Academy of Pediatrics and the American Medical
 8 Association, and adoption of tablet technology for safety,
 9 routing, reporting, apps, and student ability to check in and
 10 out.
 11 More information regarding our progress will be
 12 shared next quarter. We will continue to share information
 13 with Team BCPS from the system, Office of Transportation, and
 14 schools to ensure that all stakeholders remain informed.
 15 Plans and updates will be communicated through the
 16 methods listed on this slide to ensure that we continue to
 17 respond to the needs of Team BCPS. Thank you for your
 18 support. Turn it over if there are any questions.
 19 VICE CHAIR MCMILLION: I'll start off with a
 20 question, Dr. Yarbrough. It appears to me that you're
 21 possibly assuming the direct leadership of the Transportation

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1 Department. Is that correct?
 2 DR. YARBROUGH: The Department of Transportation is
 3 one of the departments that I supervise.
 4 VICE CHAIR MCMILLION: Can you provide us an update
 5 on the timeline for hiring a new director?
 6 DR. YARBROUGH: Sure. Without violating any
 7 personnel rules, I can share with you that first-level
 8 interviews were held, and second-level interviews are
 9 scheduled this week.
 10 VICE CHAIR MCMILLION: Thank you.
 11 DR. YARBROUGH: You're welcome.
 12 VICE CHAIR MCMILLION: Ms. Rowe.
 13 MS. ROWE: I just want to say they've done
 14 a great job. And that the feedback in the community reflects
 15 that. I mean, it's not perfect, but it's definitely far
 16 improved from last year.
 17 DR. YARBROUGH: Thank you. I will share that
 18 feedback with the hardworking members of transportation.
 19 Thank you.
 20 VICE CHAIR MCMILLION: Thank you, Ms. Rowe.
 21 Dr. Hager.

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1 DR. HAGER: Sure. So I want to hone in on
 2 the school start times for -- that you mentioned that you
 3 were -- it's kind of a long-term goal. And I know that I've
 4 mentioned this before, and that we've talked about it, and I
 5 do appreciate that you're looking to, you know, use the
 6 guidance that exists around healthy school start times. But
 7 I believe that one of our consultants that we have hired is
 8 one that has worked with other school systems that have been
 9 able to put into place healthy school start times, not as a
 10 long-term goal, but an actual -- something that's happening.
 11 And my concern is that we will utilize the expertise
 12 of this consultant and get things back off the ground and
 13 then lose their expertise without actually having addressed
 14 that. So can you speak more specifically about when you hope
 15 to address this, and kind of what's being done to get a
 16 handle on healthy school start times?
 17 DR. YARBROUGH: Absolutely. Thank you for that
 18 question. So some of the steps that we've taken are to
 19 review the reports that have already been conducted in
 20 neighboring school systems, including Anne Arundel County
 21 that just implemented this year. We also are convening a

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1 group of stakeholders. One of the members of the PTSA, the
 2 Council of PTAs, has also shared information, as she has been
 3 instrumental in moving this work forward for the University
 4 of Maryland, as well as a neighboring school system.
 5 And so there will be a convening of a group very
 6 soon. It is not our intention to delay for years. It's our
 7 intention to study, to look at the impact, to solicit the
 8 input of stakeholders, and to move forward with our next
 9 steps, sharing, providing an update by next quarter.
 10 DR. HAGER: And I'll just add that we have
 11 a really stellar local school health council in Baltimore
 12 County that includes many pediatricians and stakeholders that
 13 are very knowledgeable about this topic, and a co-chair by
 14 Ms. Somerville (phonetic), and a community pediatrician, as
 15 well. So just another resource as you look into this of
 16 folks who are invested in the county who could be an asset as
 17 we have these discussions.
 18 DR. YARBROUGH: Thank you. I have noted them. They
 19 will be a part. Thank you.
 20 DR. HAGER: Thank you.
 21 VICE CHAIR MCMILLION: Ms. Causey.

