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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

FEBRUARY 14, 2023

Transcribed by:
CRC Salomon

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1 **BOARD MEMBERS:**

2 Jane Lichter, Board Chair

3 Robin Harvey, Vice Chair

4 Erin R. Hager

5 Julie Henn

6 Moalie S. Jose

7 Russell T. Kuehn

8 Rodney R. McMillion

9 John H. Offerman, Jr.

10 Maggie Domanowski

11 Christina Pumphrey

12 Brenda Savoy

13 Roah Hassan, Student Member

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<p style="text-align: right;">Page 6</p> <p>1 PROCEEDINGS</p> <p>2 CHAIR LICHTER: -- to the meeting of the Board</p> <p>3 of Education of Baltimore County for Tuesday, February</p> <p>4 14, 2023. I invite you to recite the Pledge of</p> <p>5 Allegiance to the flag, to be led by Roah Hassan. We</p> <p>6 will then have a moment of silence in recognition of</p> <p>7 those who have served education in Baltimore County.</p> <p>8 (Pledge of Allegiance.)</p> <p>9 (Moment of silence.)</p> <p>10 CHAIR LICHTER: Thank you. Tonight's Board of</p> <p>11 Education meeting is being held in person and virtually</p> <p>12 and broadcast through the BCPS online live meeting</p> <p>13 broadcast and on BCPS TV, Comcast Xfinity Channel 73, and</p> <p>14 Verizon Fire's Channel 34. In order to efficiently</p> <p>15 conduct this meeting, all voting items this evening will</p> <p>16 be done by roll call vote.</p> <p>17 The first item on the agenda is the</p> <p>18 consideration of the February 14th agenda. Dr.</p> <p>19 Yarbrough, are there any additions or changes to</p> <p>20 tonight's agenda?</p> <p>21 DR. YARBROUGH: Madam Chair Lichter, Vice Chair</p>	<p style="text-align: right;">Page 8</p> <p>1 MR. MCMILLION: Yes.</p> <p>2 MS. GOVER: Ms. Henn?</p> <p>3 MS. HENN: Yes.</p> <p>4 MS. GOVER: Ms. Jose?</p> <p>5 MS. JOSE: (No response.)</p> <p>6 MS. GOVER: Ms. Harvey?</p> <p>7 VICE CHAIR HARVEY: Yes.</p> <p>8 MS. GOVER: Ms. Hassan?</p> <p>9 MS. HASSAN: Yes.</p> <p>10 MS. GOVER: Mr. Offerman?</p> <p>11 MR. OFFERMAN: (No response.)</p> <p>12 MS. GOVER: Dr. Savoy?</p> <p>13 MS. SAVOY: Yes.</p> <p>14 MS. GOVER: Dr. Hager?</p> <p>15 MS. HAGER: Yes.</p> <p>16 MS. GOVER: Mr. Kuehn?</p> <p>17 MR. KUEHN: (No response.)</p> <p>18 MS. GOVER: Ms. Lichter?</p> <p>19 CHAIR LICHTER: Yes.</p> <p>20 MS. GOVER: Favor is nine.</p> <p>21 CHAIR LICHTER: The motion passes. The revised</p>
<p style="text-align: right;">Page 7</p> <p>1 Harvey and members of the Board, based upon recent</p> <p>2 conversations, I would like to request that the Virtual</p> <p>3 Learning Program for school year 2023/school year 2024 be</p> <p>4 added to tonight's agenda.</p> <p>5 CHAIR LICHTER: Board members, may I have a</p> <p>6 motion to add new business -- Virtual Learning Programs</p> <p>7 to tonight's agenda? Place this as item K after</p> <p>8 Unfinished Business -- Work Session on the FY2024 Budget,</p> <p>9 and reletter any agenda items that come after.</p> <p>10 MS. PUMPHREY: So moved, Pumphrey.</p> <p>11 CHAIR LICHTER: Thank you. Is there a second?</p> <p>12 MS. HENN: Second, Henn.</p> <p>13 CHAIR LICHTER: Thank you. Is there any</p> <p>14 discussion?</p> <p>15 (No responses.)</p> <p>16 CHAIR LICHTER: May I have a roll call vote?</p> <p>17 MS. GOVER: Ms. Domanowski?</p> <p>18 MS. DOMANOWSKI: Yes.</p> <p>19 MS. GOVER: Ms. Pumphrey?</p> <p>20 MS. PUMPHREY: Yes.</p> <p>21 MS. GOVER: Mr. McMillion?</p>	<p style="text-align: right;">Page 9</p> <p>1 agenda is approved and the -- is approved.</p> <p>2 Earlier this evening the Board met in closed</p> <p>3 session pursuant to the Open Meetings Act for the</p> <p>4 following reasons: to discuss the appointment,</p> <p>5 employment, assignment, promotion, discipline, demotion,</p> <p>6 compensation, removal, resignation, or performance</p> <p>7 evaluation of appointees, employees or officials over</p> <p>8 whom it has jurisdiction or any other personnel matter</p> <p>9 that affects one or more specific individuals; consult</p> <p>10 with counsel to obtain legal advice; and conduct</p> <p>11 collective bargaining negotiations or consider matters</p> <p>12 that relate to the negotiations. The summary of the</p> <p>13 closed session and open session information summary can</p> <p>14 be found on Board Docs under this meeting -- under this</p> <p>15 board meeting agenda date.</p> <p>16 The next item on the agenda is personnel</p> <p>17 matters. And for that I call on Mr. McCall. Good</p> <p>18 evening.</p> <p>19 MR. MCCALL: Good evening, Chair Lichter, Vice</p> <p>20 Chair Harvey, Deputy Superintendent Yarbrough, and</p> <p>21 members of the Board. I'd like the Board's consent for</p>

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1 the following personnel matters: retirements,
 2 resignations, leaves, deceased -- recognition of service,
 3 and certificated appointments.
 4 CHAIR LICHTER: Do I have a motion to approve
 5 the personnel matters as presented in Exhibits D1 through
 6 D5?
 7 VICE CHAIR HARVEY: So moved, Harvey.
 8 CHAIR LICHTER: Thank you. Do I have a second?
 9 MS. PUMPHREY: Second, Pumphrey.
 10 CHAIR LICHTER: Thank you. Any discussion?
 11 (No responses.)
 12 CHAIR LICHTER: May I have a roll call vote?
 13 MS. GOVER: Ms. Domanowski?
 14 MS. DOMANOWSKI: Yes.
 15 MS. GOVER: Ms. Pumphrey?
 16 MS. PUMPHREY: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Henn?
 20 MS. HENN: Yes.
 21 MS. GOVER: Ms. Jose?

