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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

May 16, 2023

Transcribed by: CRC Salomon Reporting

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1 **BOARD MEMBERS:**
 2 **Jane Lichter, Chair**
 3 **Robin Harvey, Vice Chair**
 4 **Tiara Booker-Dwyer**
 5 **Maggie Domanowski**
 6 **Tiffany Lashawn Frempong**
 7 **Rodney R. McMillion**
 8 **Christina Pumphrey**
 9 **Brenda Savoy**
 10 **Emory Young**
 11 **Roah Hassan, Student Member**
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1 **PROCEEDINGS**
 2 **MS. LICHTER:** Good evening. This is
 3 Chairwoman Jane Lichter. I now call to order the
 4 meeting of the Board of Education of Baltimore County
 5 for Tuesday, May 16, 2023. I invite you to recite the
 6 Pledge of Allegiance to the Flag to be led by Ms. Roah
 7 Hassan. We will then have a moment of silence in
 8 recognition of those who have served education in
 9 Baltimore County.
 10 (Pledge of Allegiance.)
 11 (Moment of Silence.)
 12 **MS. LICHTER:** Thank you. Tonight's Board of
 13 Education meeting is being held in person and
 14 broadcast through the BCPS online Live Meeting
 15 Broadcast and on BCPS TV, Comcast Xfinity channel 73
 16 and Verizon channel 34. In order to efficiently
 17 conduct this meeting, all voting items this evening
 18 will be done by roll call vote.
 19 The first item on the agenda is the
 20 consideration of the May 16th agenda. Board members,
 21 may I have a motion to add consideration of the

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1 appointment of Superintendent of Schools as Agenda
 2 Item E3 under administrative appointments?
 3 MS. HARVEY: So moved, Harvey.
 4 MS. LICHTER: Thank you. May I have a
 5 second?
 6 DR. SAVOY: Second, Savoy.
 7 MS. LICHTER: Thank you. Is there any
 8 discussion on the addition? May have a roll call
 9 vote, please?
 10 MS. GOVER: Ms. Domanowski?
 11 MS. DOMANOWSKI: Yes.
 12 MS. GOVER: Mr. Young?
 13 MR. YOUNG: Yes.
 14 MS. GOVER: Ms. Frempong?
 15 MS. FREMPONG: Yes.
 16 MS. GOVER: Ms. Harvey?
 17 MS. HARVEY: Yes.
 18 MS. GOVER: Ms. Hassan?
 19 MS. HASSAN: Yes.
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

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1 MS. GOVER: Dr. Savoy?
 2 DR. SAVOY: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. McMILLION: Yes.
 5 MS. GOVER: Ms. Booker-Dwyer?
 6 MS. BOOKER-DWYER: Yes.
 7 MS. GOVER: Ms. Lichter.
 8 MS. LICHTER: Yes.
 9 MS. GOVER: Favor is 10.
 10 MS. LICHTER: Thank you. Motion carries.
 11 The revised agenda is approved and the -- is approved.
 12 Earlier this evening, the Board met in
 13 closed session pursuant to the Open Meetings Act for
 14 the following reasons: to discuss the appointment,
 15 employment, assignment, promotion, discipline,
 16 demotion, compensation, removal, resignation, or
 17 performance evaluation of appointees, employees, or
 18 officials over whom it has jurisdiction, or any other
 19 personnel matter that affects one or more specific
 20 individuals; consult with counsel to obtain legal
 21 advice and conduct collective bargaining negotiations

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1 or consider matters that relate to the negotiations.
 2 The summary of the closed session and open session
 3 information summary can be found on BoardDocs under
 4 this Board meeting agenda date.
 5 The next item on the agenda is personnel
 6 matters, and for that I call on Mr. McCall.
 7 MR. McCALL: Good evening, Chair Lichter.
 8 MS. LICHTER: Good evening.
 9 MR. McCALL: Vice Chair Harvey,
 10 Superintendent Dr. Williams, and members of the Board.
 11 I would like the Board's consent for the following
 12 personnel matters: retirements, resignations, and
 13 certificated appointment.
 14 MS. LICHTER: Do I have a motion to approve
 15 the personnel matters as presented in Exhibits D1
 16 through D3?
 17 MS. PUMPHREY: So moved, Pumphrey.
 18 MS. LICHTER: Thank you. May I have a
 19 second?
 20 DR. SAVOY: Second, Savoy.
 21 MS. LICHTER: Thank you. Any discussion?

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1 May I have a roll call vote, please?
 2 MS. GOVER: Ms. Domanowski?
 3 MS. DOMANOWSKI: Yes.
 4 MS. GOVER: Mr. Young?
 5 MR. YOUNG: Yes.
 6 MS. GOVER: Ms. Frempong?
 7 MS. FREMPONG: Yes.
 8 MS. GOVER: Ms. Harvey?
 9 MS. HARVEY: Yes.
 10 MS. GOVER: Ms. Hassan?
 11 MS. HASSAN: Yes.
 12 MS. GOVER: Ms. Pumphrey?
 13 MS. PUMPHREY: Yes.
 14 MS. GOVER: Dr. Savoy?
 15 DR. SAVOY: Yes.
 16 MS. GOVER: Mr. McMillion?
 17 MR. McMILLION: Yes.
 18 MS. GOVER: Ms. Booker-Dwyer?
 19 MS. BOOKER-DWYER: Yes.
 20 MS. GOVER: Ms. Lichter.
 21 MS. LICHTER: Yes.

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1 MS. GOVER: Favor is 10.
 2 MS. LICHTER: Motion passes. Thank you.
 3 The next item on the agenda is
 4 administrative appointments, and for that I call on
 5 Dr. Williams.
 6 DR. WILLIAMS: Good evening, Madam Chair
 7 Lichter, Vice Chair Harvey, and members of the Board.
 8 I'm bringing forward the following administrative
 9 appointments for your approval: Principal, Dogwood
 10 Elementary School; Assistant Principal, Parkville High
 11 School, and Principal, Edgemere Elementary School.
 12 MS. LICHTER: I'm sorry. I'm sorry, one
 13 second. Do I have a motion to approve the
 14 administrative appointments?
 15 MS. HASSAN: So moved.
 16 MS. LICHTER: Do I have a second?
 17 MS. PUMPHREY: Second, Pumphrey.
 18 MS. LICHTER: Any discussion?
 19 May I have a roll call vote, please?
 20 MS. GOVER: Ms. Domanowski?
 21 MS. DOMANOWSKI: Yes.

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1 MS. GOVER: Mr. Young?
 2 MR. YOUNG: Yes.
 3 MS. GOVER: Ms. Frempong?
 4 MS. FREMPONG: Yes.
 5 MS. GOVER: Ms. Harvey?
 6 MS. HARVEY: Yes.
 7 MS. GOVER: Ms. Hassan?
 8 MS. HASSAN: Yes.
 9 MS. GOVER: Ms. Pumphrey?
 10 MS. PUMPHREY: Yes.
 11 MS. GOVER: Dr. Savoy?
 12 DR. SAVOY: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. McMILLION: Yes.
 15 MS. GOVER: Ms. Booker-Dwyer?
 16 MS. BOOKER-DWYER: Yes.
 17 MS. GOVER: Ms. Lichter.
 18 MS. LICHTER: Yes.
 19 MS. GOVER: Favor is 10.
 20 MS. LICHTER: Motion carries.
 21 Dr. Williams?

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1 DR. WILLIAMS: Thank you. Our first
 2 appointee is Novella P Ables as the Principal of
 3 Dogwood Elementary School, and joining her tonight is
 4 her husband, Gerard Ables. Please stand.
 5 (Applause.)
 6 Prior to this appointment, Mrs. Ables served
 7 BCPS for over 24 years. Most recently, she served as
 8 the Assistant Principal of Church Lane Elementary
 9 Technology School. She served as the Assistant
 10 Principal at Woodmoor Elementary School and teacher at
 11 McCormick Elementary School, Winand Elementary School,
 12 Rodgers Forge Elementary School and Milbrook.
 13 Congratulations, Mrs. Ables, as our new Principal of
 14 Dogwood Elementary School.
 15 (Applause.)
 16 Our next appointee is Courtney A. Fleming as
 17 the Assistant Principal at Parkville High School, and
 18 joining her tonight is her partner, TC Cosby. Please
 19 stand. Oh.
 20 (Applause.)
 21 Prior to this appointment, Ms. Fleming

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1 served BCPS for over 15 years. Most recently, she
 2 served as a social studies teacher at Catonsville High
 3 School, and also a social studies teacher at Parkville
 4 High School. Congratulations, Ms. Fleming, as our new
 5 Assistant Principal at Parkville High School
 6 (Applause.)
 7 Our next appointee is Alexander P. Paradis
 8 as the Principal of Edgemere Elementary School, and
 9 joining him tonight is his wife, Amy Paradis. There
 10 you are.
 11 (Applause.)
 12 Prior to this appointment, Mr. Paradis
 13 served BCPS for over 11 years. Most recently, he
 14 served as an Assistant Principal at Dundalk Elementary
 15 School and Wellwood International School. He was a
 16 teacher of special education and classroom teacher at
 17 Cromwell Valley Elementary School. Congratulations,
 18 Mr. Paradis, as our new principal of Edgemere
 19 Elementary School.
 20 (Applause.)
 21 MS. LICHTER: Thank you. The next item on

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1 the agenda is consideration of the appointment of
 2 Superintendent of Schools. May I have a motion to
 3 appoint Dr. Myriam A. Yarbrough as the Superintendent
 4 of Schools for Baltimore County Public Schools for a
 5 four-year term beginning July 1, 2023, contingent upon
 6 the approval by the State Superintendent of Schools
 7 and the successful negotiation of an employment
 8 contract?

9 MS. HARVEY: So moved, Harvey.
 10 MS. LICHTER: Thank --
 11 DR. SAVOY: Second, Savoy.
 12 MS. LICHTER: Thank you. Thank you. Any
 13 discussion?
 14 May I have a roll call vote, please?
 15 MS. GOVER: Ms. Domanowski?
 16 MS. DOMANOWSKI: Yes.
 17 MS. GOVER: Mr. Young?
 18 MR. YOUNG: Yes.
 19 MS. GOVER: Ms. Frempong?
 20 MS. FREMPONG: Yes.
 21 MS. GOVER: Ms. Harvey?

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1 MS. HARVEY: Yes.
 2 MS. GOVER: Ms. Hassan?
 3 MS. HASSAN: Yes.
 4 MS. GOVER: Ms. Pumphrey?
 5 MS. PUMPHREY: Yes.
 6 MS. GOVER: Dr. Savoy?
 7 DR. SAVOY: Yes.
 8 MS. GOVER: Mr. McMillion?
 9 MR. McMILLION: Yes.
 10 MS. GOVER: Ms. Booker-Dwyer?
 11 MS. BOOKER-DWYER: Yes.
 12 MS. GOVER: Ms. Lichter.
 13 MS. LICHTER: Yes.
 14 MS. GOVER: Favor is 10.
 15 (Applause.)
 16 MS. LICHTER: Congratulations on your
 17 appointment, Dr. Yarbrough. The members of the Board
 18 of Education are looking forward to working with you
 19 and supporting you throughout your tenure as
 20 Superintendent of BCPS.
 21 (Applause.)

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1 MS. LICHTER: I'm not finished. This job
 2 will be -- this job won't be easy. There is much work
 3 ahead of us. And we have 111,000 students and over
 4 20,000 staff counting on us as a Board of Education
 5 and you as our incoming superintendent to get this job
 6 done. Appointing a superintendent is the most
 7 important job we have as a Board and one that we take
 8 very seriously.
 9 On behalf of the Board, I want to
 10 acknowledge and express our gratitude and appreciation
 11 for the hundreds of staff, parents, students, and
 12 stakeholders who are active participants in this
 13 search process. Members of Team BCPS take great pride
 14 in this school system and care deeply about the
 15 wellbeing and success of students and staff. The
 16 community shared their candid thoughts and opinions on
 17 the type of leader they wanted for the next
 18 superintendent. We held public forums, focus groups,
 19 and shared an online survey for members of Team BCPS
 20 to complete.
 21 While we won't all agree, I want to assure

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1 the community that we heard you, and we selected Dr.
 2 Yarbrough as our next Superintendent because she has a
 3 clear vision and embodies much of what we heard the
 4 community highlights as the desired characteristics
 5 and skills of the incoming superintendent.
 6 Dr. Yarbrough distinguished herself from
 7 among the other finalists with her strong ties to the
 8 community, having begun her career here more than 26
 9 years ago in Baltimore County, with her range of
 10 school based and central office leadership experience,
 11 and with her deep commitment to fostering academic and
 12 operational excellence. She understands the
 13 challenges that we face, and has an unwavering belief
 14 that all students can and will succeed when given
 15 access to high-quality instruction, strategic
 16 resources, and comprehensive support. For us to move
 17 our system forward, we must all come together,
 18 parents, staff, students, and stakeholders alike, and
 19 work in partnership to achieve this shared vision of
 20 excellence for BCPS.
 21 The Board of Ed looks forward to joining Dr.

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1 Yarbrough as she connects with parents, staff,
 2 business, education, civic, and community leaders, and
 3 the community as Superintendent at public meetings
 4 that will be scheduled in the near future.
 5 Thank you, and now I'd like to offer Dr.
 6 Yarbrough an opportunity to share a few remarks.
 7 (Applause.)
 8 DR. YARBROUGH: Thank you again, Board Chair
 9 Lichter, Vice Chair Harvey and members of the Board of
 10 Education. I am truly grateful and honored for this
 11 opportunity to work alongside of you to lead Baltimore
 12 County Public Schools. I shared in the past that I
 13 was here as a first-year teacher, and I remember when
 14 Baltimore County Public Schools, we were at the top of
 15 the state. It is my intention to work together with
 16 you, the community, our staff, all stakeholders, and
 17 our students, first and foremost, to get back to the
 18 top of the state and the nation. You have my word.
 19 (Applause.)
 20 I want to thank Dr. Williams for your
 21 leadership and service to Baltimore County Public

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1 Schools. The needs of Team BCPS students, staff and
 2 the system are growing, and there are undoubtedly
 3 challenges that we face. Nevertheless, I believe in
 4 our boundless potential if we work together to meet
 5 the needs of our students and staff moving forward.
 6 We will improve and accelerate student learning. I
 7 appreciate -- thank you.
 8 (Applause.)
 9 I appreciate the support I have received
 10 from members of Team BCPS, the community, county
 11 government, and lawmakers. Thank you so much for
 12 everyone who is here today, in this room, in the
 13 overflow. I truly appreciate you. Thank you so much.
 14 (Applause.)
 15 I am most grateful to my family, my four
 16 children, loved ones, and colleagues who believe in me
 17 and have supported me throughout this process. I'm
 18 committed to engaging stakeholders across Team BCPS.
 19 That will continue, face-to-face direct conversations.
 20 I will empower your voices so that you are part of the
 21 problem solving.

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1 As Chair Lichter stated, we must all come
 2 together to solve these challenges that face us. I
 3 look forward in the coming weeks to meet with many
 4 members of Team BCPS. I would love to hear from you
 5 directly and work together to determine our next steps
 6 in service of students, staff and community. I look
 7 forward to meeting with students, staff, parents,
 8 businesses, education, civic leaders, and many more
 9 stakeholders over the next several months. Again, I
 10 truly thank you for your support. And I thank you for
 11 putting your faith in me. I promise you that my
 12 commitment is to all of our students and Team BCPS.
 13 Thank you.
 14 (Applause.)
 15 MS. LICHTER: Our next item is public
 16 comment. This is one of the opportunities the Board
 17 provides to hear the views and receive the advice of
 18 community members. The members of the Board
 19 appreciate hearing from interested citizens as
 20 appropriate. We refer your concerns to the
 21 Superintendent for follow-up by his staff.

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1 Online registration was open to the public
 2 one week prior to tonight's Board meeting and was
 3 closed at 3:00 p.m. yesterday for anyone wishing to
 4 speak at this evening's meeting. Board practice
 5 limits to 10 the number of speakers at a regularly
 6 scheduled Board meeting. Speakers are selected
 7 randomly using an electronic selection process from
 8 all registrations received within the designated time
 9 frame. Each speaker is allowed three minutes to
 10 address the Board. No speaker substitutions will be
 11 allowed. For those who are not selected through the
 12 online registration, a waitlist sign-up sheet was
 13 available 30 minutes prior to the meeting. If a
 14 registered speaker is absent, speaker slots will be
 15 reassigned from the waitlist so that the 10 speaker
 16 slots are allocated.
 17 In accordance with recommendations from the
 18 Baltimore County Police Department's Homeland Security
 19 Unit and the Office of School Safety, we have
 20 implemented the following safety and security
 21 protocols to enhance the safety of all attendees.

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1 Participants should be seated in the room during
 2 meetings. Individuals who need to stand should go out
 3 into the hallway to do so. Participants should not
 4 approach the table unless called upon to speak and
 5 should not approach the dais.

6 While we appreciate the creativity many have
 7 shown during their presentations, materials brought to
 8 the table are limited to electronic devices,
 9 presentation papers, and posters no larger than 11 by
 10 14 inches. Other items should be left on your seat.

11 Information to be given to the Board is to be handed
 12 to the staff member who is seated in the front area of
 13 the meeting space. Information for other participants
 14 is to be left on the designated table outside in the
 15 hall.

16 In the event of an emergency that requires
 17 an emergency response, such as a lockdown, lockout or
 18 evacuation, staff from the Office of School Safety
 19 will direct participants. If evacuating, participants
 20 will exit through the rear or front door in an orderly
 21 manner, leave the building and cross over to the

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1 parking lot or other safe distance as warranted.

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

10 I remind everyone that inappropriate
 11 personnel remarks or other behavior that disrupts or
 12 interferes with the conduct of this meeting are out of
 13 order. Persons using language that is threatening or
 14 promotes violence against a BCPS employee are subject
 15 to legal penalties. Persons who otherwise disrupt or
 16 disturb this meeting will not be allowed to continue
 17 their remarks and will be escorted from the meeting.

18 I ask speakers to observe the three-minute
 19 clock which will let you know when your time is up.
 20 Please conclude your remarks when you hear the tone or
 21 see that time has expired. The microphone will be

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1 turned off at the end of the time, and it could be
 2 turned off if a speaker addresses specific student or
 3 employee matters or is commenting on matters not
 4 related to public education in Baltimore County.

5 If not selected, the public may submit their
 6 comments to the Board members via email at
 7 boe@bcps.org. More information is provided on the
 8 Board's website at bcps.org under Board of Education
 9 participation by the public. Okay.

10 It is the practice of this Board to allow
 11 elected officials to provide their comments to the
 12 Board. And we have two elected officials with us this
 13 evening. So I'd like to invite Delegate Cheryl
 14 Pasteur to come and provide some remarks.

15 (Applause.)

16 MS. LICHTER: Good evening, Delegate
 17 Pasteur.

18 DELEGATE PASTEUR: Good evening. Good
 19 evening, Chair Lichter, Vice Chair Harvey, and Vice
 20 Chair Harvey. And Dr. Williams, wherever he is.
 21 Tonight, you have chosen a new superintendent for BP -

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1 - BCPS. Bravo. Let me say that again. Bravo.

2 (Applause.)

3 Having sat in two seats up there, I know the
 4 hopefulness and the tumult that goes into making that
 5 decision. It takes time. It takes commitment. And
 6 it takes courage. Yes, courage. It takes the courage
 7 to face, that is, if you did, your biases, your
 8 prejudices, your fears, your peers, the courage to
 9 face you. Without looking into a mirror, a collection
 10 of people might well find itself on a very slippery
 11 and distasteful slope. But whatever your experience,
 12 a decision has been made, a decision out of what I
 13 hope was based on love for children, all children, all
 14 on different roads, each trying to get to the same
 15 end, which is being a meaningful part of a community,
 16 being a productive citizen, being a part of a global
 17 society, unafraid of the present and the future.