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1 MS. CAUSEY: Thank you. Number one, I
 2 wanted to thank you for this report, and I wanted to thank
 3 Dr. Williams and you and all the staff that are working on
 4 the transportation problem. This is one of the most robust
 5 reports in my eight years of being a Board member.
 6 And seeing the 2 percent of delays, plus or minus 5
 7 percent, but that is definitely, number one, good to see the
 8 numbers. And then to strive for further improvement, so I
 9 really appreciate that.
 10 I want to dovetail with Dr. Hager about the safe
 11 school start time. We've heard so much in our public comment
 12 about discipline, and that is one of the factors that the
 13 safe and healthy schools start time group has documented in
 14 their research. And Dr. Hager could probably quote a website
 15 or something, but also BCPS already did a -- had a taskforce
 16 that presented results in 2019, saying that, indeed, later
 17 start times for secondary schools would be helpful for
 18 students. And so I would really encourage a near-term
 19 solution, as Dr. Hager said, so I'm glad to hear a report
 20 will come in the next quarter.
 21 The question I had is the update time. So some

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1 students are at bus stops before 7:00, especially in
 2 districts like mine. There's a lot of areas where the kids
 3 are on buses for quite a bit of time early in the morning.
 4 So is there any other information that can get to those
 5 students sooner?
 6 DR. YARBROUGH: So I think our goal is to make sure
 7 that it gets out as early as possible, ultimately to have the
 8 app so that everyone has, at their fingertip, what the time
 9 is. But the reality is we take the 11 areas, and everyone
 10 reports in. The good part of the report that we've been
 11 watching is that many of the entries on the report are the
 12 bus number changes with no delay. And so I will say that the
 13 area that you're talking about, you know, I have had the
 14 opportunity to review that. I have not noted, you know, a
 15 pattern of delays, but our goal is to improve that timing
 16 with the enhanced technology. 6:55 is by the time we make
 17 sure that we quality check all the 11 areas to make sure that
 18 what they're reporting is as accurate as possible in that
 19 moment. But certainly, the goal would be to get to real-time
 20 reporting for everyone.
 21 I mean, our next interim step will be to post it on

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1 the website so that, you know, families and students can just
 2 look on their phone and see to make a decision, and that's
 3 coming, that step, within the next few weeks.
 4 MS. CAUSEY: And so is this reporting done
 5 without the involvement of the principal? So it's directly
 6 from transportation to the families?
 7 DR. YARBROUGH: So right now, it's directly from
 8 transportation. It goes to the school. It includes the
 9 principal, assistant principal, and any other designee that
 10 the school has identified. I've seen many schools use
 11 Twitter and other social media where they'll post no delays,
 12 or they'll post 15 minutes for bus such and such.
 13 Our next interim step, we'll continue to do that,
 14 but we also will have front facing where anyone, you know,
 15 families, students, can click on the link and see the changes
 16 right there.
 17 MS. CAUSEY: Okay. Because that'll be
 18 helpful. WE know the schoolhouse manages a lot, and it would
 19 be great if we can take any work off their plate, so thank
 20 you for that.
 21 VICE CHAIR MCMILLION: Okay, Mr. Kuehn is next, and

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1 then we'll get Ms. Rowe.
 2 Mr. Kuehn.
 3 MR. KUEHN: Thank you. I wanted to follow
 4 up on the questions that Dr. Hager came up with. And I know
 5 -- I believe you stated that there was a group being pulled
 6 together and that there would be some type of output in the
 7 near future. Can you actually give us a timeline? Is the
 8 timeline set? Are these plans that are actually set at this
 9 point in time, or is this just coming together?
 10 DR. YARBROUGH: So in terms of membership of the
 11 group, invitation and the timeline to report back to the
 12 Board, which will be, you know, towards the end of first
 13 quarter, that is set. When the group comes together, as I
 14 said, right now, we have reviewed all of the reports that are
 15 around us and also spoken to an expert who's had experience
 16 at University of Maryland, as well as a neighboring district.
 17 They will make some recommendations, which we'll be
 18 able to share with you this quarter.
 19 MR. KUEHN: Right. I just ask because this
 20 Board has limited time, the people you're talking to will no
 21 longer be in these positions, or most of them won't be in