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1 MS. JOSE: Yes.
 2 MS. GOVER: Ms. Harvey?
 3 VICE CHAIR HARVEY: Yes.
 4 MS. GOVER: Ms. Hassan?
 5 MS. HASSAN: Yes.
 6 MS. GOVER: Mr. Offerman?
 7 MR. OFFERMAN: (No response.)
 8 MS. GOVER: Dr. Savoy?
 9 MS. SAVOY: Yes.
 10 MS. GOVER: Dr. Hager?
 11 MS. HAGER: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: (No response.)
 14 MS. GOVER: Ms. Lichter?
 15 CHAIR LICHTER: Yes.
 16 MS. GOVER: Thank you.
 17 CHAIR LICHTER: The motion passes. Thank you,
 18 Mr. McCall.
 19 MR. MCCALL: Thank you.
 20 CHAIR LICHTER: The next item on the agenda is
 21 administrative appointments. And for that I call on Dr.

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1 Yarbrough.
 2 DR. YARBROUGH: Madame Chair Lichter, Vice
 3 Chair Harvey, and members of the Board. I am bringing
 4 forward the following --
 5 CHAIR LICHTER: Take two.
 6 DR. YARBROUGH: Take two. Madame Chair
 7 Lichter, Vice Chair Harvey, and members of the Board. I
 8 am bringing forward the following administrative
 9 appointments for your approval: one, Supervisor of
 10 Behavior, Department of Special Education; and two,
 11 Senior Supervisor Design, Office of Facilities,
 12 Construction and Improvement.
 13 CHAIR LICHTER: Do I have a motion to approve
 14 the administrative appointments as presented in Exhibit
 15 E1?
 16 MS. HASSAN: So moved, Hassan.
 17 CHAIR LICHTER: Thank you. Do I have a second?
 18 MS. SAVOY: Second, Savoy.
 19 CHAIR LICHTER: Thank you. Any discussion?
 20 (No responses.)
 21 CHAIR LICHTER: May I have a roll call vote?

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1 MS. GOVER: Ms. Domanowski?
 2 MS. DOMANOWSKI: Yes.
 3 MS. GOVER: Ms. Pumphrey?
 4 MS. PUMPHREY: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Ms. Henn?
 8 MS. HENN: Yes.
 9 MS. GOVER: Ms. Jose?
 10 MS. JOSE: Yes.
 11 MS. GOVER: Ms. Harvey?
 12 VICE CHAIR HARVEY: Yes.
 13 MS. GOVER: Ms. Hassan?
 14 MS. HASSAN: Yes.
 15 MS. GOVER: Dr. Savoy?
 16 MS. SAVOY: Yes.
 17 MS. GOVER: Dr. Hager?
 18 MS. HAGER: Yes.
 19 MS. GOVER: Ms. Lichter?
 20 CHAIR LICHTER: Yes.
 21 MS. GOVER: Thank you.

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1 CHAIR LICHTER: The motion carries. Dr.
 2 Yarbrough?
 3 DR. YARBROUGH: Thank you. First appointment
 4 this evening is Ms. Pamela Strickland. Pamela is here
 5 with us. Can you please stand?
 6 (Applause.)
 7 DR. YARBROUGH: Pamela Strickland is being
 8 promoted from Senior Project Engineer, Office of
 9 Facilities, Construction and Improvement to Senior
 10 Supervisor Design, Office of Facilities, Construction and
 11 Improvement. Her background includes: Senior Project
 12 Engineer with the Office of Facilities, Construction;
 13 Whitman Required and Associates for seven years; Patten
 14 Harris and Russ; and Eastern State Engineering. She has
 15 6.7 years of service in Baltimore County.
 16 Congratulations, Ms. Strickland.
 17 (Applause.)
 18 DR. YARBROUGH: And our final appointment from
 19 this evening, watching virtually, is Kelly Evans. She is
 20 being promoted to Supervisor of Behavior in the
 21 Department of Special Education. Her previous experience

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1 includes: Specialist, Behavior Analyst, Department of
 2 Special Education; Families Connect LLC; Arrow Center
 3 for Education; Forbush School at Glyndon, which is a part
 4 of the Sheppard Pratt Health System; and Kennedy Krieger.
 5 She has six years of experience in Baltimore County.
 6 Congratulations, Ms. Evans.
 7 (Applause.)
 8 CHAIR LICHTER: Congratulations again. And
 9 thank you, Dr. Yarbrough.
 10 Our next item is public comment. This is one
 11 of the opportunities the Board provides to hear the views
 12 and receive the advice of community members. The members
 13 of the Board appreciate hearing from interested citizens.
 14 As appropriate we will refer your concerns to the
 15 Superintendent for follow-up by his staff. Online
 16 registration was open to the public one week prior to
 17 tonight's board meeting and was closed at 3:00 p.m.
 18 yesterday for anyone wishing to speak at this evening's
 19 meeting.
 20 Board practice limits to 10 the number of
 21 speakers at a regularly scheduled board meetings.

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1 Speakers are selected randomly using an electronic
 2 selection process from all registrations received within
 3 the designated time frame. Each speaker is allowed three
 4 minutes to address the Board. No speaker substitutions
 5 will be allowed. For those who were not selected through
 6 the online registration, a wait list sign-up sheet was
 7 available 30 minutes prior to the meeting. If a
 8 registered speaker is absent, speaker slots will be
 9 reassigned from the wait list so that the 10 speaker
 10 slots are allocated.
 11 While we encourage public input on policy,
 12 programs and practices within the purview of this Board
 13 and this school system, this is not the proper forum to
 14 address specific student or employee matters or to
 15 comment on matters that do not relate to public education
 16 in Baltimore County. We encourage everyone to utilize
 17 existing dispute resolution processes as appropriate.
 18 I remind everyone that inappropriate personal
 19 remarks or other behavior that disrupts or interferes
 20 with the conduct of this meeting are out of order.
 21 Persons using language that is threatening or promotes

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1 violence against a BCPS employee are subject to legal
 2 penalties. Persons who otherwise disrupt or disturb this
 3 meeting will not be allowed to continue their remarks and
 4 will be escorted from the meeting. I ask speakers to
 5 observe the three-minute clock, which will let you know
 6 when your time is up. Please conclude your remarks when
 7 you hear the tone or see that time has expired. The
 8 microphone will be turned off at the end of your time,
 9 and it could be turned off if a speaker addresses a
 10 specific student or employee matter or is commenting on
 11 matters that do not relate to public education in
 12 Baltimore County.
 13 If not selected, the public may submit their
 14 comments to the Board members via email at boe@bcps.org.
 15 More information is provided on the Board website at
 16 bcps.org. under Board of Education, participation by the
 17 public.
 18 I will now call on our advisory and stakeholder
 19 group leaders to speak. Our first speaker is Billy Burke
 20 representing CASE.
 21 MR. BURKE: Okay. Mrs. Lichter, can you hear

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1 me?