18 And the pulse of mourning, Maya Angelou
 19 said, "History, despite its wrenching pain, cannot be
 20 un-lived." But if faced with courage, and I add truth,
 21 need not be lived again. We all must count on you to

<p style="text-align: right;">Page 26</p> <p>1 remember that you are not here for yourselves, but for 2 our children -- 3 (Applause.) 4 -- our communities, the present and future, 5 which we will continue to share together, together as 6 equal partners in this county, in this state, in this 7 country, in this world, period, exclamation point. 8 (Applause.) 9 In Philippians, it says, "Fix your thoughts 10 on what is true and honorable and right and pure and 11 lovely and admirable." And I add for children, for 12 ourselves, for all of us, for our present, and our 13 future. There is a season for everything. Yes, a 14 time to plan. And tonight, as led by the words in 15 Ecclesiastes, we are planting new seeds of hope for 16 children, community, the world. 17 Tonight, we are joined here and surrounded 18 by a great cloud of witnesses who have come out 19 tonight by faith having stripped off every unnecessary 20 weight to assure you that we are here to support our 21 students by supporting Dr. Yarbrough.</p>	<p style="text-align: right;">Page 28</p> <p>1 with the continuing the implementation of the 2 Blueprint. And I'm truly excited to see the future of 3 BCPS under her leadership. Thank you so much. 4 (Applause.) 5 MS. LICHTER: Thank you for being here. 6 Our next speaker is Marietta English from 7 the NAACP of Baltimore County. 8 (Applause.) 9 MS. ENGLISH: Having to follow 10 (indiscernible). Good evening, Chairwoman Lichter, 11 Vice Chair Harvey, members of the Board and 12 Superintendent Williams. My name is Marietta English, 13 and I chair the NAACP Baltimore County ACT-SO program, 14 and I'm also chair of the Education Committee. I am 15 pleased to inform you that we held our competition on 16 Saturday, April 29th at New Town High School, and we 17 had 10 local gold medal winners. Clap. That is 18 wonderful. 19 (Applause.) 20 Thank you. I would like to thank Dr. 21 Williams for attending the event and the support of</p>
<p style="text-align: right;">Page 27</p> <p>1 (Applause.) 2 The Board and all of you who want to ensure 3 a strong school system, we will not go away. We will 4 not fear. We will not be intimidated, and we will not 5 give up, together, lifting up our hearts for this new 6 beginning, this new opportunity. Let us run with 7 endurance and active persistence the race that is set 8 before us. Thank you. 9 (Applause.) 10 MS. LICHTER: Thank you. And our next 11 speaker is Delegate Sheila Ruth. Thank you for being 12 here. 13 DELEGATE RUTH: Thank you, Madam Chair, 14 Madam Vice Chair, Members of the Board, Dr. Williams, 15 Dr. Yarbrough. I'm -- thank you for having me. I'm 16 really excited to be here. I won't take up much of 17 your time. I'm here in support of Dr. Yarbrough. I 18 wanted to congratulate you and thank you on your 19 selection. She has the right skills and experience 20 and community connections to lead us through these 21 times, to help us face our challenges, and to help</p>	<p style="text-align: right;">Page 29</p> <p>1 Baltimore County Public Schools. We could not have 2 done this without the support of Baltimore County 3 Public Schools. Mr. Ambush at New Town was so 4 helpful. And it was a great success. We had 53 5 entries in humanities, performing arts, and the visual 6 arts. We will continue to work on getting students to 7 compete in the STEM area. But we are on our way to 8 Boston for gold medals, and I'm sure we will bring 9 home gold medals. We have always done that in the 10 past, and we look forward to doing that in the future. 11 Now, as education chair of the branch, we 12 are in support of Dr. Myriam Yarbrough as our next 13 superintendent for Baltimore City -- Baltimore County 14 Public Schools. She is the best qualified, she knows 15 the system, and she has a plan that she will carry us 16 into the next decade. And as Spike Lee say, I would 17 say, you did the right thing by hiring her. 18 (Applause.) 19 Thank you so very much. And I look forward 20 to working with Dr. Yarbrough with ACT-SO, and I 21 certainly hope you will attend our competition next</p>

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1 year, as Dr. Williams was the first superintendent to
 2 attend our competition in the 20 years that I've been
 3 doing it. So thank you, Dr. Williams.

4 MS. LICHTER: Thank you. Thank you.
 5 (Applause.)

6 Our next speaker is Bryan Epps from AFSCME.
 7 Good evening.

8 MR. EPPS: Good evening. Good evening,
 9 Chairwoman Lichter, Vice Chair Harvey, Dr. Williams,
 10 and the Board of Education. My name is Bryan Epps. I
 11 am the president of AFSCME, the second-largest union
 12 here in BCPS. I am here today in support of our new
 13 elected Superintendent, Dr. Yarbrough, who have been a
 14 champion for AFSCME.

15 She started out with us with transportation.
 16 As many of you know, we heard it -- here heard that
 17 there was a lot of problems with transportation. She
 18 got with Dr. Grimm and they fixed it. They were
 19 complaining the kids were not being picked up or
 20 dropped off, but she fixed the problem.

21 I also represent a large group of people on

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1 the support staff, that over the -- since the
 2 pandemic, a lot of us lost -- was not able to take our
 3 vacation because of the shortages that we have
 4 arrived. And because of the leadership of Dr.
 5 Yarbrough, she's seen fit that we were able to carry
 6 over our vacation and also sell vacation back, first
 7 time happened in the history of Baltimore County.

8 The members I serve are here for the kids
 9 and because they here for the kids, they forgave their
 10 vacation to get the job done that our schools would be
 11 ready for the kids. And under her leadership, she
 12 made sure we did not lose that time.

13 Dr. Yarbrough, we have started a great work,
 14 and I'm looking to continue the work that we have to
 15 do. There's a lot more work to do. And I'm looking
 16 to join with you to start it. Congratulations, again,
 17 Dr. Yarbrough.

18 (Applause.)

19 MS. LICHTER: Thank you.
 20 Our next speaker is Cindy Sexton from TABCO.
 21 Good evening.

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1 MS. SEXTON: Good evening. Good evening,
 2 Chair Lichter, Vice Chair Harvey and members of the
 3 Board. Authentic collaboration and relationships, a
 4 true plan to increase academic achievement, a way to
 5 get past the culture of fear that still persists, a
 6 transparent budget and the skills to work with
 7 stakeholders at every level. These are some of the
 8 qualities our superintendent must have, always with a
 9 focus on what we need to recruit and retain our
 10 educators so they are there for our students. I
 11 believe that Dr. Williams does possess, but Dr.
 12 Yarbrough possesses these qualities and will use them
 13 for the students, staff and community of BCPS.
 14 Congratulations, Dr. Yarbrough. Thank you for the
 15 work we have done so far. And yes, there is more to
 16 do. I look forward to our continued collaboration as
 17 we face the challenges and opportunities together.

18 But now to business. As we close out this
 19 school year, I ask that you look one last time at our
 20 negotiations. We continue to see educators leaving
 21 our system and many are going to other systems. We

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1 asked our members to sign a petition and asking for a
 2 resolution to our compensation negotiations that will
 3 truly work to keep our educators here in BCPS so we
 4 can serve our students. More than 1,000 educators did
 5 sign this. Hopefully, that won't match the number of
 6 people resigning this year. But that number is
 7 climbing and it scares me for our students.

8 We opted for this tactic as opposed to
 9 emailing you, the Board, because I know with the
 10 superintendent search, new Board members, and all the
 11 end-of-year activities, inundating your emails would
 12 not have been preferable to you, Mr. -- Rod over there
 13 has mentioned that to me, so you're welcome. We just
 14 did the petition instead.

15 But our educators want to stay here. They
 16 want to be there for our students. Some schools have
 17 more than 50 percent of their resignations actually
 18 leaving for other school systems. Several others have
 19 25 to 50 percent of their staff resigning and going to
 20 other school systems. Let's do what we can now before
 21 we lose more, so we can retain the educators we have.

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1 Let's finish this now, so our new superintendent can
 2 have a clean slate and not have to come in and face
 3 negotiations on top of all the other issues that need
 4 to be addressed. Let's finish this strong for our
 5 educators because our students need them, and our
 6 focus must always be on them first. Again,
 7 congratulations, Dr. Yarbrough, and thank you all.
 8 MS. LICHTER: Thank you.
 9 (Applause.)
 10 Our next speaker is Jeannette Young from
 11 ESPBC.
 12 Good evening.
 13 MS. YOUNG: Good evening. Chairwoman
 14 Lichter, Vice Chair Harvey. Dr. Williams, I know
 15 you're in the house. Congratulation, Dr. Yarbrough.
 16 Thank you so much. My name is Jeannette Young. I'm
 17 the President of the Education Support Professionals
 18 of Baltimore County, ESPBC. ESPBC extends its support
 19 to Dr. Yarbrough as the next superintendent.
 20 While we acknowledge the past few years have
 21 not been smooth sailing, ESPBC recognizes that Dr.

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1 Yarbrough has demonstrated a willingness to work to
 2 serve all students and all schools constituencies
 3 grew. She's laser focused on student achievement.
 4 Dr. Yarbrough has demonstrated her capacity to work
 5 well with ESPBC. Through our work, we have identified
 6 and addressed barriers that have impact our ability to
 7 support schools and offices in an efficient and
 8 effective manner.
 9 As a result of our ongoing collaboration, we
 10 were able to create plausible solutions, some of which
 11 were able to be implemented immediately and others in
 12 the future. She works with ESPBC with the
 13 understanding that student achievement is at the
 14 forefront. For example, providing guidance to
 15 administrators and supervisors around substituting
 16 when substitutes were not available, and supporting
 17 our annual professional development training for
 18 paraeducators, office professionals and interpreters.
 19 These trainings have provided a platform for teachers
 20 and parents to work collaboratively and effectively
 21 for student success. For these reasons and many more,

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1 ESPBC supports Dr. Yarbrough as our superintendent.
 2 Thank you.
 3 (Applause.)
 4 MS. LICHTER: Thank you.
 5 Our next speaker is Derek Burnett
 6 (phonetic). Mr. Burnett?
 7 Okay, our next speaker is former Board Chair
 8 Makeda Scott. So Ms. Scott?
 9 Good evening.
 10 MS. SCOTT: Great. Good evening.
 11 MS. LICHTER: Welcome.
 12 MS. SCOTT: Thank you very much. And
 13 congratulations, Dr. Yarbrough. I would also like to
 14 -- he's not here, but thank Dr. Williams for
 15 everything that he's done and his leadership. And he
 16 is also appreciated. So Dr. Williams, Board members,
 17 educators, students, and community members, I would
 18 like to thank you all for your continued dedication to
 19 shaping and guiding the education of our children.
 20 Today, I would like to talk about an issue
 21 that lies at the very foundation of our schools, and

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1 greatly impacts the trajectory of our students lives --
 2 equity. Equity, at its core, is about creating a
 3 level playing field for everyone, regardless of their
 4 race, gender, socioeconomic background, or any other
 5 factor that might otherwise disadvantage them in the
 6 pursuit of their education. It is about removing
 7 barriers and giving every student the opportunity to
 8 excel, prosper, and succeed in today's competitive
 9 globalized world.
 10 Now, some of you may argue that focusing on
 11 equity somehow diminishes what it means to achieve
 12 success, and that these efforts ultimately hinder
 13 progress. To them, I ask, progress for whom? Is it
 14 truly progress if only a few select have access to
 15 knowledge and essential resources, while the vast
 16 majority are left behind, unable to attain any real
 17 form of empowerment or success?
 18 I believe that every student has the right
 19 to quality -- to a quality education, and that no
 20 student should be left behind or marginalized simply
 21 because of who they are, where they come from, or

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1 because of the color of their skin. This belief is
 2 the -- in the principle of equity has propelled
 3 countless education reforms across the globe, and it
 4 is time that we foster genuine equity in our
 5 educational system at BCPS.

6 Equity is not a buzzword that can be used
 7 only when it's convenient. We must recognize that to
 8 achieve true equity, diversity and inclusion must
 9 thrive. We embrace our differences, create space for
 10 dialogue, and actively work to break down barriers
 11 that keep certain students from realizing their full
 12 potential. This requires not just policies and
 13 programs that seek to ensure equal access to education
 14 and opportunities, but also commitment to
 15 understanding the unique lived experiences of our
 16 students, families, and community members. Only when
 17 we firmly dedicate ourselves to working with and for
 18 the communities that we serve can we begin to tear
 19 down the systemic obstacles that have long impeded
 20 access to equity, education, and opportunities.

21 This Board must begin at the ground level by

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1 looking critically at everything that is essential to
 2 maintaining a diverse faculty, staff, and students
 3 with varied backgrounds. When students see themselves
 4 reflected in their teachers and administrators, they
 5 are more likely to view their own potential for
 6 success differently. Furthermore, a diverse
 7 educational workforce brings valuable perspective to
 8 enlarge the conversation and contribute to richer,
 9 more empathic learning environments. Together, we
 10 have the power to create a just and inclusive BCPS
 11 community where every one of our students will
 12 succeed. Thank you.

13 MS. LICHTER: Thank you.
 14 (Applause.)

15 Our next speaker is also a former Board
 16 member, Moalie Jose. Couldn't stay away, right?
 17 Good evening.

18 MS. JOSE: It's good to be back. Good
 19 evening. Good evening, Dr. Williams, and members of
 20 the Board. Firstly, congratulations and welcome to
 21 Dr. Yarbrough. Also, congratulations to all of the

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1 newly appointed Board members. I know you had to hit
 2 the ground running, so thank you.

3 Tonight, the division of C&I will be
 4 bringing for approval the new ELA curriculum. We know
 5 that our homegrown curriculum is not meeting state
 6 standards. Last year, the previous Board that I
 7 served on did not approve the myView Literacy, despite
 8 the insistence of many educators. It is incumbent on
 9 this Board to approve this contract to provide an
 10 updated curriculum for our children.

11 BCPS Department of Transportation drivers
 12 and staff, take a bow. As a parent, I am impressed by
 13 how efficiently the Department of Transportation has
 14 been functioning since the beginning of this academic
 15 year. The turnaround has been transformational, and
 16 transporting over 80,000 students, 80,000 students
 17 every single day is not a small feat. Well done, Team
 18 BCPS.

19 Having been -- over three years ago on the
 20 Board, we formed an equity committee, and I know Ms.
 21 Scott touched on that much more eloquently than I

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1 will. But to hear folks talk about the equity
 2 committee should be disbanded or, ironically, is not
 3 needed is based on misinformation and ignorance.
 4 Equity, like she said, is not about race. It's not
 5 about gender or diversity. It's about including the
 6 excluded groups in education, children who've been
 7 left out of our education system for far too long due
 8 to politics, policies, and economic conditions.

9 If you're poor, come from a single-parent
 10 household, come from a family without a college
 11 education, have special needs, have learning
 12 disabilities, you're more likely to drop out of
 13 school. Equity is simply making sure that we provide
 14 all of our children those resources that they need to
 15 succeed in this world. So I hope this Board continues
 16 the work of achieving equity with the reminder that
 17 our very first Board Policy, Equity 100, is equity,
 18 and that undergirds all other Board policies. Thank
 19 you for your time.

20 (Applause.)
 21 MS. LICHTER: Thank you.

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1 Our next speaker is Gloria Marrow.
 2 Good evening.
 3 MS. MARROW: Good evening. Congratulations.
 4 First, let me say good evening to the Board, Dr.
 5 Williams. I am in a unique position, having been an
 6 educator for over 50 years. And I think I do
 7 understand what some of the problems are in dealing
 8 with schools and community and students and the like.
 9 But we are here to help because our country deserves
 10 the best.
 11 I am also here to express my sincerest
 12 thanks for the service that this Board does for the
 13 children who attend Baltimore County Public Schools,
 14 and more especially, for and to Dr. Williams, the
 15 superintendent, who has demonstrated outstanding
 16 service to our educational community, for teachers,
 17 administrators and our children. He has done this in
 18 some of the most challenging times that Baltimore
 19 County has ever experienced. Not to mention that this
 20 country has gone through some challenging times and
 21 still will be. Those challenges came in forms of

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1 health, finances, and racial diversities. He met
 2 those times. Those challenges came not unexpected,
 3 but certainly not wanted.
 4 Finally, I'd like to bestow kudos to Dr.
 5 Williams for the following accomplishments. One, he
 6 orchestrated record funding for our schools. Two, he
 7 fostered diversification of and in the schools,
 8 diversification of leaders and staffs. Three, he
 9 encouraged and wove equity into the fabric of his
 10 tenure. Four, he positioned the Baltimore County
 11 Public Schools of Baltimore County to move forward,
 12 according to a current and accepted educational
 13 pathos. Five, he initiated the black boys program in
 14 the schools to help them meet the four pillars of
 15 education, which are learning to know, learning to do,
 16 learning to live, and learning to be.
 17 Finally, Dr. Williams encouraged expanding
 18 attention to educational achievement gaps among our
 19 children, to help them acquire knowledge and
 20 understanding a foundation in developing good thinking
 21 and critical skills. Thank you for giving me an

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1 opportunity to speak to this Board. I hope it will
 2 not be my last time because I will be watching. Thank
 3 you.
 4 MS. LICHTER: Thank you.
 5 (Applause.)
 6 Our next speaker is Bash Pharoan.
 7 Dr. Pharoan? It's okay.
 8 DR. PHAROAN: Good evening to all.
 9 Congratulation, Dr. Yarbrough. Thank you, Dr.
 10 Williams. And I really, truly congratulate all of you
 11 for making the wise decision. Nobody told me. I felt
 12 it. I trusted you. And you did it. Thank you.
 13 I want to talk to you today about equity and
 14 equality that eloquently has been stated by Ms.
 15 Pasteur, Delegate Pasteur, and Ms. Makeda Scott.
 16 Three minutes for everyone is equal. However, there
 17 are still officials in the school system who believe
 18 that the treatment of one minority religion better
 19 than others is still the right thing to do. So I want
 20 to remind you, many of you are new, that for a quarter
 21 of a century here, I watched my three kids in

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1 Baltimore County Public School, their holidays being
 2 ignored in favor of another minority religion.
 3 When Dr. Berger was superintendent, he
 4 promised me that he will close the school on the
 5 Jewish holidays equal to the Muslim holidays. But
 6 when it came to the Board of Education, he recommended
 7 only the Jewish holidays. And that lasted for almost
 8 20 years.
 9 So to set the record straight, the data that
 10 relates to one religion or the other, it's fake. It's
 11 not really objective data. A past president of this
 12 Board presented data, and that data was that he looks
 13 from his window on the Jewish holidays, and he finds
 14 that the school bus comes through with very few
 15 students in it. And that's the justification for
 16 closing on one minority holiday and not the other.
 17 You are a new Board. And you may not really
 18 know what I went through, my kids went through, and
 19 all the people behind me that are standing went
 20 through, and thousands more. We are all asking for
 21 equality. Zero equals zero, one equals one, two

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1 equals two. It really should be straightforward,
 2 easy. That's what's fair. No lubrication of the
 3 data, no massaging of the data, no making assumptions
 4 that are personal assumptions, subjective and so
 5 forth. I really implore on you to implement what
 6 Delegate Cheryl Pasteur and Ms. Scott has talked to
 7 you about equity and equality. I heard it for so
 8 long, and I want it to be applied.

9 MS. LICHTER: Thank you.

10 Our next speaker is Dwight Joseph.

11 (Applause.)

12 Good evening

13 MR. JOSEPH: Good evening. Greetings, Chair
 14 Lichter, Vice Chair Harvey, fellow Board members,
 15 Superintendent Dr. Williams. Thank you for the
 16 opportunity to speak here today in support for Dr.
 17 Yarbrough. Congratulations.

18 Let me first take the privilege of thanking
 19 Dr. Williams personally for the service that you have
 20 done for Baltimore County Schools, and your dedication
 21 and commitment to our kids. Personally, for my kids

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1 as well and my family, you have dramatically impacted
 2 our lives. So I want to thank you, and I wish you,
 3 your wife and kids the very best and your next efforts
 4 moving forward.

5 I came here to support Dr. Yarbrough today,
 6 and I want to thank the Board for doing this due
 7 diligence and listening to our communities and making
 8 the right decision in selecting a leader that's going
 9 to continue to do the hard work for our kids and our
 10 staff and continuing to put them first, and continue
 11 to do so while building the -- continue to build on
 12 those relationships with our communities. That's so
 13 important to achieving the goals of Baltimore County
 14 School System.

15 I thank you, the Board, for continual --
 16 your efforts as well for providing all the resources
 17 and efforts that has -- that we needed during the
 18 pandemic years. It's been rough on a lot of school
 19 system. And I know sometimes you guys don't get the
 20 credit that you deserve, and for the entire school
 21 system. So from a parent in the system, who has been

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1 living in the county for 22 years and had two kids
 2 that -- one that matriculated and graduated and is
 3 doing quite well in college and the other one that's a
 4 junior in high school now and also plan to attend the
 5 STEM field. I want to thank you, and we're here to
 6 support as parents, and I wish you, Dr. Yarbrough, all
 7 the best to you and your family. Thank you, both.

8 MS. LICHTER: Thank you.

9 (Applause.)

10 Our next speaker is Sharon Saroff.

11 Good evening.

12 MS. SAROFF: Good evening. First of all,
 13 congratulations to Dr. Yarbrough. I hope to work with
 14 you over the next four years in a positive manner.

15 I'm here tonight, as usual, to talk about
 16 special education in regards to quality. I attended
 17 recently an in-person meeting of the Special Ed
 18 Citizens Advisory Committee, and several of us who are
 19 advocates thought that that was going to be poorly
 20 attended. Thankfully, it was a packed house.
 21 Unfortunately, the biggest item that I heard and took

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1 away from that meeting is the lack of a feeling that
 2 parents were a partner, and being a welcomed partner.

3 There was a lack of information provided to
 4 parents. And parents were saying, if I only had had
 5 that information about the programs, about the
 6 services, about what the process is, I would have felt
 7 more comfortable. That is -- partially has to do with
 8 equity.

9 As an advocate, I work with parents. Most
 10 of my clients are single parents. Most of my clients
 11 are minorities. And a lot of my parents have
 12 difficulty affording the services of my colleagues and
 13 have a difficulty affording my services. And they
 14 feel marginalized. They feel that they're not getting
 15 the same information that their nondisabled peers to
 16 their kids are getting. That's not equality.

17 If I have a child who has a disability, and
 18 my child wants to go to a magnet program, or be
 19 involved in CTE, or be involved in dual enrollment, my
 20 child should have that same ability. And that's not
 21 happening. If we're going to -- if we're going to try

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1 to be more, more equity in this county, we have to
 2 make sure that that changes yesterday, so that more
 3 parents don't feel that their children are not equal
 4 participants, and that they are not welcome in this
 5 county. And I speak from experience.
 6 (Applause.)
 7 MS. LICHTER: Thank you.
 8 Our next speaker is Clarrissa Taylor-
 9 Jackson.
 10 Good evening.
 11 MS. TAYLOR-JACKSON: Good evening. Good
 12 evening, Madam Chair, Madam Vice Chair, Mr. Williams -
 13 - Superintendent Williams, to the entire Board. I am
 14 here because, in full transparency, some of those
 15 ladies in red back there summoned me and the entire
 16 NPHC. I am the President of the National Panhellenic
 17 Council Metropolitan Baltimore. Will all the members
 18 of NPHC Metropolitan Baltimore please stand? If
 19 you're Greek at all, if you came in your colors,
 20 please stand for me.
 21 (Applause.)