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1 positions after the end of November. And I know that folks
 2 are very interested in this topic, so I'm sure we'll be
 3 talking about it more in the near future. But I just want
 4 to, you know, impress that upon everybody that I know I
 5 mentioned in the last meeting, I believe that I would like
 6 this to be a topic of discussion, an agenda item. And I will
 7 continue to push for that. Thank you.

8 VICE CHAIR MCMILLION: Ms. Rowe.

9 MS. ROWE: Dr. Yarbrough, do you -- I
 10 didn't hear an estimate about when you think that app is
 11 going to roll out to everyone.

12 DR. YARBROUGH: So I don't have an estimate yet. So
 13 we moved from 11 routes to -- I don't want to get the numbers
 14 wrong -- maybe 45 routes. Now we're at 145 routes. We're
 15 piloting at three schools. If everything is successful,
 16 simultaneously we're also working with procurement and put
 17 out the bids. We will come to you for your approval for next
 18 step. I can get back to you with the exact timeline, but now
 19 we're, you know, we're watching to see how user friendly it
 20 is for parents and the feedback that we get to inform our
 21 next practices so what we roll out really meets the needs of

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1 all of our families. But I can give you a tighter timeline
 2 in a report through Dr. Williams.

3 MS. ROWE: And it didn't escape my notice
 4 that you looked at transportation routing reports yourself.

5 DR. YARBROUGH: I do.

6 MS. ROWE: I don't think anyone's ever done
 7 that before. Not at your level.

8 DR. WILLIAMS: I would just offer, Ms. Rowe, people
 9 didn't report out, but we do want to acknowledge the work of
 10 our former Director of Transportation, as well as Dr.
 11 Yarbrough, which this is one of her responsibilities. Thank
 12 you.

13 VICE CHAIR MCMILLION: There doesn't appear to be
 14 any other questions. Thank you very much for the
 15 presentation.

16 DR. YARBROUGH: Thank you.

17 VICE CHAIR MCMILLION: The next item on the agenda
 18 is an information item, which includes the minutes of the
 19 June 13th Southeast Area Educational Advisory Council
 20 meeting.

21 The next item on the agenda is Board comments and

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1 agenda setting. Let's do that at one time, and we'll just go
 2 around once, and we'll be done.

3 Ms. Rowe?

4 MS. ROWE: I have no comments.

5 VICE CHAIR MCMILLION: Thank you. You're going to
 6 help me be on time. You know that.

7 Ms. Causey.

8 MS. CAUSEY: Good evening. So I want to
 9 dovetail with earlier, there's a number of appreciations and
 10 awarenesses that need to take place. This month in October,
 11 with Hispanic Heritage Month, Principal Appreciation Month,
 12 School Custodian Appreciation. We know how important that
 13 is, taking care of the buildings with all of our children
 14 running through them.

15 Learning Disabilities Awareness Day and,
 16 interestingly, I got an email today about a parent concerned
 17 that there was not diagnostics happening as quickly as
 18 possible. So that will be forwarded to staff. But we
 19 certainly do want to try and raise awareness, but also for
 20 the school system to do its part in that very, very critical
 21 diagnosis as early as we can.

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1 One thing I did want to talk about tonight is --
 2 just briefly is it was mentioned by another Board member that
 3 there are several of us that will not be returning to the
 4 Board after late November. There are the elections this year
 5 for seven Board members, aligning with the seven in county
 6 council districts. And I would just encourage all parents
 7 and staff and community members to look into those elections
 8 and to get engaged and to carefully evaluate who is running.
 9 But also to, you know, really see how you can get engaged in
 10 supporting the school system through becoming aware.