2 CHAIR LICHTER: I can hear you, Mr. Burke.

3 MR. BURKE: Thank you. Good evening,

4 Chairwoman Mrs. Lichter, Vice Chairwoman Mrs. Harvey,

5 Deputy Superintendent Dr. Williams, and members of the

6 Board. Thank you for the opportunity to speak on behalf

7 of CASE. Dr. Williams, CASE would like to thank you for

8 your service to Baltimore County, and we wish you nothing

9 but success as you finish your work here and plan your

10 next chapter.

11 I have two items I would like to discuss this

12 evening. The first item is a call for stability as we

13 prepare for change. I understand there may be a need to

14 transfer administrators, but please consider leaving

15 people where they are unless they've made requests or

16 there is an urgent need. And as we begin to hire

17 assistant principals and principals and central office

18 leaders, please consider BCPS employees first. It will

19 be important to maintain historical knowledge as we move

20 forward.

21 The second item has to do with principal and

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1 administrator safety and protection. CASE members

2 understand that when they take on leadership positions

3 they are subject to public criticism. But as their union

4 representation, I am not seeing public criticism. What I

5 see is people using social media to speculate, spread

6 false information, and even lie about school

7 administrators. CASE believes that parents and the

8 community should be strong advocates for students and

9 hold administrators accountable. But they, too, should

10 be held accountable when they make false and slanderous

11 accusations. There is a way to communicate truth without

12 exposing students or violating their rights. BCPS

13 leadership and the Board must speak out against this

14 abuse.

15 This week I had to support an administrative

16 team whose lives have been threatened by a parent; not

17 one threat, but multiple threats. There have been no

18 trespass letters issued and peace orders acquired by the

19 administrators from the courthouse. The peace order

20 should have been acquired by the system. Having the

21 administrator require the order actually puts the system

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1 at risk. The parent response to the no trespass letter

2 was, "You have to leave the building at some point. I'll

3 just get you then."

4 More needs to be done. We can't wait until

5 something horrible happens. We can have courage and act

6 and still maintain people's rights. We can have courage

7 and act and still maintain a relationship with parents

8 and the community. We need your help. We need you to

9 protect. We need you to lead. Thank you.

10 CHAIR LICHTER: Thank you, Mr. Burke. Our next

11 speaker is Marietta English representing the NAACP of

12 Baltimore County. Good evening.

13 MS. ENGLISH: Good evening. Good evening,

14 Chair Lichter, Vice Chair Harvey, I'm sorry

15 Superintendent Williams isn't here, but other members of

16 the Board. I am Marietta English, Chair of the NAACP

17 Baltimore County branch education committee, and chair of

18 ACT-SO. Happy Valentine's Day. I hope you will have

19 time to enjoy the rest of the evening.

20 I just wanted to share with you that ACT-SO is

21 up and running. We have had meetings with our students,

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1 and we have had meetings with our committee, and we are

2 ready for our competition that will be held on April the

3 29th at New Town High School. We're continuing to

4 recruit students. We have encouraged our students to

5 participate in celebrations of African American History

6 month. Some are participating in poster contests,

7 writing contests and oratory contests, and we are

8 certainly expecting to have winners.

9 Thank you for your partnership and support of

10 this program. Being new to the position of education

11 chair of the NAACP Baltimore County branch, I look

12 forward to working with the Board as we search for a new

13 Superintendent and on committees. Thank you to Dr.

14 Williams for all your support and all you have done for

15 Baltimore County students and staff.

16 I would like to connect with a member of the

17 Board and staff to discuss how we can work together for

18 the benefit of our children. I look forward to working

19 with Doug Handy and the equity committee, and I also look

20 forward to working with the system as a partner with many

21 events with the district such as parent engagement, the

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1 job fair and other events that we can be a partner with.
 2 I'm excited about working with the district, and I look
 3 forward to the very -- to a very productive year. Thank
 4 you.
 5 CHAIR LICHTER: Thank you. Our next speaker
 6 Marla Posey-Moss representing the PTA Council. Good
 7 evening.
 8 MS. POSEY-MOSS: Good evening. Thank you for
 9 allowing me to visit with you today. I am Marla Posey-
 10 Moss, the president of Free State PTA, the official state
 11 PTA congress representing national PTA in the State of
 12 Maryland. Thank you, President Lichter and Board of
 13 Education members, for having me here today.
 14 First, I would like to share with you what
 15 distinguishes PTA from other parent groups, especially
 16 since all PTAs are nonprofits and are membership-based
 17 advocacy associations. As the largest child advocacy
 18 association in Maryland with over 50,000 members, the
 19 Free State PTA values collaboration, commitment,
 20 diversity, respect and accountability. The state PTA
 21 works with constituent PTAs on a myriad of professional

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1 business expectations ranging from leadership training,
 2 adherence to financial guidelines and documents such as
 3 bylaws, promotion of partnerships within the school
 4 community, and administration of programs and grant
 5 funding, that promote family engagement, the arts, health
 6 and safety, literacy, and a host of other parent
 7 interests that contributes to a positive school climate.
 8 A critical component that underlies our work as
 9 a PTA family is diversity, equity and inclusion, DEI.
 10 The PTA realizes that strong education that considers DEI
 11 helps children, their families and school communities be
 12 successful. Moreover, a quality education is attained
 13 when diverse voices, perspectives and experiences are
 14 infused in acquiring knowledge and learning in the
 15 classroom, executing policies and procedures, and
 16 professional development. Additionally, achievement is
 17 improved when the implementation of education is tailored
 18 with the proper resources to meet the needs of students.
 19 That is equity.
 20 Membership to PTA is always open to anyone who
 21 believes in the purposes and values of PTA. This