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1 Dr. Yarborough, or Dr. Yarbrough, sorry.
 2 Dr. Yarbrough, I'm here because I was summoned to come
 3 and support you. I thank this Board for making the
 4 right decision. But I was -- I came here ready to say
 5 all the things and talk about all her accomplishments,
 6 but you've done it already. You've listened to --
 7 you've read the letters. You've heard the testimony
 8 already. So I just thank you for doing what you were
 9 supposed to do. So amen for that.
 10 So now I want to be here, on behalf of the
 11 council again, to thank Dr. Williams for his work, and
 12 thank you for everything that you have done and wish
 13 you well on your next journey. And to remind -- I'm
 14 going to take this opportunity to welcome the new
 15 Board members and thank you for this journey that
 16 you've begun. Also thank the new principals or those
 17 who've been promoted.
 18 NPHC Metropolitan Baltimore members are in
 19 your schools. This is the second time I've come here
 20 to say that very thing. We are in your schools, both
 21 in school time and out of school time, providing

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1 service to your teachers, bringing in supplies as
 2 necessary, providing our physical resources and our
 3 expertise as it makes sense. And then again,
 4 supporting your out-of-school-time programming.
 5 For those newly promoted principals, think
 6 of us. If we're not in your schools, please think of
 7 us. We want to be in your schools. You should
 8 partner with us. We have talent that we are ready to
 9 use. NPHC, again, we are historically black Greek
 10 letter organizations, many of whom have been around
 11 for over 100 years. My sorority, Sigma Gamma Rho
 12 Sorority Incorporated, is 100 years. We are still
 13 celebrating 100 years. And we are -- we were founded
 14 by educators. So many of our -- my chapter members,
 15 I'm also the president of the Baltimore County Chapter
 16 of Sigma Gamma Rho Sorority Incorporated. Many of my
 17 members are teachers in your schools.
 18 But I do want to list very quickly the
 19 schools that -- the at least of the 22 members of NPHC
 20 chapter, the chapters that represent thousands of
 21 Greek letter -- Greek members. Here are the schools

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1 that the 10 or so Baltimore County Chapters support.
 2 Hebbville Elementary, Johnnycake, Powhatan, Deer Park
 3 Middle, Randallstown, New Town, Randallstown -- oh, I
 4 said Randallstown already, and Dundalk High School,
 5 Sollers Point. We're here. We want to be in more
 6 schools and we are ready to support you.
 7 (Applause.)
 8 MS. LICHTER: Thank you very much. Since
 9 there were three speakers absent, we will now call
 10 from the public comment waitlist, and the first
 11 speaker is Scott Jenkins. Mr. Jenkins?
 12 Good Evening.
 13 MR. JENKINS: Good evening. I didn't think
 14 I was going to get a chance to speak, so we'll just --
 15 MS. LICHTER: You're number one.
 16 MR. JENKINS: Congratulations, Dr.
 17 Yarbrough. I haven't had a chance to meet you yet.
 18 But as a lifelong Baltimore County student that went
 19 to Parkville High School, I wish you well, and my
 20 friend back here don't like Parkville, but anyway. So
 21 I just wanted to come tonight.

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1 I know we're going to talk tomorrow. I know
 2 the Board will be at the Northeast Central Boundary
 3 Study tomorrow night. I just want to try to clear up,
 4 make sure that any misperceptions that have gone on
 5 about what's gone into that study and what's going on
 6 in that committee, we're going to try to clear those
 7 up, obviously, tomorrow night.

8 I also want to really stress Rule 1280. I
 9 think what happened at the Golden Ring public meeting
 10 where only a few people showed up shows, I think, a
 11 big weakness in 1280. I think the reason there was
 12 five times as much public survey participation in the
 13 boundary study as there was in the superintendent
 14 search was because we got the elementary schools
 15 involved.

16 If you're doing a middle school boundary
 17 study, and the middle schools are the only ones on the
 18 committee, the only ones a part of the discussion. If
 19 you have a seventh or eighth grader, doesn't really
 20 matter. If you have a child already in the middle
 21 school, your elementary school child can go to that

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1 middle school. They get grandfathered in to go there,
 2 as well. So I think the real affected schools are the
 3 elementary schools, and I think, obviously, it's been
 4 a long time since we've had a middle school boundary
 5 study. I graduated in '93. I don't think there's
 6 been one since then.

7 But I think the issue is by having the
 8 elementary schools there, they truly are the affected
 9 students. I know Ms. Frempong last time intimated
 10 that there was only really one community. I think our
 11 community was strong, but I think there was a lot of
 12 them. We spent a lot of time working with Gunpowder
 13 and Red House Run and Rossville and Mays Chapel and
 14 Warren and Hampton. And I can name other schools with
 15 working with Perry Hall Middle and Ridgely and
 16 Cockeysville, and really trying to find a solution
 17 that worked when 30,000 students were involved in over
 18 55 schools. It's hard.

19 But I think the fact that there was 70
 20 percent support, it was support across the board in
 21 all -- in Map A, which became E because of a couple

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1 tweaks that the community wanted. There was weighted
 2 support. Nine of the ten schools supported that map.
 3 None of the other maps were supported by, I think,
 4 more than one or two of the areas, and the one school
 5 that didn't support Map A, and he didn't support any
 6 of them. So I don't know what -- maybe they don't
 7 want any redistricting. I don't know.

8 But I just want to make sure that that is
 9 known tomorrow when we go into this meeting. I know
 10 there was a question about redlining last time, and I
 11 really don't think that was the case. I know where my
 12 children are going to school. I know there's been a
 13 lot of misperceptions. But we're excited to be going
 14 to Cockeysville, hopefully with your guys' support.
 15 We're excited that that school is 60 percent minority,
 16 that it is 24 percent Hispanic, especially when you
 17 hear that 23 percent of Hispanic children don't
 18 graduate. I want my children in that type of
 19 environment. I grew up in that in Parkville. So I
 20 look forward to seeing you all tomorrow night. I look
 21 forward to meeting our communities in the Central

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1 Northeast Area. And I thank you for your time.

2 MS. LICHTER: Thank you.

3 (Applause.)

4 Our next speaker is Ray Davis. Mr. Davis?

5 Good evening.

6 MR. DAVIS: Good evening. Thank you, and
 7 commendations to everyone here in the room. To the
 8 young lady that spoke about special education, I'll
 9 say briefly that tonight, my 32 year old, Robert
 10 Davis, it's his birthday. He's 32. And my day starts
 11 off brushing his teeth, showering him, helping him get
 12 dressed, making his breakfast until his helper gets
 13 there. So for the young lady that spoke about making
 14 sure our special needs children get the education that
 15 they need, it's existential for their survival.
 16 Because one day, I won't be here for him.

17 So let's move on to one of the reasons I'm
 18 here. I am the President of the Baltimore Citizens --
 19 Baltimore County League of Citizens, if you all could
 20 just stand quickly.

21 (Applause.)

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1 I was, again, as someone said, summoned here
 2 by our leader, Dr. Dean Scott. Please raise your
 3 hands. We have approximately 50 members. Most of
 4 them are retired principals, lawyers, military who
 5 dedicate their time to our school system, to our
 6 elderly, to our mentally handicapped, to our firemen
 7 and our police. Indeed, our last meeting was at a
 8 fire house in Baltimore County.

9 So let's move forward. A lot of people
 10 talked about fear. Fear is when you don't know. I
 11 know a little bit about fear because in the '60s, I
 12 went to Towson Elementary, which is within walking
 13 distance. And the parents, some of the parents feared
 14 me as a five year old. Some of the parents took their
 15 children out of school because they feared me and my
 16 cousin, Joe Carr, his mother, who lives within walking
 17 distance to my walk, Ms. Daretha Carr (phonetic), 93
 18 year olds, was a principal for 57 years. She's a
 19 Towson resident.

20 My grandparents, Amy and George Davis, live
 21 within two miles of here. They had eight children.

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1 They weren't allowed to go to school in Towson; was
 2 against the law.

3 Dr. Derrick Bell, critical race theory. You
 4 all heard the term. You all didn't know. He was the
 5 first African American tenured law professor at
 6 Harvard. You know why he left? Because they would
 7 not hire a white female who was overly qualified. He
 8 left just to bring the one a blind female was denied
 9 at his expense. And today, we fear critical race
 10 theory, not knowing the principle behind the man that
 11 founded that theory.

12 MS. LICHTER: Thank you, Mr. Davis.

13 MR. DAVIS: I will close by saying we fear
 14 the wrong things in America We should be fearing mass
 15 shootings. Not educators as brilliant as Dr.
 16 Yarbrough because Martin Luther King told us a long
 17 time ago, it is not the color of our skin. It is the
 18 content of our character.

19 MS. LICHTER: Thank you.

20 MR. DAVIS: And we have high character.
 21 (Applause.)

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1 And we will do better as Baltimore County
 2 and as a nation, and thank you, teachers and
 3 educators, for all that you do for having us here
 4 tonight.

5 MS. LICHTER: Thank you.
 6 (Applause.)
 7 And our last speaker is Denise Rucker.
 8 Denise Rucker.
 9 Good evening. Good evening.
 10 MS. RUCKER: Good evening. Benjamin
 11 Franklin said, "An investment in knowledge pays the
 12 best dividends." Maria Montessori said that,
 13 "Education, as even a small child, therefore, does not
 14 aim at preparing him for school, but for life. Nelson
 15 Mandela said, "Education is the most powerful weapon
 16 which we can use to change the world."

17 I'm here representing BCLC. My name is
 18 Denise Rucker. I'm here representing the Baltimore
 19 County Leaders and Citizens. I'm also representing my
 20 business, Eagle Jama Services (phonetic). I am a
 21 certified recovery coach. I am certified in mentoring

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1 education. And I am here to speak on youth advocacy
 2 and parent advocacy.

3 As we know, education is very important.
 4 And like I just quoted, it affects our children on
 5 many levels. I believe, as a woman who has been
 6 working in Baltimore City, Baltimore County, in the
 7 public schools, in the public sector, have worked in
 8 juvenile detention centers. I've seen that there is a
 9 lack of education in community. When I say community
 10 education, I mean conflict resolution, alternatives to
 11 violence, trauma recovery-based education.

12 So I created an organization called Eagle
 13 Jama Services that we support parents, and we support
 14 students in the recovery of trauma and addiction
 15 recovery. So we're asking to partner with Dr.
 16 Yarbrough. Thank you. Congratulations. And all the
 17 new appointments. Congratulations. We're looking for
 18 a partnership with the Baltimore County Public School
 19 System. If we can come in during the day, if we can
 20 do after-school programs, but we want to kind of add
 21 this to the educational piece and curriculum. We have

<p style="text-align: right;">Page 62</p> <p>1 four curriculums for each topic. If you are 2 interested, I can leave my information -- 3 MS. LICHTER: We can't do a sales update as 4 Board comment. 5 MS. RUCKER: Okay, sure. So -- 6 MS. LICHTER: Okay. 7 MS. RUCKER: But the point I was making is 8 that there is a lot of trauma that has been 9 unaddressed. A lot of educational trauma, we 10 understand that some of the population of Baltimore 11 County, the students have been affected by their 12 parents and -- who have been in active addiction. And 13 so we want to help in those supports, because that 14 does affect the education of children. I have a quote 15 that I say myself that life affects education, and 16 education affects life. So we want to add those, just 17 to add some things to the curriculum that you guys 18 already offer. And I'll leave some information. 19 Thank you very much. 20 MS. LICHTER: Thank you. 21 (Applause.)</p>	<p style="text-align: right;">Page 64</p> <p>1 those disabilities. We can see the color of a 2 person's skin. We can pretty much see how they are 3 with their religion, and their ethnic background. But 4 you can't always see a person's disability. And we 5 have to be mindful of that, because I have seen 6 parents taken advantage of because they have a 7 learning disability. And they make it known, or they 8 don't make it known. That needs to be mind -- that 9 needs to be taken into consideration. 10 The other thing that needs to be taken into 11 consideration is if I am a person in the community and 12 a parent brings me or wants to bring me to a meeting, 13 that that discrimination is going to happen to me, as 14 well, if it exists. And I have experienced this year 15 a lot of discrimination, because I'm an advocate and 16 because parents have decided that they need someone to 17 speak their voice. And that's something that's not in 18 there. Parents should be allowed to bring whoever 19 they want to a meeting, whether it is a formal IEP 20 meeting, or an informal parent-teacher conference. 21 And that should be in there.</p>
<p style="text-align: right;">Page 63</p> <p>1 Next is public comment on board policies. 2 And we have several people who are speaking. We'll 3 start with Board Policy 0600, and the first speaker is 4 Sharon Saroff. 5 MS. SAROFF: Think I just spoke a little bit 6 about discrimination. I'm going to elaborate on some 7 of that. Because I myself have experienced it 8 recently. And in the past, when my kids were in this 9 school system, and my clients have experienced it. 10 If you were to look at me, I don't think 11 that you would realize that I have a disability. But 12 I have several, and they are invisible. And one of 13 the things that I have seen over my years in special 14 education is how parents who have disabilities, 15 invisible disabilities, are treated in the school 16 system, and in general by society, and our attitudes 17 need to be addressed. 18 So in looking at the discrimination policy 19 that the Board is looking into changing or tweaking, 20 however you want to -- however you want to put it, we 21 must be mindful of the fact that we don't always see</p>	<p style="text-align: right;">Page 65</p> <p>1 MS. LICHTER: Thank you. 2 (Applause.) 3 Our next speaker on policy 0600 is Dr. 4 Pharoan. 5 DR. PHAROAN: Good evening. 6 MR. LICHTER: Good evening. 7 DR. PHAROAN: Policy 600, page 3, line 21 8 says, "Protective hairstyle includes braids, twists 9 and locks." I recommend that you add beard. Page No. 10 4, line 1821. "The superintendent shall," I love this 11 one, "include a statement in Student Handbook," et 12 cetera. I really like the word shall. And I 13 encourage the PRC and the law office to use the word 14 shall in policies more than the word will or may. 15 On page 4, line 2829, "A person who violates 16 prohibition against retaliation shall be subjected," 17 et cetera. Suggest that the word prohibition is 18 plural, I think it's better grammar. And the same 19 thing with the word discipline. It should be plural. 20 I really like this policy for the word shall. It 21 shows the determination.</p>

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1 You know, discrimination has been for a long
 2 time in this country and affected so many colors and
 3 ethnicities and religions. And you, the school
 4 system, through policies, are the ones who would
 5 really correct that problem. I thank the law office
 6 and the PRC for this policy. Can I save my minutes?
 7 MS. LICHTER: Nope. Sorry.
 8 DR. PHAROAN: Okay.
 9 MS. LICHTER: Sorry. Thank you.
 10 Our next speaker is Derek Burnett. I'm not
 11 sure if he's here.
 12 The next speaker for Policy 0600. We got a
 13 lot of people, Dr. Pharoan, is Makeda Scott.
 14 Good evening, again.
 15 MS. SCOTT: Evening again. So for Policy
 16 0600, my only suggestion what -- I thought it was
 17 good, some of the additions that were just spoken
 18 about. But it looked like it was missing a definition
 19 at the very beginning. I thought it should be of what
 20 discrimination is. I know it went into where it
 21 talked about how not to discriminate against any

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1 person. But I think there needs to be a clear
 2 definition of what discrimination is. Because I hear
 3 discrimination being used for a broad array of things
 4 that aren't necessarily discriminatory. It could be
 5 preference. So I think it needs to be clear so people
 6 know what discrimination is.
 7 And also, it looks like there's a definition
 8 down here from the -- it looked like for the Student
 9 Handbook. Oh, no, there is not a definition. So I
 10 wanted to see if, along with the definition of what
 11 discrimination is, if that definition could also be
 12 included in the Student Handbook so students can know
 13 what discrimination is. Thank you.
 14 MS. LICHTER: Thank you.
 15 Our last speaker on this policy is Helene
 16 Groves.
 17 Good evening.
 18 MS. GROVES: Good evening. I think a lot of
 19 what I was going to say has been said, but good
 20 evening, Chair Lichter, and members of the Board of
 21 Education. Thank you for your time. I appreciate

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1 this opportunity to express my thanks for your
 2 dedication in developing a world-class education
 3 system that serves and values all students.
 4 Policy 0600, the Anti-Discrimination, is
 5 aptly filed under the heading Basic Board Commitments.
 6 When I mentioned this policy to my fourth grader,
 7 because he likes to hear all the grown-up talk, he
 8 said, "Huh, that sounds like just being nice to
 9 everyone. I think it's a great idea." So kudos on
 10 that. I do wholeheartedly agree with him. I also do
 11 second Ms. Scott's recommendation. I think it would
 12 be helpful to have a clarification, a definition,
 13 preceding all of the examples.
 14 So in summary, thank you for valuing all
 15 students and stakeholders. While our commitment to
 16 equitable access is evident within our school system,
 17 in the wide variety of curricular materials found
 18 within our classrooms and our libraries, and our
 19 community schools and media centers, approving and
 20 publishing a statement within our board policies and
 21 then following through with it sends a symbol to all

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1 of our stakeholders that symbols of students of all
 2 cultural and linguistic structures are not only
 3 welcomed, but valued and prized in our system. Thank
 4 you.
 5 MS. LICHTER: Thank you.
 6 Our next policy is Board Policy 1100, and
 7 our first speaker is Ms. Saroff.
 8 MS. SAROFF: I have read through this
 9 policy. And I think that you've heard me mention
 10 many, many times what needs to be addressed as far as
 11 communication is concerned. I was recently on a
 12 school website for a brand-new client, and I can tell
 13 you that I couldn't find any administrator's name on
 14 that school website. We need to put in communication
 15 to the public exactly, in detail, what that's going to
 16 entail. So that no one has to go on any website
 17 related to Baltimore County Public Schools and jump
 18 through hoops or dig around or dump down a rabbit hole
 19 or whatever you want to refer to it as to find the
 20 name of the principal, to find the name of the special
 21 education department chair or IEP chair, or the

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1 advanced academics chair. I should be able to find
 2 that information easily on the first page of that
 3 school website. I should be able to find that
 4 information easily on the Baltimore County website.
 5 And I should not have to have access to Schoology if I
 6 want to find out my child's grades. I should be able
 7 to ask that question of their guidance counselor, can
 8 I have the report card, please? Instead of also
 9 digging through the layers and layers.
 10 I have a goddaughter in the county. And I
 11 can't get information on her because they don't want
 12 to give it to me. But they don't give it to the
 13 parent, either. They send him emails but he can't
 14 read those emails. He's blind. That's why he has me.
 15 You have to put in there very clearly what
 16 communication with the public means, and communication
 17 should be I should be able to easily get the
 18 information that I need. Thank you.
 19 MS. LICHTER: Thank you.
 20 Our next speaker is Dr. Pharoan.
 21 DR. PHAROAN: 1100, right, Madam Chair?

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1 MS. LICHTER: We're -- yes, we're at 1100.
 2 DR. PHAROAN: Correct?
 3 MS. LICHTER: Yes. Communications with the
 4 public.
 5 DR. PHAROAN: Good evening. The three
 6 minutes is not really enough for me to sing a praise
 7 about this policy. Thank you, PRC law office. I love
 8 7 to 11 committed to communicating, engaging,
 9 conducting outreach. I think it's wonderful. I loved
 10 line 13 to 17, engaging families and businesses.
 11 Remember I talked about that in many of my
 12 presentations in the past.
 13 I loved line 22 to 24, providing the
 14 community opportunities for engagement with
 15 leadership. I loved line 26 to 30. Further its
 16 goals, numerous challenges, numerous channels system
 17 to citizenry of the county, and I have something to
 18 say about this and the global community. I loved line
 19 32 to 40. A superintendent will establish guidelines
 20 of strategic, et cetera, provided regular update.
 21 I am concerned about line 28 to 29. The

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1 citizenry of the county, and the other word is the
 2 global community. I am not really a citizen of
 3 Baltimore County. I am a citizen of the United States
 4 of America. I am a legal resident of the county. I
 5 don't know if it matters, but I throw it to you.
 6 Personally, I really don't understand the idea about
 7 going globally, using the word globally in this
 8 policy. I am not really against it. But I just don't
 9 get it. And I have been here a long time enough. If
 10 you can explain it, Madame Chair, or anyone, I would
 11 really appreciate it.
 12 The last concern I have that this policy
 13 does not really have teeth. Maybe there are teeth
 14 there, but I don't see them. If you have teeth to
 15 implement this policy, I really recommend that you
 16 would have a hotlink that I can click on it, and it
 17 leads me immediately to what kind of teeth there would
 18 be if the policy is violated. Again, I really, truly
 19 congratulate you for this policy.
 20 MS. LICHTER: Thank you.
 21 DR. PHAROAN: Want me to go out or sit?