11 There are websites where one can go and look at
 12 questions that have been filled out by candidates. One is
 13 the League of Women Voters in Baltimore County, and so you
 14 can go to www.lwv.org. There's a number of media outlets
 15 that have surveys that they've done. So I would just
 16 appreciate and encourage people to get engaged. Thank you.

17 VICE CHAIR MCMILLION: Thank you.

18 Ms. Stolusky.

19 MS. STOLUSKY: I do want to especially
 20 applaud all of the improvements in transportation. I know
 21 it's not a (inaudible) and you have worked really hard. And,

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1 additionally, all of the communication about what's going
 2 well in the school system and also the challenges that we
 3 face are really appreciated, especially all of the parents
 4 that are coming forth with genuine concerns about the safety
 5 and wellbeing of their children. And you are all heard. And
 6 we will keep working to move forward and improve things as
 7 they are. But thank you, everybody, for your hard work.

8 VICE CHAIR MCMILLION: Thank you.

9 Ms. Hassan?

10 MS. HASSAN: Thank you. So I have
 11 nothing further. I do want to piggyback off of Ms. Causey
 12 and remind everyone to vote. If you're a resident in
 13 Baltimore County over the age of 18, please get involved in
 14 your local elections. I promise you they carry just as much
 15 weight, if not more, as the ones you see on television, such
 16 as national elections. So please get out and vote, and most
 17 importantly, educate yourself about elections and about who's
 18 running, and vote for the candidate in which you believe in.

19 And I guess to end every meeting the same way that I
 20 do, let's get in some good trouble.

21 VICE CHAIR MCMILLION: Thank you.

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1 Mr. Offerman.

2 MR. OFFERMAN: I'd look to comment that a
 3 lot has been said about school safety, and I certainly think
 4 that's the most important topic we could probably talk about.
 5 But I would also like to say that I think an awful lot of
 6 the problems in schools start in the community. So I would
 7 ask parents and guardians and interested citizens to contact
 8 schools if they are concerned about a potential problem. And
 9 that might help us -- that might help us deal with it before
 10 it becomes a violent situation. Thank you. That's all.

11 VICE CHAIR MCMILLION: Thank you.

12 Ms. Scott.

13 Dr. Hager.

14 DR. HAGER: Yes, I -- thank you, Mr.
 15 Offerman, you made some very good points. And I also wanted
 16 just to echo what Ms. Hassan and Ms. Causey said about voting
 17 and I'm just looking at the timeline, and we all only have a
 18 few weeks remaining, and it's only a few weeks until the
 19 election. So please, please do your research and look into
 20 the candidates and certainly get out there and vote. And
 21 that's all. Thanks.

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1 VICE CHAIR MCMILLION: Mr. Kuehn.

2 MR. KUEHN: Oh, thank you. Budget Committee meeting
 3 will be on -- the next Budget Committee meeting is on October
 4 19th. I believe it's at 5:00 p.m. we'll be discussing
 5 blueprint money in the next budget. So if you want to learn
 6 a little bit more about that, you're welcome to join.

7 There's a lot going on, right? School is basically
 8 in full swing. Seniors, along with their parents, are in the
 9 throes of preparing and getting their applications in for
 10 college, and, you know, sports are certainly, you know,
 11 moving along. So I just, you know, want to share as a parent
 12 that, you know, there's a lot of anxiety in this time and for
 13 people to just take a few deep breaths and enjoy the moment
 14 with your seniors. They'll be moving forward before you know
 15 it, and enjoy your time with them. Thank you.

16 VICE CHAIR MCMILLION: Thank you.

17 I'm chairman of the Audit Committee. We meet next
 18 Tuesday, one week from today, October 18th, from 4:30 to
 19 6:00.

20 The last item on the agenda is announcements. The
 21 Board's next meeting will be held on Tuesday, October 25,

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1 2022 at 6:30 p.m. Thank you for joining us tonight. The
 2 meeting is now adjourned. Thank you.

3 (Meeting adjourned.)

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