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1 includes individuals who do not have children, to parents
 2 and guardians of non-public school students, to members
 3 of the community, and of course, yourselves as policy
 4 makers. And on a note of being a policy maker, annually
 5 the Free State PTA develops a legislative agenda of which
 6 I hope you've received access.
 7 The PTA mission is to make every child's
 8 potential a reality by engaging and empowering families
 9 and communities to advocate for all children. I would
 10 like to share with you just a few legislative bills we're
 11 supporting in Annapolis: House Bill 185, nonpublic
 12 schools and child care providers corporal punishment
 13 prohibition; House Bill 24, sales and use tax, musical
 14 instruments exemption; Senate Bill 120, public schools
 15 anaphylactic food allergies guidelines; county Boards of
 16 Education due process proceedings for children with
 17 disabilities burden of proof, House Bill 294; youth
 18 equity and safety act, the YES Act, which you'll hear a
 19 lot about on Thursday, Senate Bill 93.
 20 I want to thank you for supporting public
 21 schools and public education here in Maryland, and we

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1 invite you to (indiscernible).
 2 CHAIR LICHTER: Thank you. Our next speaker is
 3 Nick Argyros from BCPSOPE. Good evening.
 4 MR. ARGYROS: Good evening. Good evening.
 5 Chair Lichter, Vice Chair Harvey, Deputy Yarbrough and
 6 Dr. Williams, and Board members. I'm here tonight on
 7 behalf of OPE organization to recognize our professional
 8 employees who are the engine behind our school system's
 9 operation.
 10 We all recognize that our employees are the
 11 most valued resource and are grateful for their hard work
 12 and dedicated. Please show your commitment to them
 13 during this budget cycle allocation by, first, providing
 14 an adequate annual cost of living adjustment which is
 15 critical to keeping up during these inflationary times.
 16 In addition, maintaining competitive compensation will
 17 enable the school system to retain current employees and
 18 attract new ones. Secondly, employee training
 19 opportunities are absolutely vital to the continued
 20 success of BCPS. Please allow adequate budget
 21 allocations to fund professional certifications and staff

<p style="text-align: right;">Page 26</p> <p>1 development. Having well-trained employees creates a 2 more effective and a high-quality workforce. 3 Creating an opportunity for open and honest 4 dialogue always facilitates better outcomes resulting in 5 more effective organization. We want to share our 6 appreciation for Dr. Williams' vision to create UPED 7 (phonetic). This collaborative team model enabled all 8 BCPS union presidents and executive directors to work 9 closely with him and his leadership team, allowing each 10 union to have a shared voice on issues facing the school 11 system. The UPED collaboration with the superintendent 12 and his staff served the school system very well. The 13 UPED model should definitely continue in the future. 14 Finally, our organization thanks Dr. Williams 15 for his support, and we wish him success as he pursues 16 new endeavors. Thank you. 17 CHAIR LICHTER: Thank you. Our next speaker is 18 Ryan Coleman from the NAACP of Randallstown. Mr. 19 Coleman? 20 MR. COLEMAN: Good evening, Chair Lichter, Vice 21 Chair Harvey, Board members and Dr. Williams. Glad to be</p>	<p style="text-align: right;">Page 28</p> <p>1 As it stands now, the stakeholder segment 2 increases the order of the board meeting and decreases 3 the chances for disruption. During the stakeholder 4 session organizations present information that they've 5 decided as a group or even voted on to be present. 6 Knowing the above and how the stakeholder segments at the 7 Board meetings were developed in an effort to keep the 8 public involved, it would be wrong to eliminate this 9 longstanding tradition at board meetings. 10 Recently the school system has been criticized 11 for its limited or downright lack of communication with 12 the public. To remove the stakeholder opportunity would 13 only make matters worse. There was never a rule that the 14 stakeholder groups had to be present. They were always 15 recognized. To get rid of that segment could be 16 perceived as almost punitive. In fulfilling its 17 fiduciary role, it is the responsibility of the Board to 18 enable opportunities for public involvement, not to 19 diminish them. Thank you very much. 20 CHAIR LICHTER: Thank you. Our next speaker is 21 Cindy Sexton from TABCO.</p>
<p style="text-align: right;">Page 27</p> <p>1 here via virtual Zoom. 2 I wanted to comment a little bit on the 3 stakeholder groups and whether or not they should remain 4 the same. Communication with the public is an essential 5 component in the operation of the public school system. 6 For years Baltimore County Public Schools afforded the 7 citizens of Baltimore County an opportunity to 8 communicate as stakeholder groups in an orderly fashion 9 in the Board of Education meetings. This action not only 10 increased citizen involvement but has helped in keeping 11 minority and other groups from being marginalized, 12 disenfranchised, and basically forgotten. 13 The recent pandemic has made participation 14 difficult at times. However, this is no excuse to 15 eliminate the stakeholder session of the Board meetings. 16 I would ask the Board to be mindful that we didn't get 17 rid of limited public engagement because people do not 18 act as we find convenient. People need a venue in which 19 to express their opinions and concerns in an orderly 20 fashion. The stakeholder portion of the Board enables 21 various organizations to be represented consistently.</p>	<p style="text-align: right;">Page 29</p> <p>1 MS. SEXTON: Good evening, Chair Lichter, Vice 2 Chair Harvey, Dr. Yarbrough and members of the Board. 3 Educators are not feeling the love today. Thousands of 4 us wore our red in solidarity for realistic compensation, 5 but so far the only thing that has been presented in the 6 current budget is one step; one step which also gives 7 nothing to our most veteran educators who are at the top 8 of the salary scale. I hope you saw the Red for Ed 9 pictures on social media, and I know you received emails 10 from educators as well. 11 As I said, we aren't feeling the love. We are 12 angry. We are wondering why our counterparts in other 13 counties are getting COLAs of 4, 5 and 6 percent, and 14 currently we have no COLA. This is not the way to 15 recruit and retain educators. I don't know how to make 16 it any clearer than I have; our students need educators. 17 We aren't going to fix any academic or any other concerns 18 without them. And while, yes, there is a national 19 shortage, we need to do better to get the educators here 20 and keep them here. 21 BCPS, we need to show our educators that we</p>

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1 truly want them in our system, and that starts with
 2 compensation that increases our career earnings. The
 3 salary compression that we agreed to last year needs to
 4 come to fruition this year. Waiting and kicking it down
 5 the road does not serve our students. Will tough choices
 6 need to be made to find the money? Yes. But as I have
 7 said before, if we look at the budget and ask how does
 8 this help our students, I'm certain we can find the money
 9 to keep our educators in our system.