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1 MS. LICHTER: You have to go back. There's
 2 more speakers.
 3 Our next speaker is Rosetta Butler
 4 (phonetic). Ms. Butler?
 5 Our next speaker, I don't think he's here,
 6 Derek Burnett.
 7 Makeda Scott, it's your turn.
 8 MS. SCOTT: Hello, this is for Policy 11 --
 9 MS. LICHTER: 1100, yes.
 10 MS. SCOTT: -- 00. Okay, Communications
 11 with the Public. I wanted to see if it could be
 12 specified more. It's on line 20, where it says,
 13 "Board supports numerous and varied channels of
 14 communication between the school system, the citizenry
 15 of the county, and the global community." What I was
 16 seeing looking for was to specify the channel of
 17 communication, like how that communication will take
 18 place, if you could put in there through email, phone,
 19 social media, web, community meetings, but specifying
 20 and spelling out how that communications will happen
 21 with community members. Thank you.

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1 MS. LICHTER: Thank you.
 2 Our next policy is 4100, Employee Conduct
 3 and Responsibilities, and the first speaker is Sharon
 4 Saroff.
 5 MS. SAROFF: I have a question for you. If
 6 an employee displays misconduct, how do we hold them
 7 accountable? If I'm a parent, and somebody is
 8 verbally abusive to me, how do I hold that person
 9 accountable so it doesn't happen again? And I'm
 10 asking that question because several of my clients
 11 have experienced that this year. That they've sat in
 12 on a meeting and the only person who has tried to stop
 13 someone from verbally abusing them is me. And we
 14 still haven't figured out what course of action we can
 15 take to prevent that from happening again. And it
 16 continues to happen.
 17 I also think that we need to put into this
 18 policy an explanation of what that misconduct
 19 includes. Does it include bullying, intimidation,
 20 somebody just deciding I'm not going to work with that
 21 person? We need to know what is, specifically,

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1 employee misconduct and put some teeth in this
 2 particular policy because right now there isn't any.
 3 Thank you.
 4 MS. LICHTER: Thank you.
 5 Next speaker is Dr. Pharoan.
 6 DR. PHAROAN: I'm losing weight, Madam
 7 Chair, back and forth.
 8 MS. LICHTER: Yeah, I know.
 9 DR. PHAROAN: Policy 4100. I really loved
 10 line 13 to 19, which talks, "The Board believes that
 11 every employee must act ethically, exhibit strong work
 12 ethics, work productivity, and perform their duties in
 13 a professional manner. Standards of dress, personal
 14 appearance, general decorum, as well as moral
 15 standards and behavior."
 16 My concerns are it may be better to place a
 17 hotlink embedded immediately after each of those
 18 important words. Work ethic, what does it mean?
 19 Productivity, what does it mean? Professional
 20 manners, what does it mean? Standard of dress, et
 21 cetera.

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1 Placing them at the footnotes is a little
 2 bit difficult for people who are not lawyers. And I
 3 really would not really feel the same. And I think in
 4 the footnote, there are references to U.S. codes or
 5 maybe Maryland codes. And I understand fully why the
 6 law office would put references that are legal in
 7 nature. However, I am not really a lawyer, I am the
 8 public. And if you put the reference as a law, it's
 9 like you coming to me for a medical consultation, and
 10 I give you the textbook of surgery, Sabiston's
 11 textbook of surgery, in order to have the information.
 12 Right? You know, I can understand a little bit
 13 reading the law. But if you're not a lawyer, I think
 14 you need to have a language there that is more
 15 suitable for us, the public, maybe both, put codes,
 16 but put some simpler language, short one. Again, the
 17 policy is really great. I enjoyed reading it. So
 18 thank you, PRC, PRC chair, and all those who have
 19 input in there.
 20 MS. LICHTER: I'm going to let you stay
 21 there. Don't move.

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1 DR. PHAROAN: Okay.
 2 MS. LICHTER: Policy 5200. Your comments
 3 for that one.
 4 DR. PHAROAN: Now, this one is lengthy. May
 5 I take a little bit extra because the other gentleman
 6 --
 7 MS. LICHTER: No.
 8 DR. PHAROAN: He --
 9 MS. LICHTER: No.
 10 DR. PHAROAN: He took a minute.
 11 MS. LICHTER: Keep talk -- go.
 12 DR. PHAROAN: Okay.
 13 MS. LICHTER: Go. You're losing time.
 14 DR. PHAROAN: Okay. I lost 10 seconds.
 15 MS. LICHTER: You did.
 16 DR. PHAROAN: I really loved the analysis in
 17 this policy. I read the analysis, and I really love
 18 it. I think, with you including most of public
 19 schools in the state of Maryland, their policies and
 20 putting some explanation to them is really great. I
 21 especially love the inclusion of that summary in each

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1 item. So I really thank you dearly for that.
 2 Line 8 to 10, I love the word. "Baltimore
 3 County Board is committed to ensuring that all
 4 students have opportunity successfully complete," et
 5 cetera, expectation. I liked line 15 to 27. There
 6 are important keywords here. Continuous development,
 7 level best suited for their achievement, really great.
 8 Normally progress annually from grade level to grade
 9 level. And then the judgment of the professional
 10 staff, I think that's really great. And the one that
 11 I truly liked is the education that interest of
 12 students, that you, the school system, the
 13 administrators are at the end and the beginning are
 14 putting the interests of the student as number one.
 15 So, where is my concern here? I think the
 16 wording needs to be defined, just like what I
 17 complained with other ones. I think you need to
 18 define what continuous development is, best suited
 19 achievement is, normal progress. What does normal
 20 progress mean? Best interest, I understand it, but I
 21 think should be defined. And the criteria by which

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1 the principal will decide about keeping the child or
 2 not, I really think it should be known to us, the
 3 public.
 4 So what I recommend for you is really to
 5 consider defining these important and key words and
 6 put the help link so a parent like myself can click on
 7 it and completely understand what that mean for my son
 8 or daughter.
 9 Last but not least, I ask the PRC to rely on
 10 objective data, data that are in their attendance and
 11 the grades and anything. And I thank you very much
 12 for you listening to me.
 13 MS. LICHTER: Thank you.
 14 DR. PHAROAN: Get up or --
 15 MS. LICHTER: Get up, yes.
 16 Board Policy, we're still on 5200, and Ms.
 17 Saroff.
 18 MS. SAROFF: I don't know if you remember,
 19 Ms. Lichter, that I mentioned this policy to you
 20 earlier this school year.
 21 MS. LICHTER: I now do. Go ahead.

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1 MS. SAROFF: I have spoken to many parents.
 2 I have clients who have experienced promotion
 3 retention. And I, myself, experienced yelling and
 4 screaming about it with my own child. And parents
 5 feel left out of this particular process.
 6 First of all, a parent's voice concerning
 7 retention or promotion of their child is very vital
 8 because it's my child. And I live with that child
 9 24/7, and I understand that child and, no, I don't
 10 think that my child is going to act differently in
 11 your school building than they are going to at home,
 12 with regards to what they know and whether or not
 13 they're going to be able to be promoted to the next
 14 level.
 15 And a lot of parents feel that they do not
 16 have an input or a say in whether or not their child
 17 is retained or promoted to the next level. If I don't
 18 want my child promoted, it doesn't matter. Because my
 19 child will get promoted, no matter what process they
 20 go through. And again, I can speak from experience
 21 with my own child. And I can speak from experience

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1 with many a client, including this year, that parents
 2 are even told there's a process.
 3 I'm promoting your child, period, end of
 4 subject matter. That needs to be in the policy what
 5 that process is, and it also needs to be shared with
 6 the parent if there's any question. And again, there
 7 needs to be teeth. If there's not, if it's not
 8 shared, what's that consequence? Because the
 9 consequence to the student by promoting them when
 10 they're not ready is lifelong in its impact. So you
 11 need to go back and really look at this policy.
 12 MS. LICHTER: Thank you. You can also stay
 13 there and comment on 5250, Promotion, Retention,
 14 Graduation Requirements,
 15 MS. SAROFF: Okay. With an extension to
 16 that, if my child has a certain amount of credits that
 17 they need. Yes, students do attend school part time.
 18 I have a couple of clients who are attending part time
 19 currently. Yet, I have also had clients who have been
 20 told that they can't do that.
 21 We have to take into consideration what the

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1 child's ability is, what the circumstances are before
 2 we say a blanket item that all children who didn't get
 3 -- who didn't pass 10th-grade English are going to
 4 repeat that in their senior year. And they'll take
 5 10th and in 12th grade, or they'll take 11th and 12th-
 6 grade English.

7 I understand that they don't piggyback on
 8 each other. That doesn't mean that they can be taken
 9 in the same school year. And to be quite honest, you
 10 don't have to have a disability to have a problem
 11 taking those two English classes in the same school
 12 year.

13 The other thing that needs to be very clear
 14 in this policy is that if a child is on home and
 15 hospital or special ed that they get the same
 16 standards and the same requirements as their
 17 nondisabled or their non-whatever peers. And I can
 18 tell you, that is not the case. That needs to be
 19 very, very explicitly clear in both of those for
 20 graduation and promotion and retention.

21 MS. LICHTER: Thank you.

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1 Dr. Pharoan, Policy 5250?

2 DR. PHAROAN: I like line 9 dedicated to
 3 ensuring graduates are college and career ready. I
 4 think this policy is impressive. The other words are
 5 high academic standards. That's great. Rigorous,
 6 that is great. Relevant curriculum, that is great.
 7 Engaging flexibility, et cetera. And then there is an
 8 important word in here, diverse needs, aptitudes,
 9 interests.

10 We are a diverse county, and I heard all
 11 these words for the past 25 years. My question to
 12 you, why they are not yet fully implemented? So I say
 13 to the staff, Dr. Yarbrough and everybody in policies,
 14 please do not blame COVID. COVID cannot defend
 15 itself.

16 Line 1012 is also really great about
 17 employment, knowledge, attitude, potential as
 18 responsible, productive citizen. I like that word
 19 about productive citizen. However, I suggest to you
 20 to add law-abiding citizen, not just citizen. I think
 21 our students needs to know that they must -- they

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1 should be law-abiding citizens. So many of them carry
 2 guns and knives and do bad things, and it does not
 3 seem to be getting better. It doesn't matter that
 4 it's not happening here, or not as often. But there
 5 is so much of that stuff on the news, and it's really
 6 bad. So I propose law-abiding citizen, and the school
 7 system needs to teach students to be law-abiding
 8 citizens.

9 Line 19 established requirements for
 10 graduation. In that. I think the public needs a
 11 hotlink. What's the requirement for graduation? I
 12 don't have kids in school yet, but I'm reading the
 13 policy. And I really wonder.

14 Line 2223, you might be interested in that.
 15 It uses the word may, may establish graduation
 16 requirements beyond the minimum requirement. May
 17 establish graduation requirements. I think the word
 18 may is a little bit weak. It does not really show
 19 determination in it, may or may not, it's just really
 20 weak. And last but not least, please explain the
 21 Oxford comma. I really don't know. I read about it.

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1 And I think it's --

2 MS. LICHTER: Thank you. You can stay there
 3 for your last comments on Board Policy 6306,
 4 Instruction, Schedules, Student Prayer, and Religious
 5 Literature Attendance.

6 DR. PHAROAN: This policy is very important.
 7 Students have right, line 9, to an academic
 8 environment where religious beliefs are not promoted
 9 in courses, et cetera. I am concerned about students
 10 have a right, the letter A, a right. I think it
 11 should be students have the right. I think a right is
 12 a weak one. I'm not a lawyer, and I'm not trying to
 13 be a lawyer. But linguistically, I think it's weak.

14 Line 18 to 19. School opening exercise,
 15 United States government-approved patriotic exercise,
 16 et cetera. My thought is the Board of Education
 17 should not really be shy about the flag or the
 18 Constitution, or the national anthem. This is who we
 19 are. Millions of people risk their lives to come here
 20 for the liberty and the opportunities. We should not
 21 really be shy about mentioning the flag and the

<p style="text-align: right;">Page 86</p> <p>1 Constitution. I ask you to add them. 2 Expressing religious beliefs, literature, 3 wearing religious attire. I'm really concerned that 4 this one is miniaturizing religion into literature. 5 It just does not really sound right. You know, for 6 the three religions, the holy book of each of the 7 three religion is a scripture and it is highly 8 respected. I think if you use the word literature, 9 you are kind of portraying an inferior kind of 10 message. 11 And they are identified in the state of 12 Maryland, that's Line No. 38, I believe. It took me 13 more than 10 years with Dr. Barbara Desmond. God 14 bless her, she came here a few weeks ago, and Muhammad 15 Jamil to amend the policies of the Maryland State 16 Department of Education in relation to this subject. 17 MSDE is a minimum standard. This is 18 Baltimore County. I have been fighting for equity, 19 equality among others for a long time. It is minimum 20 standard. We should be better. I think you should 21 add more than that. And not really just rely to abide</p>	<p style="text-align: right;">Page 88</p> <p>1 of other faiths in this county. So we need to tweak 2 things. Okay. 3 MS. LICHTER: Thank you. 4 And our last speaker for Policy 6306 is 5 Makeda Scott. 6 MS. SCOTT: Thank you. 6306, Student Prayer 7 and Religious Literature Attendance, and I just wanted 8 to point out in D, where it says students are 9 permitted to express their religion through voluntary 10 prayer reading, religious literature and wearing 11 religious attire. I think it should be spelled out 12 what religious attire may look like, what qualifies as 13 religious attire. Sometimes, things that are cultural 14 can be construed as religious attire, so I think like 15 maybe a spelling out. I'm sure there's something, 16 perhaps a precedence, maybe, that was at another -- in 17 another system, but just spelling out what that looks 18 like and what qualifies as religious attire. And 19 that's on line 26 under D. Thank you. 20 MS. LICHTER: Thank you. 21 The next item on the agenda is action taken</p>
<p style="text-align: right;">Page 87</p> <p>1 by what they say. 2 Line 4851. My time is finished. 3 MS. LICHTER: Thank you. 4 And our next speaker for Policy 6306 is 5 Sharon Saroff. 6 That's okay. You can say pass. 7 MS. SAROFF: My concern with religious 8 equity is somewhat of Dr. Pharoan's. Though we 9 started out, I think, disagreeing way back when. 10 Equity in religion means equity for everyone, whether 11 I am wearing hijab, and I do have friends who wear 12 them, or whether I'm wearing a sheitel, as people in 13 the Jewish religion refer to as their -- I should say 14 Orthodox Jewish religion refer to the wig that they 15 wear on their heads. 16 And equality -- and if I come into a school 17 building wearing my religious attire, I should not be 18 called out upon or told to go out, or marginalized or 19 felt marginalized in any way. And I think that that's 20 happened, including recently to both people of the 21 Jewish faith, people of the Muslim faith, and people</p>	<p style="text-align: right;">Page 89</p> <p>1 in closed session, and for that I call on Mr. Meuser. 2 MR. MEUSER: Madam Chair, earlier tonight 3 the Board met in closed session and took action on 4 three cases: H.E. 23-16, H.E. 23-22, and 5 consideration of a termination appeal. Now would be 6 an appropriate time to confirm the actions taken on 7 those three items. 8 MS. LICHTER: Thank you. May I have a 9 motion to approve the action taken in closed session 10 on Hearing Examiner's case H.E. 23-16 and 23--22 and 11 the consideration of an appeal filing. 12 MS. HASSAN: So moved, Hassan. 13 MS. LICHTER: Thank you. Is there a second? 14 DR. SAVOY: Second, Savoy. 15 MS. LICHTER: Any discussion? 16 May I have a roll call vote, please? 17 MS. GOVER: Ms. Domanowski? 18 MS. DOMANOWSKI: Yes. 19 MS. GOVER: Mr. Young? 20 MR. YOUNG: Yes. 21 MS. GOVER: Ms. Frempong?</p>

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1 MS. FREMPONG: Yes.
 2 MS. GOVER: Ms. Harvey?
 3 MS. HARVEY: Yes.
 4 MS. GOVER: Ms. Hassan?
 5 MS. HASSAN: Yes.
 6 MS. GOVER: Ms. Pumphrey?
 7 MS. PUMPHREY: Yes.
 8 MS. GOVER: Dr. Savoy?
 9 DR. SAVOY: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. McMILLION: Yes.
 12 MS. GOVER: Ms. Booker-Dwyer?
 13 MS. BOOKER-DWYER: Yes.
 14 MS. GOVER: Ms. Lichter.
 15 MS. LICHTER: Yes.
 16 MS. GOVER: Thank you.
 17 MS. LICHTER: Thank you. Please don't
 18 forget to sign, Board members, over on the table
 19 before you leave.
 20 The next item on the agenda is the report on
 21 board policies. This is the first reader for these

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1 policies. And for that, I call on Miss Christina
 2 Pumphrey, chair of the policy review committee.
 3 MS. PUMPHREY: Thank you. Members of the
 4 Board, the policy review committee asks that the Board
 5 accept this report of the committee's recommendation
 6 to amend the following board policies: Board Policy
 7 0600, Basic Board Commitments, Anti-discrimination;
 8 Board Policy 1100, Community Relations, Communications
 9 with the Public; Board Policy 4100, Personnel,
 10 Employee Conduct and Responsibilities; Board Policy
 11 5200, Students, Promotion and Retention; Board Policy
 12 5250, Students, Promotion and Retention, Graduation
 13 Requirements; and Board Policy 6306, Instruction,
 14 Schedules, Student Prayer and Religious Literature
 15 Attendance. These policies are presented to you on
 16 tonight's agenda as Exhibit H.
 17 MS. LICHTER: May I have a motion to accept
 18 the recommendation of the Board's policy review
 19 committee for Board Policies 0600, 1100, 4100, 5200,
 20 5250, and 6306?
 21 MS. PUMPHREY: Madam Chair, I don't know if

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1 I need to make a motion. But I would like to pull out
 2 0600 for -- to review separately.
 3 MS. LICHTER: I just -- no, you don't need
 4 to make a motion. So you want to pull out 6306?
 5 MS. PUMPHREY: 0600.
 6 MS. LICHTER: Oh, 0600. Okay, so let me
 7 state this again. May I have a motion to accept the
 8 recommendation of the Board's policy review committee
 9 for Board Policies 1100, 4100, 5200, 5250, and 6306?
 10 MS. HARVEY: So moved, Harvey.
 11 MS. LICHTER: No second is needed since the
 12 recommendation comes from the committee. Is there any
 13 discussion?
 14 Ms. Dwyer -- Ms. Booker-Dwyer?
 15 MS. BOOKER-DWYER: Yes. So I have
 16 discussion for several of them. So the first one is
 17 policy 060 -- 0600. The line for protective
 18 hairstyle. I don't feel like we need a qualifier in
 19 front of hairstyle. Could we just remove protective?
 20 MS. PUMPHREY: We actually pulled that out
 21 for separate --

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1 MS. BOOKER-DWYER: Okay, so we'll --
 2 MS. PUMPHREY: -- so I think maybe you
 3 should wait for that one.
 4 MS. BOOKER-DWYER: We'll wait for that one.
 5 Okay, so the communication policy, Policy 11 --
 6 MS. LICHTER: 1100?
 7 MS. BOOKER-DWYER: -- 1100. So the policy
 8 as it reads, it feels it's one way. And there should
 9 be multi-directional communication among the
 10 superintendent and the community members. And there
 11 also needs to be defined metrics to assess the
 12 effectiveness of communication. And so we need what
 13 are the analytics that will be collected to know that
 14 we've actually communicated effectively with different
 15 constituents?
 16 And then for Policy 4100, there --
 17 definitions are needed. I do agree throughout the
 18 definitions it's unclear. So for instance, what are
 19 the defined standards of behavior? So we need to
 20 clarify, I recommend clarifying those definitions.
 21 And then in Policy 5200, I had similar concerns around

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1 there's no -- what are the rights of the parents in
 2 the promotion and retention of their child? And
 3 including some language about that in there.
 4 MS. LICHTER: Thank you. Other discussion?
 5 Okay.
 6 So may I have a roll call vote on Policies
 7 1100, 4100, 5200, 5250, and --
 8 MS. BOOKER-DWYER: Can I move to amend
 9 these? Okay.
 10 MS. LICHTER: Go ahead. What is your --
 11 MS. BOOKER-DWYER: Okay. So I move to amend
 12 Policy -- got to pull up my notes, 1100, 4100, 5200.
 13 MS. LICHTER: You said 1100, 4100, and 5200.
 14 MS. BOOKER-DWYER: Yes.
 15 MS. LICHTER: To amend. How do you want
 16 them amended?
 17 MS. BOOKER-DWYER? And so for Policy 1100,
 18 to define the metrics to assess the effectiveness of
 19 communication, and to include multi-directional
 20 communication.
 21 MS. LICHTER: So you have amendment --

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1 different amendments for each of the three. So we
 2 probably should take them one at a time. So you're
 3 moving to amend Policy 1100. Is that --
 4 MS. BOOKER-DWYER: Yes.
 5 MS. LICHTER: To --
 6 MS. BOOKER-DWYER: To define the metrics to
 7 assess the effectiveness of communication, and to
 8 include criteria for multi-directional communication.
 9 MS. LICHTER: Yes?
 10 MR. MEUSER: Yes, Madam Chair. I think we
 11 just want to highlight -- that's really a
 12 recommendation for the policy committee, more so than
 13 an amendment of the actual lines in the policy that's
 14 being read tonight.
 15 MS. LICHTER: So therefore --
 16 MR. MEUSER: So it's really an amendment to
 17 the motion that's before the Board, more of a
 18 suggestion, again, to go back to the policy review
 19 committee and consider those two changes you've
 20 recommended.
 21 MS. BOOKER-DWYER: And so then before we

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1 vote to move it forward, they will amend -- they'll
 2 make -- they'll go back and consider it and bring back
 3 a revised version?
 4 UNIDENTIFIED SPEAKER: If that is what
 5 you're asking for.
 6 MS. BOOKER-DWYER: That is what I'm asking
 7 for.
 8 UNIDENTIFIED SPEAKER: Asking for the Board
 9 directs --
 10 MS. BOOKER-DWYER: Perfect.
 11 UNIDENTIFIED SPEAKER: -- policy to
 12 (indiscernible).
 13 MS. BOOKER-DWYER: Yes.
 14 MS. LICHTER: Ms. Gover, did we -- are you
 15 talking to us? Oh, okay, okay. All right. So are we
 16 -- so we're not making that motion to amend. But are
 17 we making a motion to postpone the vote until the --
 18 MR. MEUSER: I believe she's making a motion
 19 to --
 20 MS. BOOKER-DWYER: To send it back to policy
 21 committee.