10 If we truly want a strong system and BCPS
 11 graduates who are productive members of society, we need
 12 to invest in them, in our students for their futures and
 13 the future of all of us. Let's start with keeping our
 14 educators by finding the money for the salary
 15 compression. It can be the first step in showing our
 16 educators that we want them, we need them, and we'll do
 17 the work and find the money. Our students deserve it.
 18 Thank you.

19 CHAIR LICHTER: Thank you. Next is general
 20 public comment, and our first speaker is Jessie Jaeger.
 21 Good evening.

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1 MS. JAEGER: Good evening. First of all, I
 2 want to acknowledge and thank BCPS, Board Chair Lichter,
 3 Board member Domanowski, for their responses regarding
 4 Hampton. We have been told you are looking into it. I
 5 am truly am grateful, considering it was way more
 6 communication than we had three years ago.

7 However, I was pretty miffed when I received a
 8 correspondence stating that BCPS maintains transparency
 9 and engages the community for input. If BCPS were truly
 10 transparent, why were we never given an answer as to why
 11 Hampton was the only school included in the boundary
 12 change of 2020? And why did no one listen when we said
 13 to look at the facts, not the numbers fabricated by BCPS.
 14 I sat here three years ago saying what would happen if
 15 you did not include more schools in the boundary study.
 16 Actually, there were many of us. And yet, nothing was
 17 done. Nothing was changed to include "community" input,
 18 and here we are; exactly what we said would happen has
 19 happened.

20 We have been told you are looking into it.
 21 Thank you. I want a timeline. I want to know that you

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1 are pushing this to the top of your priorities and making
 2 sure a solution is reached before the end of this school
 3 year to be implemented for next school year. And
 4 trailers are not an acceptable solution. I want to know
 5 that you are willing to own up to your mistakes and move
 6 forward eager to change things for the better.

7 The problem is, it seems like BCPS is apt at
 8 repeating mistakes. At the middle school boundary study
 9 last week there was a list of elementary schools and what
 10 middle schools they feed into. It was wrong. Hampton
 11 feeds into four middle schools, not three, with Pine
 12 Grove being the school that was left off the list. Our
 13 boundary is so big we have students coming all the way
 14 from Parkville. And the fact that that was omitted in a
 15 boundary study is beyond negligent.

16 Another slide was shown with the change of
 17 student enrollment from September 30th to February 1st.
 18 Some schools did not have much of a change. However,
 19 Dumbarton had an increase of 32 kids. Yet the presenter
 20 stated that it was a negligible number of students, and
 21 therefore using September 30th enrollment was accurate

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1 and acceptable. 32 kids is not a negligible number, and
 2 for an elementary school that is more than an entire
 3 class. Hampton has added 40 students since September
 4 30th; nothing close to acceptable.

5 An overcrowded school is not raising the bar.
 6 It is definitely not closing any gaps. We cannot allow
 7 failures of the past to dictate actions of today.
 8 Otherwise we fail to move the bar. Now is the time to
 9 make changes. Now is the time to work with the county
 10 and come up with a better system of predicting and
 11 monitoring student enrollment. Now is the time to bring
 12 change to Baltimore County Public Schools. Thank you.

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

15 CHAIR LICHTER: Our next speaker is Christine
 16 Phillips.

17 MS. PHILLIPS: Good evening. My name is
 18 Christine Phillips. I'm a fifth year Spanish teacher at
 19 Woodlawn High School, and I am an outlier. A little less
 20 than half of the teacher workforce leaves within their
 21 first five years. I intend to keep teaching, but the

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1 budget needs to show me that you want to keep me here. I
 2 live in Baltimore City. A friend who is a fourth year
 3 English teacher in the city and only has a bachelor's
 4 degree makes \$67,336 a year. I have a master's degree
 5 and one more year of experience and make \$62,000 a year.
 6 Despite being the third largest school system in the
 7 state, BCPS salaries are not competitive. Without a
 8 sizeable investment in your educator workforce this
 9 system will continue to lose experienced educators to
 10 other districts.

11 Now, let's zoom in on my classroom for just a
 12 moment. My Spanish language and culture honor students
 13 are halfway through unit three, where they are asked to
 14 think about their role in the world. We just finished
 15 talking about the Mirabal sisters, Dominican activists
 16 who resisted Rafael Trujillo's regime in the 1950s and
 17 were eventually assassinated for speaking out. This is
 18 often the first time my students have been exposed to
 19 Caribbean history beyond enslavement and maybe the
 20 Haitian revolution. They need context to understand the
 21 lives of Patria, Dede, Minerva and Maria Teresa Mirabal.

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1 But my students often remind me that this isn't
 2 history class. This is the third year I've taught this
 3 version of the curriculum, and each time I feel like I
 4 get a little closer to the perfect balance of historical
 5 context, student interest, and Spanish vocabulary and
 6 grammar. Were my lessons perfect this year? No. But I
 7 know that they were 10 times better than the 2021
 8 versions. Two more years of experience makes a world of
 9 difference.

10 My students deserve more fifth year teachers
 11 like me; educators who are comfortable with their
 12 content, willing to take risks and even fail for the sake
 13 of their students' learning. In an analysis of 30
 14 studies about teacher effectiveness, Kini and Podolski
 15 found that more experienced teachers support greater
 16 student learning for their colleagues and the school as a
 17 whole, as well as for their own students.

18 Now, I'd like to teach you a little Spanish.
 19 My shirt says, "En nuestras manos está el cambio." En
 20 ingles es, "Change is in our hands. You, the Board of
 21 Education, have the power to change Dr. Williams' budget.

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1 En tus manos está el cambio. You have the power to keep
 2 experienced educators who serve as role models for our
 3 students in BCPS. Fund our salary scale compression to
 4 increase career earnings and better recruit and retain
 5 great educators. Thank you.

6 (Applause.)