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1 MS. LICHTER: Okay. Okay.
 2 MR. MEUSER: Officially known as committing
 3 it back --
 4 MS. BOOKER-DWYER: Yeah.
 5 MS. LICHTER: Okay.
 6 MR. MEUSER: -- to committee.
 7 MS. LICHTER: Just the one? Are we doing --
 8 if she's -
 9 MS. BOOKER-DWYER: All of them.
 10 MS. LICHTER: Right, so now we're back to
 11 all three.
 12 MS. BOOKER-DWYER: Right.
 13 MS. LICHTER: Okay. Go ahead, Miss
 14 Pumphrey.
 15 MS. PUMPHREY: Do we need to vote on each
 16 one separately?
 17 MS. LICHTER: If it's the same request for
 18 all three, do we need to vote on them separately?
 19 MR. MEUSER: Well, you have five before you,
 20 correct?
 21 MS. LICHTER: Correct, but Ms. Booker-Dwyer

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1 is focused on 1100, 4100, and 5200. Correct?
 2 MS. BOOKER-DWYER: Correct.
 3 MS. LICHTER: So you want to send --
 4 MR. MEUSER: Make a single motion to commit
 5 all three.
 6 MS. BOOKER-DWYER: So I make a motion to
 7 commit all three, Policy 1100, 4100, 5200 back to the
 8 policy committee for consideration of the language
 9 that -- do you want me to read the language again?
 10 Did that need to be in the motion?
 11 MR. MEUSER: Yes.
 12 MS. LICHTER: Oh, okay.
 13 MS. BOOKER-DWYER: So I make a motion for
 14 Policy 1100 to go back to the policy committee to
 15 consider language to define the metrics to assess the
 16 effectiveness of communication and to include criteria
 17 for multi-directional communication.
 18 In that motion, I also recommend that Policy
 19 4100 also goes back to the policy committee to define
 20 the standards of behavior. I -- in addition, I also
 21 recommend that Policy 5200 go back to the policy

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1 committee to clearly define the rights of -- that
 2 parents have in the promotion or retention of their
 3 child.
 4 MS. LICHTER: Is there a second to Ms.
 5 Booker-Dwyer's motion?
 6 MS. DOMANOWSKI: Second, Domanowski.
 7 MS. LICHTER: Thank you. Any discussion?
 8 May we have a roll call vote on Ms. Booker-
 9 Dwyer's amendment?
 10 MS. GOVER: Ms. Domanowski?
 11 MS. DOMANOWSKI: Yes.
 12 MS. GOVER: Mr. Young?
 13 MR. YOUNG: Yes.
 14 MS. GOVER: Ms. Frempong?
 15 MS. FREMPONG: Yes.
 16 MS. GOVER: Ms. Harvey?
 17 MS. HARVEY: Yes.
 18 MS. GOVER: Ms. Hassan?
 19 MS. HASSAN: Yes.
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

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1 MS. GOVER: Dr. Savoy?
 2 DR. SAVOY: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. McMILLION: Yes.
 5 MS. GOVER: Ms. Booker-Dwyer?
 6 MS. BOOKER-DWYER: Yes.
 7 MS. GOVER: Ms. Lichter.
 8 MS. LICHTER: Yes.
 9 MS. GOVER: Thank you.
 10 MS. LICHTER: So the amendment carries.
 11 Thank you.
 12 Now, may I have a motion to accept the
 13 recommendation of board policy review committee for
 14 Board Policies 0600, 5250, and 6 -- oh, you want to
 15 separate 5250. Oh, okay. So may I have a motion to
 16 accept the recommendation of the Board policy review
 17 committee for Board Policies 5250 and 6306. Correct?
 18 No second is needed since the -- those recommendations
 19 came from the committee. Is there any discussion?
 20 May I have a roll call vote, please? That's
 21 coming from the -- who wrote that?

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1 UNIDENTIFIED SPEAKER: Who moved it?
 2 MS. LICHTER: Oh. Who moved it?
 3 MS. FREMPONG: So moved, Frempong.
 4 MS. LICHTER: Thank you. Oh, sorry. No
 5 second is needed since the recommendation comes from
 6 the committee. No discussion.
 7 May I have a roll call vote, please?
 8 MS. GOVER: Ms. Domanowski?
 9 MS. DOMANOWSKI: Yes.
 10 MS. GOVER: Mr. Young?
 11 MR. YOUNG: Yes.
 12 MS. GOVER: Ms. Frempong?
 13 MS. FREMPONG: Yes.
 14 MS. GOVER: Ms. Harvey?
 15 MS. HARVEY: Yes.
 16 MS. GOVER: Ms. Hassan?
 17 MS. HASSAN: Yes.
 18 MS. GOVER: Ms. Pumphrey?
 19 MS. PUMPHREY: Yes.
 20 MS. GOVER: Dr. Savoy?
 21 DR. SAVOY: Yes.

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1 MS. GOVER: Mr. McMillion?
 2 MR. McMILLION: Yes.
 3 MS. GOVER: Ms. Booker-Dwyer?
 4 MS. BOOKER-DWYER: 5200 is what I sent back
 5 to the -- we just voted to send that back to the --
 6 MS. LICHTER: 5250. Correct.
 7 MS. BOOKER-DWYER: 52 -- got it. Okay, yes.
 8 MS. GOVER: Ms. Lichter?
 9 MS. LICHTER: Yes.
 10 MS. GOVER: Thank you.
 11 MS. LICHTER: Okay. Motion carries.
 12 Now, do you want to speak to why you pulled
 13 0600?
 14 MS. PUMPHREY: Yes, I think it may be
 15 different. I intended on moving to amend line 22L to
 16 add beards under that description of protective
 17 hairstyles. But before I make that motion, I believe
 18 --
 19 MS. BOOKER-DWYER: Yes, I want to remove
 20 protected from -- it's just the hairstyle.
 21 MS. HOWIE: So members of the Board, the

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1 protective hairstyle definition comes directly from
 2 the state anti-discrimination law. The reason that
 3 the policy as a whole is being recommended is because
 4 of changes to state law last year, and unfortunately.
 5 the state law did not give a whole lot of guidance.
 6 So there is a definition of protective hairstyles in
 7 state law. And this is a direct quote from state --
 8 the state anti-discrimination statute.
 9 MS. BOOKER-DWYER: So I hear that. I don't
 10 agree with it. And so what do we do about it?
 11 MS. PUMPHREY: I guess I have another
 12 question, if that's okay, or you wouldn't answer that
 13 question.
 14 MS. HOWIE: It's the Board's pleasure. So
 15 members of the Board, this is your policy. And PRC is
 16 used to me saying that. So it's what you want in your
 17 policy to guide the school system. If this is what
 18 you want, then you vote on it. If you want to change
 19 the language, I will do the research to determine
 20 whether or not that is something, ultimately, that is
 21 recommended, but it is your policy.

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1 MS. BOOKER-DWYER: So I recommend that we
 2 remove protective and just keep it hairstyle, and I
 3 even recommend that we include wraps and headscarves.
 4 MS. HARVEY: Madam Chair, so I am going to
 5 recommend that we bring this policy back to the
 6 committee for reconsideration so that we can make sure
 7 that we are in line with state standards, that we're
 8 not excluding people inadvertently, and that we have
 9 our language and accountability correct. That would
 10 be my recommendation.
 11 MS. LICHTER: Do we need an official motion
 12 to make -- yes, okay.
 13 MS. HOWIE: Yes, there would have to be a
 14 motion to commit with direction to the committee as to
 15 exactly what you'd like the committee to consider.
 16 MS. HARVEY: So I move that we send Policy
 17 0600 back to the PRC committee for review of the
 18 language regarding protected hairstyles, and for
 19 potential inclusion of other factors as it relates to
 20 state law and board recommendations.
 21 MS. HASSAN: Second, Hassan.

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1 MS. LICHTER: Any discussion?
 2 MS. BOOKER-DWYER: Can I just add to that?
 3 Also, the definition of color. We define color with
 4 color. So could we revise that definition?
 5 MS. LICHTER: Okay, so do we need to restate
 6 the --
 7 MS. PUMPHREY: Can I just ask a question,
 8 Ms. Howie, before we proceed? Regarding 0600? My
 9 question is just regarding those definitions, if that
 10 -- if all of them came directly from state law. I
 11 think that's what you said, but I wanted to clarify.
 12 MS. HOWIE: That is correct, ma'am.
 13 MS. PUMPHREY: Thank you.
 14 MS. LICHTER: Okay, so, Ms. Harvey, do you
 15 want to revise your motion based on?
 16 MS. HARVEY: Go ahead, Ms. Howie.
 17 MS. HOWIE: So again, members of the Board,
 18 obviously, again, it's your policy, and you guide us
 19 as to whether or not you want to expand the scope of
 20 what is required, or what is prohibited, then that is
 21 the -- this is the place to have that discussion. And

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1 then staff will do the research to determine whether
 2 or not you do have that flexibility.
 3 So the definitions are directly from the
 4 state anti-discrimination statute. I am creative, but
 5 I'm not that creative.
 6 MS. HARVEY: And so I don't feel like I need
 7 to amend my initial motion because that was the state
 8 statutes in that comparison and review was a part of
 9 the motion.
 10 MS. LICHTER: Okay. Did we have a second on
 11 Ms. Harvey's -- okay, Ms. Hassan. Okay. Any further
 12 discussion?
 13 Okay, roll call vote, please, Ms. Gover?
 14 MS. GOVER: Ms. Domanowski?
 15 MS. DOMANOWSKI: Yes.
 16 MS. GOVER: Mr. Young?
 17 MR. YOUNG: Yes.
 18 MS. GOVER: Ms. Frempong?
 19 MS. FREMPONG: Yes.
 20 MS. GOVER: Ms. Harvey?
 21 MS. HARVEY: Yes.

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1 MS. GOVER: Ms. Hassan?
 2 MS. HASSAN: Yes.
 3 MS. GOVER: Ms. Pumphrey?
 4 MS. PUMPHREY: Yes.
 5 MS. GOVER: Dr. Savoy?
 6 DR. SAVOY: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. McMILLION: Yes.
 9 MS. GOVER: Ms. Booker-Dwyer?
 10 MS. BOOKER-DWYER: Yes.
 11 MS. GOVER: Ms. Lichter.
 12 MS. LICHTER: Yes.
 13 MS. GOVER: Thank you.
 14 MS. LICHTER: Okay, so we got all those
 15 policies taken care of, correct? Just want double-
 16 check. Okay. Let me -- oh, oops.
 17 Okay, the next item on the agenda is
 18 contract awards, and for that I call on Mr. Hartlove
 19 and Mr. Dixit.
 20 Okay, good evening. Sorry about that.
 21 MR. HARTLOVE: Good evening. We have three

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1 contracts for your review and approval tonight. These
 2 are -- we don't typically bring contracts to the
 3 second meeting of the month. We did not have a
 4 buildings and contracts meeting for the -- for these
 5 three, but we do have staff on hand if you have any
 6 questions.
 7 The first one, we have Curriculum and
 8 Instruction folks on hand and for numbers -- Exhibit
 9 No. 2 and 3. My friend, Mr. Dixit, is here, as well
 10 as his staff, to answer any questions on or not.
 11 MS. LICHTER: Okay. Let's take it one at a
 12 time. So do I have a motion -- oops, after each
 13 present -- okay. Is there any questions concerning
 14 the first one, the elementary English language arts
 15 curriculum?
 16 Ms. Domanowski?
 17 MS. DOMANOWSKI: Yes. And without trying to
 18 get into contract authority, because we're going to
 19 talk about that another time. So this is a five-year
 20 \$10 million contract. I'm assuming there is a price
 21 tag on the actual curriculum. What is the price tag

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1 per year that we're signing with HMH for this
 2 curriculum?
 3 MR. HARTLOVE: And I will ask some of the
 4 curriculum instruction folks to come forward. But I
 5 believe it -- we're talking about a five-year
 6 contract. So I'm -- my assumption is \$2 million per
 7 year, but I want to ask for some support. Thank you.
 8 MS. SHAY: Good evening. Actually, the
 9 initial purchase order will be for 10 million for the
 10 five years. So we get licenses for the digital
 11 content. But the full purchase is made up front. And
 12 that purchase includes the -- all the printed
 13 materials, so the teacher kits, the student books, all
 14 of the resources, access to digital content for the
 15 duration of the contract, as well as 220 professional
 16 learning coaching days, and all of the Getting Started
 17 PD. So that actually is the initial purchase order.
 18 It's not an annual recurring cost broken down.
 19 MS. DOMANOWSKI: So I'm just concerned, why
 20 don't we put that in the contract, like, the breakdown
 21 of what this \$10 million is going towards, as far as,

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1 you know, looking at a receipt and seeing what
 2 everything costs?
 3 MR. HARTLOVE: Yeah, and I believe what
 4 we're doing here is we're paying it up front, but
 5 we're getting five years of support and curriculum for
 6 that. So it's -- that is the full cost at that point.
 7 MS. DOMANOWSKI: I understand that. But all
 8 we're seeing is 10 million. You're -- it goes -- I
 9 understand it goes through a lot of things. But
 10 there's no breakdown of that. As far as like, we're
 11 just seeing 10 million for this curriculum. There's
 12 no, you know, this much for the professional cost,
 13 this much for the kits, this much for blah, blah,
 14 blah. Do you understand what I'm saying?
 15 MS. SHAY: I do. So I can speak to one part
 16 of that. We certainly can provide the specific quote
 17 is exactly -- is, I think, what you're asking for. So
 18 we get a quote from the company that details
 19 everything you just described. We can certainly share
 20 that. The other question you asked is about how the
 21 Board exhibit is prepared, and I would have to defer

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1 to Mr. Hartlove because I don't do that part.
 2 MR. HARTLOVE: Yes. And actually, we do
 3 have a procurement person here. He's our current
 4 manager, Rob Bertazon. And if you want to sit right
 5 here, and you can speak to that question.
 6 MR. BERTAZON: Yes, ma'am. Could you pose
 7 your question again?
 8 MS. DOMANOWSKI: I would just like to see
 9 what -- is it --
 10 MS. SHAY: Ms. Shay.
 11 MS. DOMANOWSKI: Ms. Shay. I'm sorry.
 12 There's so many doctors. Okay. I'm not a doctor. So
 13 I would like to -- in the contracts, instead of just
 14 seeing the contract authority, the \$10 million over
 15 five years, I would like to see what that \$10 million
 16 is broken down to exactly, what is in that quote that
 17 we're paying for that amounts to \$10 million.
 18 MR. BERTAZON: Okay. As in any of the Board
 19 exhibits that you see, it's always the cost, what the
 20 contracted cost is, or the approximate cost is going
 21 to be. You don't normally see the breakdowns. Yes,

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1 they do have a specific proposal that lists all of the
 2 materials, the costs of those materials. But in this
 3 particular instance, because it is broken down per
 4 year, per each individual part that is listed, so they
 5 have student digital licenses and all this different
 6 student digital licenses.
 7 It's actually quite a large list that would
 8 be there. We can make that available to the Board,
 9 certainly. But in following the normal process of
 10 what you see for the Board exhibit, this is just how
 11 it's how it's presented.
 12 MS. DOMANOWSKI: Yes, I understand. I'm
 13 just looking at a \$10 million price tag and I think
 14 that's something that our public would like to see
 15 broken down.
 16 MR. BERTAZON: I'm certain, and we can
 17 provide that for you, yes.
 18 MS. DOMANOWSKI: Okay. Thank you.
 19 MR. BERTAZON: Certainly.
 20 MS. LICHTER: Mr. McMillion?
 21 MS. SHAY: Hi.

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1 MR. McMILLION: Ms. Shay, is this myView?
 2 MS. SHAY: This is not myView, Mr.
 3 McMillion. This is our second product. So we did a
 4 lengthy pilot of myView was the first choice
 5 recommended by the stakeholder committee. As you'll
 6 recall, we had some concerns raised. And in being
 7 responsive to those concerns, we stood up a second
 8 pilot of a second product, which is HMH Into Reading.
 9 After doing both pilots, the feedback was
 10 pretty consistent from teachers and from
 11 administrators. And we had some really powerful data
 12 from HMH of what they were able to see in terms of
 13 achievement in other districts across the country.
 14 And so we came back to the curriculum committee, and
 15 we actually made the recommendation to move forward
 16 with HMH Into Reading.
 17 MR. McMILLION: Okay, so we did myView for X
 18 number of months, two months or so last spring?
 19 MS. SHAY: Yes, sir. We piloted myView from
 20 last April through right now, I still have some
 21 teachers using it.

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1 MR. McMILLION: Okay. So we had X number of
 2 schools do it last spring?
 3 MS. SHAY: Yes, sir.
 4 MR. McMILLION: And then this fall, we
 5 expanded that myView?
 6 MS. SHAY: We did.
 7 MR. McMILLION: And at the same time, we
 8 started this?
 9 MS. SHAY: In February.
 10 MR. McMILLION: We started this in February
 11 of last year?
 12 MS. SHAY: This year.
 13 MR. McMILLION: Okay. I'm getting my years
 14 mixed up.
 15 MS. SHAY: Yep. So last April, we started
 16 myView. We expanded it this year to a few additional
 17 grades in a few schools. And then in response to some
 18 of the feedback that we were hearing throughout the
 19 first semester, we stood up a second pilot of HMH
 20 beginning this February. We had 18 schools, I think
 21 it was over 200 teachers and thousands of students in

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1 that second pilot. So then we had two concurrent
 2 pilots happening from February until current. But our
 3 recommendation after all of that is to bring forward
 4 their recommendation to go with HMH Into Reading.
 5 MR. McMILLION: Okay. What kind of data do
 6 we have from our pilots?
 7 MS. SHAY: So we have different types of
 8 data. So from -- I'll speak to HMH, since that's the
 9 contract that I'm here supporting. First, we shared
 10 with the curriculum committee pilot implementation
 11 data. And what I mean by pilot implementation data is
 12 teacher surveys, classroom observations, and focus
 13 groups. So when you're implementing a pilot, we
 14 already know that we have third-party vendors, like Ed
 15 Reports ,in different states that have told us the
 16 curriculum is aligned to standards and meets
 17 expectations, because that's the requirement of state
 18 law.
 19 So what we were piloting was implementation.
 20 And those are things like how easy is it for teachers
 21 to plan? How well does it integrate into Schoology?

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1 How accessible are the resources to support our
 2 multilingual learners and our students receiving
 3 services for special education?
 4 We gathered that data through qualitative
 5 surveys with teachers and administrators, as well as
 6 classroom visits and classroom observations and focus
 7 groups. That's the data that we brought forward to
 8 the curriculum committee. In addition, Houghton
 9 Mifflin Harcourt, because we did HMH in a very limited
 10 setting, it's not reasonable to bring student
 11 achievement data that quickly. If we could, that
 12 would be the magic beans and every district would use
 13 it. But what we did was we asked our HMH partners to
 14 share with us data from school systems across the
 15 country that had used it for longer than that, for
 16 over a year.
 17 Those initial findings, one example was a
 18 study of close to 12,000 students in Texas. They had
 19 22 percent increase in students' reading proficiency,
 20 as well as a 50 percent decrease in the students
 21 scoring two or more years below grade level. We also

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1 had data from another study that was kind of an
 2 aggregate of another 11,000 students in third grade,
 3 where, I'm sorry, excuse me, 114,000, across grades
 4 two through five across all 50 states, and that data
 5 showed that the initial findings were 18 percent
 6 increase in students reading at or above grade level
 7 and a 44 percent decrease in students reading two or
 8 more grade levels.
 9 So between the qualitative pilot
 10 implementation data we had here in BCPS, and the
 11 quantitative data that HMH was able to provide,
 12 looking across the country, those were the two, or
 13 really four, data sources that we bring forward to
 14 support the recommendation.
 15 MR. McMILLION: Okay, I'm not a researcher
 16 and I don't pretend to be a researcher. When you
 17 started the -- this most recent one in February --
 18 MS. SHAY: Yes?
 19 MR. McMILLION: -- did you test the kids at
 20 that point in time?
 21 MS. SHAY: See, one of the challenges is

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1 that there are unit-based assessments built into a
 2 curriculum. What I can't do, it would be a false
 3 comparison, as any researcher would say, if I were to
 4 compare data from a different assessment in a
 5 different curriculum to data, either in myView, or we
 6 have several schools still in the BCPS legacy
 7 curriculum.

8 Over time, what these data that HMH just
 9 shared, that's actually an external data source. So
 10 they use something equivalent to like our MAP scores
 11 or like your state assessment. That's really what you
 12 use to look at the difference. So yes, our students
 13 did take unit assessments as part of the pilot, but we
 14 can't compare those because it's a different test and
 15 a different curriculum.

16 MR. McMILLION: So at some point in time,
 17 you can't retest them and then compare the two and see
 18 growth?

19 MS. SHAY: What we're hoping -- what we
 20 believe we're going to see is when we have all
 21 students taking, you really look for the achievement

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1 to transfer to a third-party assessment, whether
 2 that's our MAP growth assessment or our MCAP state
 3 assessment, because they're all aligned to the
 4 standards. And so what we'd be looking to see is did
 5 this curriculum help our students meet proficiency as
 6 it's measured on those higher stakes assessments,
 7 either the growth and achievement in MAP or the MCAP
 8 state assessment?

9 MR. McMILLION: Thank you very much.

10 MS. SHAY: You got it, sir. Thank you.

11 MS. LICHTER: Other questions about the ELA?
 12 Ms. Frempong?

13 MS. FREMPONG: So I have a question based on
 14 the last piece of what you said. So we would expect
 15 to see proficiency and increase in proficiency
 16 (inaudible) third-party assessments. So if we don't,
 17 what type of support can we expect from HMH?

18 MS. SHAY: That's a great question. So we
 19 actually had an initial -- well, we've had multiple
 20 meetings in terms of professional learning. And so
 21 the contract includes over 200 days of professional

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1 learning that we can use across multiple years. And
 2 so what we actually talked about today was, of course,
 3 using a large part of that professional learning for
 4 the getting started. We have a very comprehensive
 5 plan of supporting our administrators, our reading
 6 specialists and our teachers. But then we also will
 7 have days throughout the first year of implementation
 8 and the second year of implementation. So that when
 9 we get data back, we're going to be having focus
 10 groups throughout the unit assessments, also using
 11 that MAP data.

12 I should note, another really important
 13 piece of data is that HMH has also acquired NWEA,
 14 which is the organization that does the MAP test. So
 15 what's super exciting is we're going to be able to map
 16 MAPS -- MAP scores. I didn't even mean for that to
 17 be. We're going to be able to trace MAP scores
 18 directly to instructional resources and utilize that
 19 MAP data for being responsive to instruction in a way
 20 we haven't before. And then again, reserving some of
 21 those professional development days with those coaches

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1 for year two to respond to any anticipated changes or
 2 needing to address growth or lack of growth in any
 3 particular grade level. Sure.

4 MS. LICHTER: Other questions?

5 Ms. Booker-Dwyer?

6 MS. BOOKER-DWYER: Hello, Ms. Shay.

7 MS. SHAY: Hi.

8 MS. BOOKER-DWYER: I only have five
 9 questions for you.

10 MS. SHAY: Okay.

11 MS. BOOKER-DWYER: So the first question is,
 12 what did the students say about the curriculum?

13 MS. SHAY: So the students have given us
 14 really positive feedback about the curriculum. Part
 15 of it is that they actually preferred the stories. So
 16 we did -- I should also share, we had a Venn diagram
 17 of schools that did both. So we did have some schools
 18 that had piloted myView and switched to HMH. And by
 19 far, the students said they preferred HMH stories.
 20 Some of that -- both series made an intentional
 21 effort, although I will offer the publishing industry

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1 is still significantly behind in representation. Both
 2 represent an improvement in our students seeing
 3 themselves represented in the literature, and the
 4 students talked about that.

5 But one thing that they offered they liked
 6 better about HMH was that many of the stories were
 7 shorter. So they read multiple texts in one week.
 8 Some of the students did not enjoy some of the length
 9 of some of the rigorous texts. Both are at the rigor
 10 of grade level, but HMH's approach was different.

11 The other piece the students offered that
 12 they really liked were some of the reading workshop
 13 application activities where they did more project-
 14 based writing activities. We also got some really
 15 powerful feedback about they have a section around
 16 nonfiction text, a lot of our elementary students
 17 really like reading nonfiction. (Indiscernible).
 18 Okay.

19 MS. BOOKER-DWYER: And you kind of hit on my
 20 second question around how are the demographics of our
 21 students reflected in the curriculum?

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1 MS. SHAY: Yeah, so that is a lot. And
 2 again, I want to preface this by saying the entire
 3 publishing industry is significantly behind, and
 4 there's many studies to show that there's progress but
 5 still a lot to be improved upon. We actually did an
 6 audit ourselves. We use a culturally responsive
 7 curriculum scorecard published by NYU Steinhardt. You
 8 may be familiar with it. And HMH actually represents
 9 a significant increase in representation, not only by
 10 race, but also by students with neuro diversities,
 11 students appearing in wheelchairs, but also having
 12 multiple perspectives so that we don't create a
 13 monolith narrative about how students or even gender
 14 roles are reflected in the curriculum.

15 MS. BOOKER-DWYER: And then how does this
 16 curriculum connect to the science of reading?

17 MS. SHAY: Excellent question. So it is
 18 absolutely aligned to all of the principles of the
 19 science of reading. It is also approved, of course,
 20 through Ed Reports and six different states. It talks
 21 about -- it has specific -- now, we already have Open

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1 Court as our foundational skills curriculum, which is,
 2 of course, a part of that explicit and systematic
 3 instruction in phonemic awareness and phonics and
 4 fluency. But what HMH does is also pick up on the
 5 knowledge portion of the science of reading, which is
 6 sometimes left out of that conversation. And so they
 7 build knowledge through that integration with the
 8 content areas, as well as those ongoing supports for
 9 those foundational skills.

10 MS. BOOKER-DWYER: And then, I mean, that
 11 brings me to my last question. So how does this fit
 12 in with interventions and other things that are
 13 already happening in the class? How does that
 14 complement the continuum of instruction with some of
 15 the interventions and supporting resources for
 16 students?

17 MS. SHAY: Sure. Excellent question. Part
 18 of our effort is that we have far too many students
 19 needing intervention, because we have not had a solid
 20 core. What it all connects to is the standards. So
 21 the standards is the common thread. So what we're

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1 trying to help our teachers understand is that through
 2 some of the diagnostic resources within the
 3 curriculum, as well as those in Open Court, we can
 4 identify needs for students and plan responsive
 5 instruction with specific tier two and tier three
 6 interventions.

7 This complements that well, because it also
 8 requires all students to have access to rigorous
 9 grade-level text aligned to those standards. So we
 10 feel, of course, with a new year of implementation,
 11 we're going to have a lot of questions. So we're
 12 going to have teachers asking about the crosswalk
 13 between Open Court and HMH. We're going to have
 14 teachers asking about, hopefully, we should see less
 15 and less students being identified for intervention
 16 because we have that solid core, and that significant
 17 investment in professional teachers.

18 MS. BOOKER-DWYER: Thanks.

19 MS. SHAY: Thank you.

20 MS. LICHTER: Other questions?

21 MS. DOMANOWSKI: The data that you were

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1 mentioning about the Texas, will that be made
 2 available to the Board or in the public to look at?
 3 MS. SHAY: I believe it was submitted as
 4 part of a response. So, yes.
 5 MS. LICHTER: So today, you should have
 6 gotten some answers to some questions.
 7 MS. DOMANOWSKI: I saw that. I have not
 8 gone all the way through, but it does have like the
 9 graphs and the data. Okay. I didn't get a chance to
 10 read the whole thing.
 11 MS. SHAY: Yes, they are in there.
 12 MS. DOMANOWSKI: And the last question is,
 13 as far as professional development, is there a
 14 schedule? Is there -- is it mandatory for teachers to
 15 attend this? When does it start?
 16 MS. SHAY: Yes, so actually, pending your
 17 vote in a few moments, we have a meeting tomorrow with
 18 administrators that we're hoping is our start. We
 19 also have tentative plans on May 31st and June 1st to
 20 start with our reading specialists. And then there
 21 will be training for teachers. We hope to begin as

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1 early as this summer.
 2 The challenge, of course, with professional
 3 learning in the summer is it's not mandatory. So our
 4 failsafe is the August professional study day will be
 5 absolutely mandatory. We do have the ability now in
 6 our registration system to track and monitor, and we
 7 have already partnered with the Department of Schools
 8 about how they will help us.
 9 We then have a comprehensive plan for
 10 repeating getting started training as we hire new
 11 teachers and onboard teachers throughout next year.
 12 We will have monthly professional development with
 13 reading specialists, staff development teachers and
 14 administrators. We're also forming a teacher leader
 15 core, that's something that we've had in the past in
 16 Baltimore County, but it's critically important to
 17 leverage that teacher leadership role, so that
 18 teachers can learn from each other that are in that
 19 experience.
 20 So -- and then we also have opportunities.
 21 As I mentioned, the integration with MAP aligned with

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1 our fall, winter and spring administration will have
 2 specific training on the data literacy of how to
 3 integrate those recommendations from MAP to HMH.
 4 MS. DOMANOWSKI: Thank you.
 5 MS. LICHTER: I just have one question. So
 6 you had said that it was the 10 million initially,
 7 that it's not the two or five years. But then what
 8 about things that need to be repurchased for year two,
 9 three, and four? Is that included in that first?
 10 MS. SHAY: So the consumables is included.
 11 So in terms of the predictable consumables, as always,
 12 you -- as you've seen in previous contracts, there may
 13 be an opportunity for us to come back if we have
 14 enrollment growth, or we have anticipated
 15 opportunities, and then we would come back for
 16 permission to increase that. But the predicted
 17 repeated spending over time is built into that.
 18 MS. LICHTER: Okay. Thank you.
 19 Mr. McMillion?
 20 MR. McMILLION: You contributed a lot of
 21 time and energy to myView. What contributed to you

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1 making -- drifting away from that?
 2 MS. SHAY: Mostly listening to our
 3 stakeholders. So what I want to offer is myView is
 4 fantastic. MyView is rigorous. It's aligned to the
 5 standards, but so are probably several others. But a
 6 curriculum is only as good as the implementation in
 7 the classroom. We know that our teachers, every
 8 research out there says the teachers are the most
 9 important factor in any classroom. And so we took
 10 that feedback to heart.
 11 Part of what was challenging around myView
 12 is it is extremely rigorous. And the feedback that we
 13 heard, especially from our new and non-tenured
 14 teachers, which we as a Board know is often
 15 disproportionately occurring in some of our more
 16 challenging schools. It was challenging for them to
 17 plan and to address all of the components. So we
 18 heard that feedback loud and clear. We don't believe
 19 we're sacrificing at all any rigor or excellence in
 20 the curriculum. But the feedback was clear that this
 21 one in terms of implementation was what we needed for

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1 our teachers right now.

2 MR. McMILLION: Thank you.

3 MS. SHAY: Sure.

4 MS. LICHTER: Ms. Pumphrey?

5 MS. PUMPHREY: I just quickly wanted to add

6 that I know this is anecdotal, but I also just wanted

7 to share that upon my visits to different schools,

8 many of which were piloting both myView and Into

9 Reading, there was overwhelming support by teachers

10 for Into Reading, which was -- I know it's anecdotal,

11 but it was part of my questioning in curriculum

12 committee meetings, as well as part of my decision to

13 vote yes in the committee portion of the policy.

14 MS. LICHTER: Thank you. Any other

15 comments? Does anybody have any questions about the

16 other two contracts at Chesapeake Terrace Elementary

17 School chiller replacement, or the Parkville High

18 School boiler replacement?

19 Ms. Domanowski.

20 MS. DOMANOWSKI: Sorry, you know me and

21 budgets. So, okay, how -- enlighten me, what is the

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1 average cost for a chiller replacement?

2 MR. DIXIT: So every chiller is different.

3 It depends on the size of chiller, which is a function

4 of the size of the building. So smaller buildings

5 have smaller chillers, larger building have larger

6 chillers. So what you're looking here is an

7 elementary school. When we come back to you for a

8 high school or middle school, it's going to be a lot

9 more than that. So the good analogy is the window air

10 conditioner, if you can imagine, the more size, the

11 bigger the size of the room, the larger the air

12 conditioner. So this chiller is a huge device, which

13 generates chilled water for the entire system, and how

14 much chilled water we need. It depends on the size of

15 the building.

16 MS. DOMANOWSKI: So this is just for

17 chilling water.

18 MR. DIXIT: This is just for the -- this is

19 not -- this is the main equipment that chills the

20 water, which is distributed to the entire building.

21 And then there's sophisticated controls to maintain

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1 the temperature, water temperature, that's needed.

2 MS. DOMANOWSKI: Okay. So this is another

3 one where an itemized kind of receipt, quote of costs

4 would be helpful to the public because 1.5 million for

5 a chiller. Even in elementary school, it sounds like

6 a lot of money.

7 MR. DIXIT: So if it helps you, these things

8 are designed by licensed professional, the whole

9 system, and then it's bid in an open market. So that

10 kind of manages the cost. The market decides the

11 cost.

12 MS. DOMANOWSKI: I understand. I just would

13 like to see an itemized quote of what we're paying

14 for, and I get that part of it.

15 DR. WILLIAMS: Board members --

16 MS. DOMANOWSKI: I just wanted to see what

17 each one -- I would like to see what 1.5 million is

18 actually paying for.

19 DR. WILLIAMS: Sure. Thank you for that.

20 The building and contract, we work in tandem when

21 building a contract to develop what we present as an

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1 exhibit. So there's discussion about tweaking this

2 exhibit that's coming forward to the Board. I would

3 recommend a discussion in building and contract, so

4 then I can weigh in, and then we can present whatever

5 you're looking for as we're presenting these

6 contracts.

7 Because I will just say, the design of what

8 we present -- presented is based on the feedback and

9 the template, if you will, what we've used with

10 building and contract. So I'll just offer that. I

11 appreciate what you're saying. But again, we have

12 spent some time developing that template so we can

13 push for the actual contract.

14 MS. DOMANOWSKI: But these three didn't go

15 to buildings and contract committee.

16 DR. WILLIAMS: I'm just saying, the -- what

17 you're asking for is really advising that we look at

18 our template, so we can have additional information.

19 So that should be a conversation in building and

20 contract.

21 MS. DOMANOWSKI: Okay. I'll send that to

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1 buildings and contracts. Thank you.

2 MS. LICHTER: Thank you. Other questions on

3 those two?

4 Ms. Frempong?

5 MS. FREMPONG: So my question is about the

6 number of bids received. And again, maybe this goes

7 to what Dr. Williams was saying, as far as the

8 template. Maybe there's additional information that's

9 just not shown. But it says that 21 -- this RFP was

10 issued to 21 vendors, but yet we only received two

11 bids. So was that a typical process that we received

12 such a low response? Or is it that this project is so

13 small that maybe people didn't want to bid on it?

14 MR. DIXIT: So different contracts receive

15 different number of bids. We do not control who's

16 going to bid. Our job, done by his office, is to send

17 the material to different bidders, prospective bidders

18 that are prequalified. When you'll see the new --

19 next contract, you'll see lot more bids. Okay, that's

20 for a boiler. That contract has six bids, as compared

21 to two bids for this contract. Every once in a while,

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1 we get a contract with only one bid. Fortunately, it

2 doesn't happen too often. But a lot of times, you get

3 7, 8, 9, 10 bids. So it's who wants to bid, how much

4 work is in the market, and how many bidders are

5 hungry, and they want job? That's what it amounts to.

6 MR. HARTLOVE: And just to add to what Mr.

7 Dixit is saying, one of the issues we have right now

8 with the very high inflation is if we were to say this

9 May, maybe we didn't get enough bidders. We want to

10 put this out again. We're concerned that our costs

11 would go up from there. You know, so it's we want to

12 strike while the iron is hot. We feel like these are

13 the best prices we're going to get in this

14 environment. So we feel good that we've gotten some

15 competition there. And, you know, we feel like we've

16 gotten the best price that we can get for quality.

17 MS. FREMPONG: Yes, I guess that's part of,

18 I guess, why I asked about that. Because I know that

19 we want to go with the lowest bid. But that's why I

20 was looking at the number than bids that we actually

21 have available to us.

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1 MR. HARTLOVE: And I believe we have a

2 pretty tough quality control of who is considered a

3 qualified bidder. So it's not just anybody, I

4 couldn't just, you know, come up with an air

5 conditioning company and, you know, put a bid in. You

6 have to really demonstrate that you can do the

7 business, that you can do the work.

8 MS. FREMPONG: Okay. Thank you.

9 MS. LICHTER: Any last questions? Do I have

10 a motion to approve Items I1 through I3?

11 MS. BOOKER-DWYER: So moved, Booker-Dwyer.

12 MS. LICHTER: Thank you. May I have a

13 second?

14 MS. PUMPHREY: Second, Pumphrey.

15 MS. LICHTER: Thank you. Any further

16 discussion?

17 May I have a roll call vote, please?

18 MS. GOVER: Ms. Domanowski?

19 MS. DOMANOWSKI: Yes.

20 MS. GOVER: Mr. Young?

21 MR. YOUNG: Yes.

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1 MS. GOVER: Ms. Frempong?

2 MS. FREMPONG: Yes.

3 MS. GOVER: Ms. Harvey?

4 MS. HARVEY: Yes.

5 MS. GOVER: Ms. Hassan?

6 MS. HASSAN: Yes.

7 MS. GOVER: Ms. Pumphrey?

8 MS. PUMPHREY: Yes.

9 MS. GOVER: Dr. Savoy?

10 DR. SAVOY: Yes.

11 MS. GOVER: Mr. McMillion?

12 MR. McMILLION: Yes.

13 MS. GOVER: Ms. Booker-Dwyer?

14 MS. BOOKER-DWYER: Yes.

15 MS. GOVER: Ms. Lichter.

16 MS. LICHTER: Yes.

17 MS. GOVER: Thank you.

18 MS. LICHTER: Thank you.

19 (Applause.)

20 You're clapping for ELA, right? Or for the

21 chillers, which --

<p style="text-align: right;">Page 138</p> <p>1 DR. WILLIAMS: All of the above.</p> <p>2 MS. LICHTER: All the above, okay, and thank</p> <p>3 you to the English language arts office for everything</p> <p>4 they've done to bring that forward.</p> <p>5 The next item on the agenda is the</p> <p>6 consideration of the Golden Ring Middle School Program</p> <p>7 (inaudible). I call on Dr. Yarbrough and Mr. Dixit,</p> <p>8 and while they're coming up, I'd like to also</p> <p>9 acknowledge that we did have the hearing last week or</p> <p>10 the week before. It's all running together. We had</p> <p>11 the hearing. And while we didn't have a lot of</p> <p>12 parents there, we did listen and really take into</p> <p>13 consideration the concerns the parents expressed about</p> <p>14 communication. So I really like to thank -- if those</p> <p>15 parents are watching, for coming out and really</p> <p>16 talking to us about the ways that we could enhance and</p> <p>17 make communication stronger.</p> <p>18 There weren't any comments surrounding</p> <p>19 closing Golden Ring, but it was the way that that</p> <p>20 information was relayed to the community. So I wanted</p> <p>21 to acknowledge the people that did take the time to</p>	<p style="text-align: right;">Page 140</p> <p>1 None of the speaker objected to the closure. Two</p> <p>2 speakers did voice their concern about the</p> <p>3 communication of the closure. And it is the same</p> <p>4 thing that you had expressed in the last meeting.</p> <p>5 While communication complied with the policy and Rule</p> <p>6 7610, we do agree that there is always room for</p> <p>7 improvement, and our team will be working hard to make</p> <p>8 sure that in future we apply additional means of</p> <p>9 communication and we had a lot of internal</p> <p>10 conversation on that.</p> <p>11 One of the speaker advocated for maintaining</p> <p>12 aspects of the facility for use by Recreation and</p> <p>13 Park. And as we shared with you before, the</p> <p>14 repurposing of the building and grounds has not been</p> <p>15 finalized. It will be discussed and shared with you,</p> <p>16 and we'll surely keep that in our mind, and we'll</p> <p>17 start conversation with Rec and Park and</p> <p>18 Superintendent's team. So with that, we are asking</p> <p>19 for your approval of the closure of the Golden Ring</p> <p>20 Middle School program.</p> <p>21 MS. LICHTER: So may I have a motion to</p>
<p style="text-align: right;">Page 139</p> <p>1 comment that we do realize that we need to relook at</p> <p>2 the communication for that policy. But at this point,</p> <p>3 we're going to have your presentation on consideration</p> <p>4 of the program closure.</p> <p>5 DR. YARBROUGH: Yes, thank you. Good</p> <p>6 evening again, Chair Lichter, Vice Chair Harvey,</p> <p>7 Superintendent Williams, members of the Board. This</p> <p>8 time, I'm joined by Mr. Pete Dixit and Melissa Epler</p> <p>9 from facilities and strategic planning to bring</p> <p>10 forward to you consideration for Golden Ring Middle</p> <p>11 School program closure.</p> <p>12 I'll turn it over to Mr. Dixit.</p> <p>13 MR. DIXIT: Thank you, Dr. Yarbrough, and</p> <p>14 congratulations on your selection. The Board public</p> <p>15 hearing for the Golden Ring Middle School closure was</p> <p>16 held on May 3rd at Eastern Technical High School,</p> <p>17 which most of you attended. I wasn't there. Meeting</p> <p>18 was facilitated by Mr. Paul Taylor, who's our director</p> <p>19 of strategic planning and part of my team.</p> <p>20 There was, as you notice, sparse public</p> <p>21 attendance. Only three speakers voiced their opinion.</p>	<p style="text-align: right;">Page 141</p> <p>1 approve the proposed Golden Ring Middle School program</p> <p>2 closure?</p> <p>3 MS. PUMPHREY: So moved, Pumphrey.</p> <p>4 MS. LICHTER: Thank you. Do I have a</p> <p>5 second?</p> <p>6 MS. HARVEY: Second, Harvey.</p> <p>7 MS. LICHTER: Thank you. Any discussion?</p> <p>8 Mr. McMillion?</p> <p>9 MR. McMILLION: Mr. Pete, you know that I'm</p> <p>10 not real happy with the process. However, I'm</p> <p>11 extremely happy that I heard you just say there's room</p> <p>12 for improvement.</p> <p>13 MR. DIXIT: We always say that. Absolutely.</p> <p>14 MR. McMILLION: But y'all -- so do you mean</p> <p>15 it?</p> <p>16 DR. YARBROUGH: We're gonna do it.</p> <p>17 MR. McMILLION: You're always saying it. I</p> <p>18 don't know that kind of --</p> <p>19 MR. DIXIT: So we have a history of working</p> <p>20 together. Whenever you have pointed out something, we</p> <p>21 have always tried to improve upon it.</p>