7 CHAIR LICHTER: Thank you. Our next speaker is
 8 Brent Sewell. Good evening.

9 MR. SEWELL: Good evening. Thank you for the
 10 opportunity to address the Board. I'm the father of a
 11 child at Hampton Elementary School. While my son is only
 12 in kindergarten, we've been in Hampton for over two years
 13 now. At three years old my nonverbal son began his IEP
 14 at Hampton for speech and OT services, and this past
 15 October my son, who has made remarkable gains, was able
 16 to shed that IEP. My wife and I are truly grateful for
 17 the individual attention he received at Hampton
 18 Elementary School during that time.

19 This year I volunteered every month to assist
 20 his teacher during one of her learning activities. My
 21 son's kindergarten class is one of six at Hampton and has

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1 27 students. During my visits I act as reinforcement for
 2 my son's teachers in implementing her particular lesson
 3 plan for that day, and each time I help anywhere from 8
 4 to 12 students that need help in completing the
 5 particular task at hand. My son's teacher, who's trying
 6 her absolute best, is just unable to keep up with the
 7 sheer number of students that need the additional help
 8 during the particular activity. On my last visit she
 9 mentioned that seven students were absent earlier in the
 10 week and how nice it was to have a manageable class size
 11 for just that one day.

12 While my son attended both the 3s programs and
 13 pre-K at Hampton during -- due to his IEP, we were
 14 unaware of the capacity issues at Hampton. My son's 3s
 15 program had five children in it, and his pre-K class size
 16 was 17 with both a full-time teacher and a teaching aide.

17 At our PTA meeting last week our school
 18 principal has already advised that they're three
 19 classrooms short for next year. Talks of trailers and
 20 potentially repurposing the music/art room were presented
 21 as options. The parents of Hampton Elementary School

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1 will not accept trailers as a solution for this problem
 2 when larger talks of school expansion are not on the
 3 table.
 4 Hampton's capacity issues have forced my wife
 5 and I to make the heartbreaking decision to enroll our
 6 son in a local private school for next year, and it feels
 7 like we're turning our back on both the school and a
 8 community that's done so much for us. While a boundary
 9 study has been proposed as a potential solution, it's
 10 also not a guarantee. After seeing firsthand how
 11 beneficial smaller class size has been for my particular
 12 family, I urge to -- I urge this Board to consider the
 13 overcrowding issue for not only Hampton Elementary, but
 14 also Baltimore County Schools in general. I know that we
 15 at Hampton are not alone in regards to this issue. Thank
 16 you.
 17 (Applause.)
 18 CHAIR LICHTER: Thank you. Our next speaker is
 19 Dayana Bergman. Ms. Bergman?
 20 MS. BERGMAN: Greetings, Board members and
 21 Superintendent Dr. Williams, Team BCPS leaders, and my

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1 all-time favorite smob squad. I would like to welcome
 2 the new Board members to the first ever Board of Ed
 3 history class with Parent Professor Dayana Bergman. Ms.
 4 Bergman is our nation's most recognized parent by
 5 superintendents from coast to coast. One, two, three,
 6 Board members, eyes on me. Let's take our note-taking
 7 tools out and turn our listening on.
 8 The first lesson of today is regarding the \$1.1
 9 million contract to MWEA0223 for an additional 9,000
 10 square footage of storage for educational records for
 11 BCPS students. The objective in today's lesson plan is
 12 to identify a long-term solution to archive these
 13 educational records in a feasible and responsible manner
 14 in the best interest of our taxpayer dollars. While the
 15 previous Board felt it was absolutely necessary to store
 16 excessive amount of educational records, the previous
 17 Board failed to recommend an effective archive system to
 18 locate students' educational records. Please use Board
 19 Docs as a tool to help identify the historic timeline of
 20 the famous "Let's keep everything without storage
 21 capacity."

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1 When students leave BCPS, their educational
 2 records get requested by outside school districts. Two
 3 school years have gone by, and Parent Professor Bergman
 4 is still patiently waiting for these expensively stored
 5 educational records to make its way across the country.
 6 (Singing) California love.
 7 Extra credit, extra credit, extra credit.
 8 Where are all my mathematicians at? Please problem solve
 9 the following question. Why spend \$2.5 million on
 10 transportation camera tracking device when it could have
 11 been done for free? Huh. This wasn't a BCPS decision or
 12 a superintendent decision. This was a Board of Ed
 13 decision. Dial for extra credit and win one of many
 14 expensive battles ahead. Thank you. All assignments are
 15 due by the end of the quarter. Please email Parent
 16 Professor Bergman for any additional questions and
 17 feedback. Enjoy your day, and happy Valentine's Day,
 18 Baltimore County. Bye. I love you.
 19 CHAIR LICHTER: Thank you. Our next speaker is
 20 Taylor Boren.
 21 MS. BOREN: Good evening. My name is Taylor

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1 Boren. I am a proud graduate of Baltimore County Public
 2 Schools and currently in my eighth year as a BCPS art
 3 teacher. I recognize that current policies make it
 4 difficult for school Board members to actually visit
 5 schools, so I want to start by painting you a picture of
 6 some of the things happening in my classroom.
 7 In 3rd grade we're studying insects. Students
 8 aren't just drawing bugs, though, they're learning about
 9 insect symbolism in other cultures, they're making
 10 connections to math as they draw and cut complex
 11 symmetrical shapes, they're building science vocabulary
 12 when they label and describe the parts of an insect. My
 13 5th graders are applying what they've learned about
 14 architecture by sketching and building models of their
 15 ideal school. They want a school that has a coding lab,
 16 better lunches, and more classrooms so that they can be
 17 in the school building instead of in trailers.
 18 I am also currently a mentor for a student
 19 teacher who is experiencing elementary school for the
 20 first time as a teacher. I am guiding her as she learns
 21 how to teach kindergarteners how to paint and 4th graders

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1 to sculpt with clay. I am helping her understand how to
 2 navigate challenging behaviors and integrate social-
 3 emotional learning into her teaching and planning.
 4 Since the start of February I have worked over
 5 10 hours of unpaid time so that I could make these things
 6 possible for my intern and my students. And I'm sure
 7 there are a lot of educators right now thinking, "Only 10
 8 hours?"
 9 In elementary school we often talk about
 10 whether choices are helpful or hurtful. Well, the BCPS --
 11 the budget BCPS is proposing for next school year is
 12 hurtful. It includes no COLA. There is no effort to
 13 implement the compressed salary scale or move toward the
 14 Blueprint-mandated starting salary of \$60,000. Adjusted
 15 for inflation, educators are taking a pay cut. In a
 16 county with numerous unfilled vacancies, a persistent sub
 17 shortage and thousands of educators working countless
 18 unpaid hours every week, why would you pass a budget like
 19 this? Why would you pass any budget that doesn't put the
 20 schoolhouse and the educators within it first?
 21 I am dedicated to my students, my practice, and

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1 the necessity of strong public education. But that isn't
 2 enough to save me from burnout. I am here to ask you for
 3 a budget that recognizes teaching conditions are learning
 4 conditions. I am here to ask you for a budget that
 5 dignifies the work of educators and support
 6 professionals. I am here to ask you for a -- ask you to
 7 fund salary scale compression to increase career earnings
 8 and to better recruit and retain educators. Thank you
 9 for your time.
 10 (Applause.)
 11 CHAIR LICHTER: Thank you. Our next speaker is
 12 Jean Milsten -- Milstein.
 13 MS. MILSTEIN: Good evening. Chair Lichter,
 14 Vice Chair Harvey, Dr. Yarbrough, and members of the
 15 Board. My name is Jenny Milstein, and I am a para-
 16 educator in a comprehensive high school.
 17 Imagine for a moment that you're working in a
 18 classroom. A student walks in, immediately goes to the
 19 back of the room, pulls their hoodie strings up tight,
 20 puts their head down on their desk and falls asleep.
 21 When roused they confess that they were evicted last

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1 night and they are starving and exhausted. English class
 2 is not their priority. You talk to the student, give
 3 them a granola bar, and contact -- connect them to the
 4 social worker and counseling. None of this is your
 5 fault. It's not the student's fault either. But it
 6 becomes, in part, your problem. You use your tools,
 7 listen to what the student needs, and collaborate so the
 8 student can get the resources that they need in order to
 9 be successful in the classroom.
 10 Board of Education, much of this current
 11 situation is not your fault. It is not your fault that
 12 inflation is at historic levels. It's not your fault
 13 that the proposed budget falls short of expectations.
 14 But I would argue it is, in part, your problem, just as
 15 it is the educators'. We need to work together to fix
 16 this budget.
 17 Did you know that it can take a support
 18 professional upwards of 31 years to earn a subsistence
 19 wage with this county? We need a budget that recognizes
 20 the dedication of current employees by paying us what we
 21 are worth. We need a budget that provides enough full-

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1 time staffing to the offices of benefits and
 2 certification so that these offices run smoothly, not
 3 piecemeal solutions that voluntarily shuffle staff from
 4 one office to another. We need a budget that funds
 5 salary scale compression to increase career earnings to
 6 better recruit and retain great educators. Let us work
 7 together to create a budget that works. Thank you.
 8 (Applause.)
 9 CHAIR LICHTER: Thank you. Our next speaker is
 10 Makeda Scott. Ms. Scott? Ms. Scott?
 11 MS. SCOTT: Hi. Can you hear me?
 12 CHAIR LICHTER: Yes.
 13 MS. SCOTT: Great. Thank you. Good evening.
 14 My name is Makeda Scott, and I live in Baltimore County,
 15 Owens Mills. I would like to acknowledge, first, Chair
 16 Jane Lichter, Vice Chair Robin Harvey, Dr. Brenda Savoy
 17 of the 4th District, and I'd also like to recognize
 18 appointed Board member Ms. Moalie Jose, Superintendent
 19 Dr. Darryl Williams and Dr. Myriam Yarbrough, who is
 20 sitting in today for Dr. Williams. Thank you all for
 21 your commitment to our children.

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1 As I said earlier, my name is Makeda Scott, and
 2 I am here to speak with you all today. I spoke at the
 3 last board meeting about historical appropriateness in
 4 our curriculum and making sure our students have the
 5 opportunity to have access to a diverse education that is
 6 reflective of the population of our community, our
 7 schools, our parents, our kids, and quite frankly, the
 8 rest of the country.

9 Again, I would like to reiterate that history
 10 is American history, and American history is the history
 11 of us all. It is not owned by a particular person, a
 12 particular group, and it's not through the lens of how we
 13 might appear for it to be, it's just history; it's direct
 14 history, and it's something that we all have access to.
 15 I feel it's something that we should ensure that our
 16 children continue to have the opportunity to learn about.
 17 They deserve to learn about differences in each other and
 18 differences in themselves. Learning about differences in
 19 each other creates a stronger knowledge base and a
 20 stronger base of learning, and that is needed indeed. We
 21 want for our children to have the best platform from

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1 which to spring.

2 So I thank you all for the opportunity to
 3 speak, for the opportunity to share with you my
 4 viewpoints as a parent, as a community member, and I
 5 would like to thank everyone who is here today for
 6 coming, for sharing your views. I'd like to thank the
 7 Board for your willingness to listen to our concerns and
 8 to be partners with us in the community, and for the work
 9 that you do maintaining your compass and goal to keep
 10 children first and foremost in your thoughts and your
 11 work as you go forward. So I appreciate the opportunity
 12 to come and speak before the Board. I do hope that I
 13 will have more opportunities to come back again through
 14 the public speaking option. I thank you all very much,
 15 and I hope you all have a good evening.

16 CHAIR LICHTER: Thank you, Ms. Scott. Our next
 17 speaker is Claire Huckenpoehler. I apologize if I just --

18 MS. HUCKENPOEHLER: It's okay.

19 CHAIR LICHTER: Will you tell me what it's --

20 MS. HUCKENPOEHLER: It's Huckenpoehler. You're
 21 good.

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1 CHAIR LICHTER: Oh, okay. Good.

2 MS. HUCKENPOEHLER: I'm used to it. This one?

3 CHAIR LICHTER: Yeah.

4 MS. HUCKENPOEHLER: Okay.

5 CHAIR LICHTER: Thank you.

6 MS. HUCKENPOEHLER: Hello. Is it working?

7 Okay. Hello, my name is Claire Huckenpoehler, and I am a
 8 special educator at Lansdowne Elementary School. I'm
 9 also a graduate of the Baltimore County Public School
 10 System. BCPS was great to me as a student. I received a
 11 quality education from devoted, passionate and highly
 12 skilled teachers. When I chose to leave my job working
 13 at Kennedy Krieger schools and come to BCPS after seven
 14 years, I was excited to give back to the school system
 15 that helped make me who I am today. I was confident that
 16 BCPS would do right by me as an educator, as it had for
 17 so many years as a student.