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1 MR. McMILLION: Thank you very much.
 2 DR. WILLIAMS: And if I may just add, we
 3 haven't closed a school in a long time. So as Mr.
 4 Dixit said, we heard the feedback and we understand
 5 about continuous improvement. We're all educators.
 6 That's what we do. So when we heard that, we knew
 7 that communication, and I will just remind this Board,
 8 there was conversation prior to my arrival by Golden
 9 Ring.
 10 If you go back in time, Mr. McMillion, and
 11 look at some of those tapes, there were -- well, maybe
 12 it wasn't a tape, but at least there was some
 13 discussion. And there was a lot of things happening
 14 during that time, hybrid board coming in, new
 15 superintendent coming in, strategic plan being
 16 developed. So we take that feedback seriously. And
 17 we heard the Board and our constituents loud and clear
 18 about process improvement and better communication.
 19 And that's what we have been charged to do, and I know
 20 we will continue to improve in that direction.
 21 MS. LICHTER: Any further -- Ms. Booker-

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1 Dwyer?
 2 MS. BOOKER-DWYER: And so I'm all for
 3 closing the school, but I am still concerned about the
 4 order. I hate to close a school and then not be able
 5 to tell students, this is where you're going to go to
 6 school. You know, we don't know the boundary, the
 7 boundary studies are still being done. And just
 8 recognizing that some students, especially students
 9 with certain different learning abilities, may need a
 10 longer onramp to prepare for -- to go to middle
 11 school.
 12 And so I'm proposing that we delay the vote
 13 until we know the boundaries, until we know -- so we
 14 can definitively tell the students, okay, we're
 15 closing a school. And this is the school where you're
 16 going to go. To close a school and not to have a
 17 clear path forward for where those students are --
 18 where some students are going to enroll is a bit
 19 concerning to me, especially for students who may have
 20 some anxiety about going into middle school.
 21 And so I'm proposing I make a motion to

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1 delay the vote.
 2 MS. LICHTER: You're amending --
 3 MS. BOOKER-DWYER: I'm amending --
 4 MS. LICHTER: The motion.
 5 MS. BOOKER-DWYER: -- I'm amending the motion
 6 to delay the vote until we can definitively say where
 7 the students are going to go to school until the
 8 boundary study -- until we vote on the boundaries.
 9 Yep, go ahead.
 10 DR. YARBROUGH: Thank you. Ms. Booker-
 11 Dwyer, I just confirmed with Mr. Dixit that no one
 12 will move to another school before 2024. And so if we
 13 have this vote this evening, and as you know, we're
 14 scheduled to have the vote of the boundary study
 15 within a few meetings. There still will be more than
 16 a year's notice that we can give to all of our
 17 families, in terms of what school they're reassigned
 18 to. Just wanted to make sure that I shared that
 19 information.
 20 MS. BOOKER-DWYER: That's helpful. And I'm
 21 just thinking, because I know I have a kid who it

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1 takes a long time for -- it takes a two-year
 2 transition process. And so I'm just thinking of the
 3 impact that it can have on some students who need that
 4 longer onramp, who may need two or three years in
 5 order to get their mind right to transition to a
 6 school. And it's a process for parents. You go to
 7 the building. You walk -- you get the child
 8 comfortable with it. And so that's my only concern.
 9 DR. YARBROUGH: Absolutely. I think we can
 10 pledge to get that information out as soon as
 11 possible. But the passing of this vote allows members
 12 of the team to have different conversations to make
 13 sure that there's, you know, minimal gap, if any, in
 14 terms of how we're repurposing the building.
 15 MR. DIXIT: And also adding to that all of
 16 the students from Golden Ring and, Ms. Epler, please
 17 confirm, they will all go to the new middle school.
 18 It is state-of-the-art facility. In all of this
 19 conversation, that point has been lost. So I want to
 20 remind all the Board members it's going to be an
 21 outstanding middle school, one of the best in the

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1 state.

2 MS. BOOKER-DWYER: And so will all the

3 feeder middle schools go to Northeast, so that all the

4 schools that feed into Golden Ring right now, can we

5 definitively say that they will go to the new school?

6 MR. DIXIT: No, that part -- Ms. Epler,

7 you'll have to help me with that.

8 MS. EPLER: I will have to get back to you

9 on that one.

10 MS. BOOKER-DWYER: And that's my concern.

11 That's the root of my concern. We need to be able to

12 definitively say where are all those elementary

13 schools students are -- and we know they're going to

14 go somewhere. But to -- it just -- it doesn't sit

15 right. It's not -- it doesn't sit well with me to

16 close a school and not to have a definitive to tell a

17 student and this is where you're going to go next

18 year. We've closed your school, but don't worry, we

19 got you. You're going to go to Perry Hall, or you're

20 going to go to the new school, or you're going to go -

21 - I just feel like the order is off.

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1 MS. EPLER: To reiterate what Dr. Yarbrough

2 said, the longer implementation period, having over a

3 year actually gives students -- we will be able to

4 communicate with them numerous times about where

5 they're going to their schools. We'll be able to have

6 better coordination with the elementary schools about

7 preparing their students in that transition time

8 because we will have over a whole school year. It

9 also gives parents an opportunity to explore magnet if

10 they choose to explore the magnet application process

11 in November before students actually move. So it

12 gives them a little bit more opportunities, as well.

13 MR. DIXIT: Thank you.

14 MS. LICHTER: When is the vote on the new

15 north -- on the new Northeast boundaries. Now, the

16 hearing is tomorrow, but --

17 MS. EPLER: June 13th.

18 MS. LICHTER: So our next Board meeting is

19 the vote on the boundaries. Okay.

20 Ms. Domanowski?

21 MS. DOMANOWSKI: Sorry. I could be wrong.

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1 I was under the understand -- would -- if we don't

2 vote on the closing of Golden Ring, will it delay the

3 vote for the Northeast boundary study, like the

4 survey? Will --

5 MS. LICHTER: No, they're two separate --

6 MS. DOMANOWSKI: I know they're two separate

7 things. But that survey is contingent on closing

8 Golden Ring. Correct?

9 MS. LICHTER: What survey are you referring

10 to?

11 MS. DOMANOWSKI: The Central Northeast --

12 DR. YARBROUGH: The same part of the --

13 MS. DOMANOWSKI: Middle -- part of that --

14 DR. YARBROUGH: -- study includes the whole

15 school going with.

16 MS. DOMANOWSKI: Yeah.

17 MS. PUMPHREY: I was under that impression,

18 also. I also just based on My iPass (phonetic) and

19 funding and all sorts of -- I think that was the

20 reasoning behind voting on the closure first.

21 MR. DIXIT: Yeah.

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1 MS. LICHTER: Okay, so Ms. Booker-Dwyer, are

2 you making a motion? Are you amending the motion?

3 MS. BOOKER-DWYER: So is one thing that --

4 could we do them both at the same time, or is one

5 thing dependent on another? I think that's what we're

6 trying to.

7 MS. LICHTER: Right. So you're making a

8 motion to postpone. I made the motion to approve the

9 proposed closure. You're making a motion to

10 postponing -- you're amending to -- not amending.

11 You're postponing the vote.

12 MS. BOOKER-DWYER: To postpone polling the

13 vote to the June meeting.

14 MS. LICHTER: Okay. Would now -- right.

15 MS. BOOKER-DWYER: We vote on the boundary.

16 MS. LICHTER: Okay. So we would vote on

17 that before we vote on the first piece, correct? We

18 can vote on the --

19 MR. MEUSER: You have a motion pending on

20 the closure if you have a majority that support --

21 MS. LICHTER: Okay.

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1 MR. MEUSER: -- that now.

2 MS. LICHTER: Okay, so we'll go back to may

3 I have a motion --I had that. I had the second.

4 This was the discussion. May I have a roll call vote,

5 please?

6 Yes. May I have a motion -- we are voting

7 on approving the proposed Golden Ring Middle -- Golden

8 Ring Middle School program closure. Okay.

9 Now, roll call vote, please.

10 MS. BOOKER-DWYER: If I voted to -- if I

11 requested to move the vote. Do we vote on that first?

12 MS. LICHTER: That's what I thought, but

13 you're saying --

14 MR. MEUSER: No, Madam Chair. I just -- if

15 there's a second for her motion.

16 MS. LICHTER: Oh, okay. So Ms. Booker-

17 Dwyer's motion is to postpone the vote on the closure.

18 Is there a second for her motion to postpone the vote?

19 Okay, there is no second. So that fails.

20 Now we're back to the vote on the motion to approve

21 the proposed Golden Ring Middle School program

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1 closure.

2 May I have a roll call vote, please?

3 MS. GOVER: Ms. Domanowski?

4 MS. DOMANOWSKI: Yes.

5 MS. GOVER: Mr. Young?

6 MR. YOUNG: Yes.

7 MS. GOVER: Ms. Frempong?

8 MS. FREMPONG: Yes.

9 MS. GOVER: Ms. Harvey?

10 MS. HARVEY: Yes.

11 MS. GOVER: Ms. Hassan?

12 MS. HASSAN: Yes.

13 MS. GOVER: Ms. Pumphrey?

14 MS. PUMPHREY: Yes.

15 MS. GOVER: Dr. Savoy?

16 DR. SAVOY: Yes.

17 MS. GOVER: Mr. McMillion?

18 MR. McMILLION: Yes.

19 MS. GOVER: Ms. Booker-Dwyer?

20 MS. BOOKER-DWYER: Abstain.

21 MS. GOVER: Ms. Lichter?

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1 MS. LICHTER: Yes.

2 MS. GOVER: Favor is nine.

3 MS. LICHTER: So the motion carries. Thank

4 you. Thank you, staff.

5 MR. DIXIT: Thank you.

6 MS. LICHTER: The next item on the agenda is

7 the report on the 2022-2023 third-quarter results.

8 And for that, I call on Dr. Mccomas and Dr. Mullenax.

9 DR. MCCOMAS: So good --

10 MS. LICHTER: Good evening.

11 DR. MCCOMAS: Good evening, Chair Lichter,

12 Vice Chair Harvey, Dr. Williams, members of the Board.

13 I'm Dr. McComas, the chief academic officer, and I'm

14 joined this evening by Dr. Mullenax, our acting chief

15 of schools. We're here to provide you a third-quarter

16 data monitoring report. And in light of the time this

17 evening, we will move quickly through a few of the

18 slides. Next slide, please.

19 DR. MULLENAX: Good evening. As always, we

20 start with our Compass. The Compass gives us the --

21 it helps us -- guides us to increase student

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1 achievement for all students while preparing a variety

2 of pathways to prepare students for college and

3 career.

4 Our commitment to ensuring that every school

5 is preparing students for careers and college is

6 evident in our four key initiatives: teaching and

7 learning framework; new curricula in elementary

8 English and language arts and mathematics; English for

9 speakers of other languages, advanced academics in

10 gifted and talented and special education programming

11 and supports; and lastly, disciplinary literacy.

12 The two focus areas of the Compass we will

13 discuss this evening are learning accountability and

14 results, along with safe and supportive environments.

15 More specifically, we will look at attendance, student

16 belonging and course performance. Next slide, please.

17 DR. MCCOMAS: So on this first slide, I'd

18 just like to highlight, we did see an increase in

19 attendance overall. And again, we'd like to move

20 quickly. So if you could go to the next slide. We

21 wanted to take a moment here to focus on chronic

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1 absenteeism, as we know that we were all greatly
 2 concerned at the end of second quarter. We're pleased
 3 to share that 11.1 percent decrease in chronic
 4 absenteeism, comparing third marking period to second
 5 marking period and, specifically, we had a 16 percent
 6 decrease in our elementary school chronic absenteeism.

7 DR. MULLENAX: Our pupil personnel workers
 8 work collaboratively with schools to decrease the
 9 chronic absenteeism in schools and are doing the
 10 following things to urgently address attendance. PPWs
 11 work with each school's attendance committee to
 12 identify students who are chronically absent and to
 13 intervene. Hereford Middle School, Woodbridge
 14 Elementary School, Chatsworth School, Hereford Middle
 15 School and Carver Center decreased their chronic
 16 absenteeism rate and demonstrated wonderful examples
 17 of the collaborative work that is done between schools
 18 and central office to attack the chronic absenteeism
 19 we were seeing in our schools.

20 Schools implemented tier one strategies such
 21 as pupil personnel worker working with schools to

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1 bring awareness to the benefits of school attendance,
 2 and also support recognizing and incentivizing
 3 students. At the tier two level, PPWs work with
 4 groups of secondary students to stress the importance
 5 of regular attendance. They provide students with
 6 letters to take home that list resources for families.
 7 At the tier three level, interventions for chronically
 8 absent students include making home visits, referring
 9 to Project Attend, and sending home State's Attorneys'
 10 letters. Next slide, please.

11 DR. MCCOMAS: Just here, very quickly, like
 12 to highlight that we also saw a decrease in chronic
 13 absenteeism in our VLP program. Next slide, please.

14 As evident in our suspension data, our
 15 schools continue to reinforce high behavioral
 16 expectations and to address misconduct where
 17 appropriate.

18 DR. MULLENAX: Schools provide proactive,
 19 responsive and logical consequences for students. As
 20 we continue to progress during our first year of face
 21 to face -- I'm sorry, second year of face-to-face

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1 learning, schools have been responsive to the needs of
 2 students while reestablishing clear and consistent
 3 expectations for student behavior.

4 This time of year, schools are actively
 5 revisiting the student code of conduct and
 6 expectations for behaviors and address behaviors that
 7 are not productive. Next slide, please.

8 DR. MCCOMAS: The elementary and middle
 9 school course grades for ELA, math, science and social
 10 studies are displayed on the percentage of seats or
 11 students earning a C or higher. Overall, our
 12 elementary and middle school course grades show
 13 stability over the first three marking periods,
 14 reflective of our return to a more normalized school
 15 year.

16 DR. MULLENAX: At the elementary level,
 17 grade level teams meet regularly to review curriculum-
 18 based assessments to adjust instruction to ensure they
 19 are being responsive to student needs. Schools like
 20 Sandalwood Elementary, Shady Spring Elementary who saw
 21 increases in the number of students scoring C or

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1 better are committed to the professional learning
 2 communities in their building and providing ongoing
 3 job-embedded professional development to discuss
 4 various strategies that have impact on student
 5 achievement. Schools are consistently focused on
 6 unpacking standards to ensure the level of rigor is
 7 consistent with the grade-level expectations. Next
 8 slide, please.

9 DR. MCCOMAS: The high school course grade
 10 distribution chart and a percentage of students
 11 earning grade C or better are also displayed for all
 12 three marking periods. Overall, again, we see
 13 relative stability in course performance across the
 14 three marking periods for students in grades 9 to 12.

15 DR. MULLENAX: Integrating bias and viewing
 16 instruction and opportunity through an equity lens has
 17 been a significant part of our ongoing work. Schools
 18 like Western Tech and our Central, Northwest and
 19 Northeast EDLP programs have seen increases in the
 20 number of students scoring C or higher are focused on
 21 opportunity, access and high-quality instruction.

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1 Ongoing graduation monitoring is to provide
 2 timely support to academic success, as well as long-
 3 term planning so students are in courses that open
 4 doors for success in college and career is essential
 5 to ensure students are college and career ready. Next
 6 slide, please.

7 DR. MCCOMAS: So the next two slides are
 8 course grades for VLP elementary, middle and high
 9 school. If you could go to the next slide, and the
 10 next slide.

11 DR. MULLENAX: As we move through the fourth
 12 quarter, regular attendance must continue to be a
 13 focus because in order for students to benefit from
 14 the high-quality instruction our teachers are
 15 providing, they must be in school regularly. We want
 16 to encourage families to continue being diligent and
 17 sending their children to school every day. And every
 18 -- we are capitalizing on every moment we have our
 19 students.

20 Schools will continue to nourish the
 21 positive school climates that foster a sense of

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1 community by creating welcoming environments for
 2 families and we'll continue communicating with
 3 families regularly and providing necessary resources
 4 to assist in regular attendance.

5 Our department of schools executive
 6 directors will continue to work with school leaders to
 7 develop strategies to engage hard-to-reach parents to
 8 help support them to maintain student attendance. A
 9 positive school culture and climate is necessary for
 10 all students to thrive and engage in the educational
 11 process, so they can flourish academically, socially
 12 and emotionally.

13 It is also important to recognize that these
 14 climates build teacher morale and provide our staff
 15 the support needed to finish the year strong. In
 16 accordance with requirements of the Federal Every
 17 Student Succeeds Act, the establishment of a positive
 18 school culture and climate supports the building of
 19 positive relationships, high expectations, and
 20 effective instructional engagement and utilizes
 21 inclusive practices so all students succeed.

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1 Fourth quarter is an opportune time for
 2 schools and communities to come together to celebrate
 3 the successes of our students, staffs and families.
 4 High-quality first instruction is essential to student
 5 success. Course grades are based on the student's
 6 level of performance in relation to what the course
 7 expectations and standards are and what students are
 8 able to demonstrate. To that end, teachers are
 9 continuing to collect multiple pieces of evidence to
 10 be sure students are demonstrating a firm
 11 understanding of course expectations and standards
 12 before determining a final marking period grade.

13 As students complete assignments,
 14 descriptive feedback that communicates where the
 15 student is in relation to learning goals, and what the
 16 students need to do to next to reach the goal, is
 17 provided. Students can -- should continue being given
 18 multiple opportunities to demonstrate what they know
 19 in a variety of formats. Next slide, please.

20 BCPS offers K through 12 programs for
 21 support student -- to support student learning over

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1 the summer. Each summer, we serve thousands of
 2 students through our summer learning opportunities.
 3 Last summer, we serve 23,000 students. We stand up a
 4 four-week school system larger than half of the LEA's
 5 total student population for perspective. These
 6 programs are designed with specific student groups and
 7 learning needs. We continue to expand our summer
 8 opportunities each year.

9 More specifically, the ESOL office offers
 10 summer programming for our English learners with an
 11 entering or beginning of English proficiency. The
 12 middle school program will focus on English language
 13 development, study skills, and career and college
 14 readiness. The high school program for students
 15 entering grades 9 through 12 offers participants the
 16 opportunity to earn course credit to satisfy a
 17 graduation requirement and to participate in soccer or
 18 art.

19 Identified students with disabilities
 20 receive ESY services as determined by the IEP. ESY
 21 focuses on the maintenance of critical life skills, as

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1 well as academic and functional goals -- objectives
 2 that identify on the IEP. Special education teachers
 3 and related service providers provide specialized
 4 instruction and services during ESY.

5 Extended learning -- extended year learning
 6 for secondary students. In the high school, EYLP
 7 offers students the opportunity to work towards
 8 recovery or advancement of credits for graduation.
 9 Students participate in learning experiences,
 10 including teacher-directed instruction, and
 11 independent online work.

12 The middle school EYLP addresses students
 13 needing reading and/or math support. The program
 14 consists of blocks of instruction dedicated to English
 15 language arts, mathematics, science, technology,
 16 engineering and the arts. New this year, expanding
 17 EYLP program to two evening sites, Parkville and
 18 Woodlawn. Alternative schools will have summer
 19 programs, virtual touring in the evenings during
 20 summer programs, and each school is receiving up to 16
 21 hours a week of virtual tutoring.

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1 Each elementary school uses data unique to
 2 its learners to -- in order to build a summer program
 3 that meets the needs of their students. Therefore,
 4 summer program offerings will differ from school to
 5 school with the (inaudible). Additionally, we are
 6 offering two specialized math opportunities aligned
 7 with our strategic plan and system improvement
 8 teamwork. Bath Pioneers is for sixth and seventh
 9 graders to support readiness and success in Algebra 1
 10 in eighth grade. Our fifth quarter opportunity
 11 designed for students who took Algebra 1 in this
 12 school year and earn two Es or two Ds, demonstrating
 13 the need for extended learning time to master the
 14 standards of Algebra 1.

15 This slide lists the programs that are
 16 available this upcoming summer. A program description
 17 and contact information can be found on the BCPS
 18 summer programs website for each of the summer
 19 opportunities listed on the slide. The summer program
 20 site can be accessed through a link on the BCPS
 21 homepage. Families who are interested in determining

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1 if their child qualifies for a program can contact the
 2 program coordinator listed on the website. Next
 3 slide, please.

4 DR. MCCOMAS: And as always, we conclude
 5 with the schedule of upcoming reports. Thank you.

6 DR. MULLENAX: Thank you.

7 MS. LICHTER: Thank you. I just want to ask
 8 one question. You said 16 hours of virtual learning.
 9 That was part of the high school --

10 DR. MULLENAX: Virtual tutoring.

11 MS. LICHTER: -- virtual tutoring because
 12 that -- can you explain that just a little bit,
 13 because that's a new piece that I think is important
 14 for people to hear?

15 DR. MCCOMAS: Yeah, I can explain that. And
 16 that is available for the high school and middle
 17 school. So what we found is students that were in the
 18 program during the day needed additional time. And
 19 this allows the teachers to work with the program
 20 administrator to follow up and provide that extra
 21 attention to students at a later point. So it's not

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1 just constrained to the time that students are
 2 physically present in the program.

3 MS. LICHTER: And how will they -- oops,
 4 sorry. How will they access that additional virtual
 5 support?

6 DR. MCCOMAS: So it would be through a
 7 Google virtual meeting.

8 MS. LICHTER: Like a sign-up?

9 DR. MCCOMAS: Yeah.

10 MS. LICHTER: Okay. Other questions about
 11 the presentation from any Board members? Okay, thank
 12 you very much.

13 DR. MULLENAX: Thank you.

14 DR. MCCOMAS: Thank you.

15 MS. LICHTER: The next item on the agenda is
 16 the report on the Education Foundation of Baltimore
 17 County, and for that I call on Ms. Deborah Phelps and
 18 Dr. Heather Woolridge.

19 Thank you, ladies, I know we're behind time.

20 UNIDENTIFIED SPEAKER: Time?

21 MS. LICHTER: We're past your time to start.

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1 So thank you for waiting.

2 UNIDENTIFIED SPEAKER: Thank you for having

3 us. So we would like everyone to stop and just

4 reflect and to imagine, okay? We ask our kids each

5 and every day in the schoolhouse to be imaginary

6 thinkers, to be problem solvers. But tonight, we want

7 you to imagine these three scenarios. You've

8 completed your intern student teaching experience in

9 Baltimore County, and you love the two schools in

10 which you gained so much knowledge. We sent you the

11 advanced contract from the system. You began scoping

12 out schools that you wanted to call your new home.

13 Interviews occurred. And then you received

14 notification that you were being offered a position in

15 what you say is your dream school. You're super

16 excited about becoming a teacher.

17 Now that you have an assignment, you are

18 ready to start planning. We sent you an invitation to

19 stop by your school to take a peek at your room. You

20 walk into the office and there is your principal,

21 greeting you with a hello, a warm welcome and a high

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1 five and a big hug. To you, this is perfection with a

2 capital P. The moment you arrived, and then you walk

3 down the hallway into your classroom. Your heart is

4 beating with excitement as you open the door to walk

5 inside.

6 You look around and your mind starts

7 spinning with ideas. You can visualize your students

8 sitting in the seats. You can see the colorful

9 bulletin boards on the wall. And you can see the rug

10 on the floor. There are -- there were some supplies

11 left on the desk, and a student selection of books on

12 the bookshelf left by the teacher before you, but this

13 room needed so much more. And I was so excited and

14 you were so excited to make it happen.

15 What do you do? Maybe make a list of items

16 that you need. Make an item -- a list of items that

17 you wanted, but that takes money. Turning around with

18 tears in your eyes, a fellow teacher is standing

19 watching behind you. There was slight embarrassment

20 as those tears are running down your cheeks. You say

21 to her I might have to find a part-time job. Because

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1 I want to make sure this classroom is a warm, inviting

2 learning environment for my children. And I need so

3 many things.

4 And then the fellow teacher says no, you

5 don't have to get a part-time job in Baltimore County

6 Public Schools. We have two educator resource centers

7 called the exchange rate, gizmos and gadgets galore.

8 These are centers where educators can shop monthly at

9 no cost for supplies and resources for your classroom

10 and for your students. Wiping the tears away, it was

11 time for yet a second high five, a big hug and a sigh

12 of relief. You see, ladies and gentlemen, this is one

13 of several opportunities the foundation provides to

14 our educators in Baltimore County.

15 UNIDENTIFIED SPEAKER: And now please

16 imagine that you are a teacher like me on a middle

17 school eighth grade English team. You join a coffee

18 meeting at the end of the school year because you and

19 your teammates want to start planning for the very

20 next school year even before this school year has

21 ended. So many ideas are listed on the wall chart

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1 that will make an academic and social emotional impact

2 on your baby students. These ideas need to be

3 strategically prioritized, and it hits the team. If

4 we really want to implement these innovative ideas, we

5 have to have funding.

6 The door opens and walks in your assistant

7 principal. You are so excited to share your ideas.

8 But you're hesitant because you're not sure funding is

9 available. Your assistant principal says, don't

10 worry, Baltimore County Public Schools has you

11 covered. We have an education foundation that

12 provides 21st century innovative grants for you. Take

13 time right now. Check out their website. The

14 applications have opened, and they are ready to hear

15 what you propose. And they will provide you with the

16 funding necessary to provide your students with these

17 innovative priorities and programs. That, ladies and

18 gentlemen, is another benefit of having this education

19 foundation as your nonprofit.

20 UNIDENTIFIED SPEAKER: And the last scenario

21 we would like to share is as follows. You are a 2023

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1 graduate who has submitted applications to attend
 2 several HBCUs. Scholarship money has been earned. So
 3 you're okay there. But you're -- but you are going to
 4 be attending Howard University in the fall, but need
 5 just a little bit of extra money to be able to buy
 6 books and resources.

7 You've been working really hard, you've been
 8 saving money. But a little extra would help with all
 9 the books I have to buy. You speak to your counselor
 10 who directs to Naviance to submit an application for
 11 an HBCU book scholarship.

12 You see, ladies and gentlemen, just another
 13 opportunity provided to our students in Baltimore
 14 County Public Schools to further their education and
 15 colleges and universities. We are the Education
 16 Foundation. And we are proud to be able to support
 17 that -- students and educators in Baltimore County and
 18 all of our 177 schools.

19 You have in front of you our PowerPoint and
 20 our executive summary. I'd like to just share a
 21 little more information before we depart from this

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1 table this evening. Due to our time together on
 2 behalf of the Foundation Board of Directors and
 3 executive leadership committee, we would like to
 4 present to you Contributing to a Brighter Future where
 5 we feel that collaboration enhances relationships,
 6 collaboration within the foundation, this school
 7 system and the community. Please advance the slide.

8 You see, there is some historical
 9 perspective of the foundation is worth 30 years young.
 10 We celebrated our 30th anniversary this past year.
 11 And when I came in as the executive director of the
 12 first one, it was very interesting, because I would
 13 say that we were in the infancy stage. We were just
 14 crawling around and trying to make sure that we were
 15 supporting this district in every way we possibly
 16 could. But I would say now, proudly, as we look at
 17 the foundation, we are in at least pre-K or
 18 kindergarten as we are advancing our education for our
 19 students and for our teachers in Baltimore County.

20 Our core values as we take a look forward,
 21 please advance the slide. These are our core values

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1 what we believe. We are strong ambassadors for
 2 Baltimore County Public Schools, our feet in the
 3 street and our conversations that we have with our
 4 community is very strong and very vivid. We are among
 5 the preeminent charities for advancement of education
 6 in our community. People know who we are because we
 7 have increased our awareness over the past several
 8 years. And we believe that all BCPS students deserve
 9 equitable access to a world-class education. And we
 10 are -- we exhibit professionalism and compassion for -
 11 - in all of our endeavors. Please advance the slide.

12 You see our statement of purpose. Three
 13 things: students, schools, educators. Students:
 14 students, all students; educators, all educators;
 15 schools, all schools, making sure that we build and
 16 provide resources to serve all of them and provide
 17 under federal and state laws an appropriate method to
 18 solicit charitable donations.

19 Our mission, please advance the slide, to
 20 support educational outcomes. Our vision, please
 21 advance the slide, to have resources needed for

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1 success. And our goals are very simple, fundraising
 2 programs and advocacy. As we advance this slide,
 3 let's take a look, please, at our fundraising.

4 Who wants to play ball with us on Saturday?
 5 I have to give a shout-out Dr. Williams to Chair
 6 Lichter, Dr. Mullenax, Mary McComas -- Dr. Mary
 7 McComas, Christina and other Board members who are
 8 with us because our event that we raised money for on
 9 Saturday was amazingly, soakenly, amazingly beautiful.
 10 You could say we swam through the event. But the
 11 whole thing about it was it was fun. It was exciting
 12 and it brought camaraderie. Our allied sports kids
 13 came together, 13 middle schools, 111 athletes and was
 14 playing just their hearts out in the gymnasium filled
 15 with cheerleaders and mascots and families and just
 16 loving what they were doing led by Mike Bordick and
 17 Rick Dempsey.

18 The Patapsco band led us down to the to the
 19 softball diamond. We had a home run derby, and it was
 20 just hitting balls out of the park, as our celebrities
 21 and pro athletes came together to be able to raise

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1 money for our schools and our students. And then come
 2 the Home Run Derby. After that, we had the softball
 3 game between the administrators and teachers. And I
 4 hate to say it. guys, second year in a row, that
 5 trophy was hoisted by our administrators.
 6 This is what we do, ladies and gentlemen.
 7 We do this to support our grant programs, our
 8 scholarship programs, and an exchangery. If we could
 9 take a look, we would like to invite each one of you
 10 to do a site visit at the exchangery, gizmos and
 11 gadgets galore. If you look in your packet, you will
 12 find schematics of both locations that just are just
 13 oozing with supplies and resources for our teachers.
 14 It's like a kid walking into a candy store, or a woman
 15 walking into Nordstroms to buy shoes. That's how
 16 excited our teachers are when they come to the
 17 exchangery to be able to shop the shelves for their
 18 students.
 19 Our data tells our story. Our data shows
 20 increased growth. Our data shows increased awareness.
 21 We want to make sure that we are the number one

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1 foundation in the nation for any public schools -- any
 2 public school that we have. So I ask you, as we turn
 3 to the final page of the PowerPoint, be a storyteller.
 4 Be an ambassador. Like us on Facebook, follow us on
 5 Twitter, join us on LinkedIn. We guarantee you, if
 6 you go to any of their social media platforms or our
 7 website, you are going to find the joy and happiness
 8 that the foundation brings our students, our educators
 9 and our schools.
 10 We thank you very much for this opportunity
 11 to join you in an abbreviated version of who we are
 12 and what we do. Take a look at our numbers, because
 13 following that, you will find our annual report that
 14 will be coming shortly. And our impact document as we
 15 continually grow for this school district. Are there
 16 any questions, ladies and gentlemen?
 17 MS. LICHTER: So on behalf of all of us, I
 18 just want to thank you for everything that you do. I
 19 mean, what you described as far as giving materials to
 20 our teachers, the grants that you give to schools to
 21 take their ideas and make them come to fruition, and

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1 then also just the fun activities. So yes, Saturday
 2 was a very rainy day, but especially the morning when
 3 the kids were in the gym and competing, it was such a
 4 worthwhile event. So thank you for all your hard work
 5 and everything that you do to support our system.
 6 UNIDENTIFIED SPEAKER: You're more than
 7 welcome. We're about building partnerships for the
 8 district. But the big thing about it is this. We
 9 swam through Saturday. We ask you to dive into the
 10 executive summary and find out more about us. Thank
 11 you very much, ladies and gentlemen.
 12 MS. LICHTER: And we will. Thank you.
 13 (Applause.)
 14 Mr. McMillion, go ahead. And you were
 15 there, too, on Saturday, so thank you.
 16 MR. McMILLION: Yeah. I just wanted to say
 17 I love the scenarios, and that's a reflection of you
 18 guys being teachers. And everything you do, you do
 19 top shelf, topnotch, and first class. So thank you
 20 very much for everything you do.
 21 (Applause.)

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1 UNIDENTIFIED SPEAKER: Thank you for the
 2 school system that we have here in Baltimore County,
 3 and we are proud to be able to serve in that capacity.
 4 Thank you.
 5 MS. LICHTER: Thank you.
 6 The next item on the agenda is informational
 7 items, including the revised Superintendent's Rules
 8 3128, 3170, and 5230, Board Policy 8341, Appeal before
 9 Hearing Examiner. The revised '23-'24 school
 10 calendar, reflecting the change in the primary
 11 election day, and the financial report for the month
 12 ending March 2023, the Quarter 3 audit report, and
 13 update on key school legislation.
 14 Next -- wait a second. I've just got to
 15 scroll through all this. Okay. The next item on the
 16 agenda is Board committee updates and agenda setting.
 17 So first is committee updates. The links to the May
 18 committee meetings to date can be found on BoardDocs
 19 under this agenda item.
 20 So for committee updates, starting with the
 21 audit committee.

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1 Mr. McMillion?
 2 MR. McMILLION: I have some bullet points.
 3 MS. LICHTER: Okay.
 4 MR. McMILLION: And I'll try -- I read fast.
 5 That's just the way it is. At its April 11, 2023
 6 audit committee meeting, the committee received a
 7 brief overview from the risk manager related to the
 8 focus of risk management and its relationship to risk
 9 assessment. The CFO presented information related to
 10 the terms of the contract, with the Board's current
 11 external auditors, Clifton, Larson and Allen, to
 12 determine how soon any action may be required to be
 13 taken related to the external audit function.
 14 The chief auditor presented the office of
 15 internal audit Quarter 3 update that provided
 16 information about audit activities from July 1, 2022
 17 through March 31, 2023. And these were audit
 18 activities completed, purchasing, ESOL SRO third-party
 19 billing, SMOB certification. Audit activities in
 20 process: special education dispute resolution, office
 21 of health services, barriers to learning, MSDE

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1 certification and salary review, maintenance of
 2 student data, applications and reporting, and review
 3 of potential overpayments to all union and non-
 4 represented groups.
 5 Audit activities in the reporting phase:
 6 student enrollment and shared domicile IT security,
 7 audit activities deferred, retention, hiring,
 8 recruitment, and audit. ADA claims processed, bus
 9 routes, school safety measuring -- measure programs.
 10 Audit activities planned but not started:
 11 CTE accreditation, bus contractor management,
 12 investigations. Eighty-seven cases were received as
 13 of March 31, 2023. Twenty-three investigated by
 14 internal audit. Seven referred out to management for
 15 investigation. Fifty-seven were closed with a memo to
 16 file. Reminder that all audit reports issued as of
 17 March 31, 2023 have been posted to the office of
 18 internal audit web page.
 19 Additionally, the office of internal audit
 20 completed projects are discussed at each audit
 21 committee meeting throughout the year. Due to

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1 potential personnel matters, investigation reports are
 2 not posted. Thank you.
 3 MS. LICHTER: Thank you, Mr. McMillion.
 4 Ms. Domanowski, budget committee?
 5 MS. DOMANOWSKI: Yes. On May 11th, we met
 6 and talked to Dr. Mccomas, Ms. Shay, and Ms. Myer was
 7 there to talk about the ESOL programs and the special
 8 education programs. And Dr. -- Mr. Hartlove killed
 9 our dream of needing more money in those departments.
 10 But in our next meeting, we're going to talk
 11 about contract authority, and I'm wondering if we can
 12 kind of merge the two. It was a good conversation as
 13 far as how we come up with how much we -- per student,
 14 how many students we're going to have, and what we're
 15 going to need moneywise as far as serving those
 16 students in the ESOL and in the special education
 17 department. I think this goes across the board as far
 18 as how we determine our enrollments.
 19 I know we have it -- you know, we have to do
 20 it by a September 30th date. And I think this is a
 21 good -- if we can have a contract authority where it's

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1 like a wishful spending on certain contracts. How do
 2 we make that happen in our schools with our students
 3 and the things that they need in the school system, as
 4 well?
 5 So if you want -- May 30th -- 31st is our
 6 next budget committee meeting at 5:30. We'll be
 7 talking about contract authority, and there was one
 8 other thing on there, which will be in the agenda.
 9 MS. LICHTER: Thank you.
 10 Buildings and contracts, which we do see the
 11 outgrowth of the work that you do, but is there
 12 anything you want to add, Ms. Harvey?
 13 MS. HARVEY: Yes, thank you. First of all,
 14 thank you for the feedback on the structure of our
 15 contracts. We will take that into consideration as we
 16 move forward. Our next building and contracts meeting
 17 is June 12th at 5:00 p.m. virtually. We invite
 18 everyone to attend.
 19 And also, a reminder to our other committee
 20 members. If you have a function in your committee,
 21 particularly curriculum and instruction, that requires

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1 your approval of vetting in order for us to approve a
 2 contract, please make sure that we're made aware of
 3 that before that contract comes up for a vote. Thank
 4 you.

5 MS. LICHTER: Thank you.

6 The next is curriculum committee, which is
 7 me. We've spent time getting ready for tonight's vote
 8 on the ELA curriculum. Our next meeting, we actually
 9 did it in person so that Board members could have a
 10 chance to actually see the materials on display, to
 11 take time to look at them before we got an in-depth
 12 presentation on both of the products and then which
 13 ones.

14 We are also moving now towards learning more
 15 about, specifically, Dibbles as a way to measure how
 16 our open-quote program is working. So we also look at
 17 upcoming contracts, but then we're making a focus on
 18 really understanding the literacy piece and how we're
 19 monitoring achievement.

20 The next group is equity, and that's Dr.
 21 Savoy.

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1 DR. SAVOY: In the equity meeting of April
 2 13, 2023, Ms. Keira Joseph gave a report reflective of
 3 current BCPS graduation rates. The small decrease in
 4 the rate is indicative of both state and nationwide
 5 school systems. The challenge is largely due to the
 6 pandemic. Randallstown High School, for example,
 7 presents an increase of 10.6 percent in its graduation
 8 rates, and a decrease of 7 percent in its dropout
 9 rates.

10 Mr. Doug Handy gave an enlightening
 11 presentation that revealed a direct correlation
 12 between poverty and student achievement. He used
 13 redlining as one example. He also shared the
 14 importance for night school, and we found out that the
 15 night school or the extended day program. The facts
 16 are that some students are required to work during the
 17 day to support their families. So that was --

18 MS. LICHTER: Okay. Thank you.

19 DR. SAVOY: You're welcome.

20 MS. LICHTER: The next is Ms. Hassan with
 21 legislative and governmental relations committee.

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1 MS. HASSAN: Yep. So our last meeting was
 2 on April 20th, and it (inaudible) for this year as
 3 legislative session has concluded. We reviewed bills
 4 that were passed in the House and the Senate, and
 5 updates on key legislation. You can see the update on
 6 BoardDocs, as well.

7 We're also currently actually witnessing
 8 Governor Morris sign a lot of those bills regarding
 9 education, and especially regarding Baltimore County
 10 into law. Just today, he did approve House Bill 175,
 11 which gives my successor voting rights on the budget,
 12 as well as the appointment process. That is such a
 13 key and critical factor for our Board and making sure
 14 that we have new appointments, I believe, every
 15 Presidential term, rather than just in the middle of
 16 the whole process. So instead of having empty seats,
 17 like we did this year, we'll have a full Board all
 18 year 'round.

19 So those are some things that are really
 20 positive and regarding Baltimore County and those
 21 legislations. Our next meeting will be next year, as

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1 we open up the next session.

2 MS. LICHTER: Thank you.

3 And then policy review, we definitely see
 4 your work at the Board meetings, but do you want to
 5 add anything else, Ms. Pumphrey?

6 MS. PUMPHREY: Yes. At the policy review
 7 committee's April 24th meeting, the committee received
 8 a report on Policy 5210, Grading and Reporting. That
 9 policy has been placed on the committee's 2022-2023
 10 schedule. Following a report by staff, the committee
 11 had no recommended amendments or changes to the
 12 policy.

13 MS. LICHTER: Thank you.

14 Next is Board member agenda items. So if
 15 you have any items you want to have for consideration
 16 and let us know tonight or, of course, you can always
 17 let us know through email. So does anybody have any
 18 items they want to bring up at this point? Okay.

19 That's what happens when it gets really late.

20 Oh, go ahead, Ms. --

21 DR. SAVOY: Do you have a definite date of

<p style="text-align: right;">Page 186</p> <p>1 when we can pick up our attire for graduation?</p> <p>2 MS. LICHTER: I don't know that, but we'll -</p> <p>3 - Ms. Gover will email with that information.</p> <p>4 DR. SAVOY: Okay. Thank you.</p> <p>5 MS. LICHTER: The last item on the agenda is</p> <p>6 announcements. Tomorrow, May 17, 2023, is the Board's</p> <p>7 public hearing on the Central and Northeast Area</p> <p>8 middle school boundary study recommendation at the</p> <p>9 Parkville High School auditorium. Signup for speakers</p> <p>10 begins at 5:30, and the hearing will begin at 6:30.</p> <p>11 On Wednesday, May 24, 2023, the Board will</p> <p>12 hold a virtual public hearing on the FY 2025 capital</p> <p>13 budget via a Microsoft Teams Live event. The link to</p> <p>14 register to speak at this hearing will be provided on</p> <p>15 the participation by the public webpage, and can be</p> <p>16 found in BoardDocs.</p> <p>17 And the Board's next meeting will be held on</p> <p>18 Tuesday, June 13, 2023 at 6:30 p.m. Thank you for</p> <p>19 joining us tonight. The meeting is now adjourned.</p> <p>20 (Meeting adjourned.)</p> <p>21</p>	
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<p style="text-align: right;">Page 187</p> <p>1</p> <p>2 TRANSCRIBER'S CERTIFICATE</p> <p>3</p> <p>4 I, Vivian Saxe, hereby certify that I transcribed</p> <p>5 from audio file the proceedings to the best of my</p> <p>6 ability in the foregoing-entitled matter; and I further</p> <p>7 certify that the foregoing is a full, true and</p> <p>8 correct transcript of the audio files produced.</p> <p>9 IN WITNESS THEREOF, I have subscribed my name on</p> <p>10 June 1, 2023.</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18 Vivian Saxe</p> <p>19 Transcriptionist</p> <p>20</p> <p>21</p>	
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