18 Unfortunately, that is not the case. In
 19 September 2021, an efficacy study revealed that HR was
 20 extremely inefficient and needed to be fixed. More than
 21 a year later and after TABCO pushing yet again, Dr.

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1 Williams promised to fix HR issues in December 2022. It
 2 is now February 2023 and I am here to talk to you about
 3 how the BCPS HR department is still failing its
 4 employees.

5 When I signed my contract with BCPS in July
 6 2021, I was told that I would be entering on Master Step
 7 10 and my entire previous employment had been verified.
 8 So at the start of the school year I was shocked to
 9 discover that opting for 12-month pay resulted in me
 10 bringing home less money each paycheck than I did at my
 11 previous job almost three years ago. Upon closer
 12 inspection I realized that my salary rate is two steps
 13 lower than it should be. Anxious about my finances but
 14 hopeful for a quick resolution, I reached out to my HR
 15 representative, attaching her email from when I was first
 16 hired which stated my employment history had been
 17 verified and quoting my salary.

18 That was September 2, 2022. It's now February
 19 2023, and I'm still not being paid correctly, and a
 20 resolution is nowhere in sight. I'm a single,
 21 financially responsible working professional with an

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1 advanced degree in her early 30s, and I am currently
 2 living paycheck to paycheck, and that's with 10 years of
 3 teaching experience. I don't own a home, I don't have
 4 significant amounts of student debt, I don't go on lavish
 5 trips or drive a fancy car.

6 I'm not in this career for the money, and for
 7 all -- by all accounts I'm making all the right choices,
 8 choices that BCPS taught me to make. I'm in this career
 9 because I love what I do and I want to make a difference.
 10 I would simply like to be able to save money for my
 11 future at the same time.

12 I'm asking BCPS to do right by me and pay me
 13 the correct salary and compensate me for what I'm owed.
 14 I'm asking you to address the systemic inefficiencies in
 15 the HR department so educators like me don't have to
 16 continue to spend valued planning time and duty-free
 17 lunch time sending emails to HR and making phone calls to
 18 this new customer help department instead of preparing
 19 what my students need. Finally, I'm asking you to fully
 20 fund the salary scale compression to increase career
 21 earnings so that BCPS (indiscernible).

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1 CHAIR LICHTER: Thank you.
 2 (Applause.)
 3 CHAIR LICHTER: Our next speaker is Bash
 4 Pharoan. Good evening.
 5 MR. PHAROAN: Good evening. Happy Valentine.
 6 You are my love, 25 years.
 7 Letting go Dr. Williams will not really help
 8 the students of BCPS. It is a band-aid. Letting him go
 9 because of lack of leadership, lack of communication with
 10 the public, is really disingenuous. Dr. Williams is your
 11 employee. Let us not sacrifice the horse when the rider
 12 is the cause. Dr. Williams cannot really do what Bob
 13 Iger, CEO of Disney, does. He cannot reward effective
 14 employees, he cannot really let go employees to make the
 15 system more efficient, he cannot do a whole lot of
 16 things, because he has more than 20 bosses between
 17 Annapolis and Towson.
 18 This system, I believe, over my 25 years of
 19 watching it, is really doomed for failure. Notice that
 20 no Board member leaves and comes back. No student Board
 21 member comes back except, I believe, Christian Thomas. I

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1 haven't really seen alumni coming back and really put
 2 into the system. And I have heard so many complaints
 3 from the public, as you heard today.

4 You, the Board of Education, have no control on
 5 the budget. You cannot collect taxes. Even the surplus
 6 money that comes from your approved budget you have to
 7 return it back, you cannot really put it in a place where
 8 you think it's most appropriate. You are not in control.

9 So what am I saying? Parents are really
 10 concerned about overcrowding, lack of discipline in
 11 students. They are concerned about the effectiveness of
 12 the teacher population and teachers leaving. They are
 13 concerned about other issues related to the performance
 14 of the school system and lack of transparency, answering
 15 parents.

16 So why am I saying this? Our students is the
 17 only product, and they are going to compete with a huge
 18 number of excellent Chinese and Indian students coming
 19 into the business in here in the US and outside. This is
 20 the product that we need to focus on, and you cannot do
 21 it unless you are in control of the budget. I ask you to

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1 consider levying taxes separate from Baltimore County,
 2 separate from the state, so you can meet the demands.
 3 That's the only (indiscernible).
 4 CHAIR LICHTER: Thank you. Our final speaker
 5 is Kristen Nielsen. Good evening.
 6 MS. NIELSEN: Good evening. Thank you. My
 7 name is Kristen Nielsen. I am both a graduate of
 8 Baltimore County Public Schools and Baltimore County's
 9 teacher of the year in 2019. I teach reading at
 10 Crossroads Center, and I'm here to ask for more for my
 11 students and colleagues.
 12 We at Crossroads found out last year on Teacher
 13 Appreciation Monday that our program was ending.
 14 Nineteen educators decided to leave our school; some left
 15 the profession. We're still only staffed for our
 16 previous program and are missing the support positions
 17 essential to students' wellbeing and academic success.
 18 Why deny students what they need to succeed?
 19 You the Board do have this power to prioritize
 20 what matters. Last year over 1,400 educators left
 21 Baltimore County. For too long we BCPS educators have

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1 seen our lack of value. A step was skipped during COVID.
 2 Last year when Social Security gave an eight percent
 3 COLA, we BCPS educators had to fight for one and a half
 4 percent. As was said, it was a pay decrease. Anne
 5 Arundel County is currently offering a six percent COLA
 6 this year.
 7 Last year BCPS and the Board both agreed to the
 8 collapse salary scale. Let's please bring this back.
 9 This would help our early career educators get closer to
 10 a living wage and the \$60,000 starting salary required by
 11 the Blueprint for progress.
 12 I've taught for 20 years, so with a master's,
 13 plus 30. If I changed districts I would earn \$7,500 more
 14 per year in Howard County, \$15,000 more per year in PG
 15 County, and \$24,000 more in Montgomery County. You the
 16 Board do have the power to show students, educators and
 17 para-educators that we matter to you.
 18 Our County Executive is making \$17,000 more
 19 than he made last year. Every director makes at least
 20 \$102,000 more than I do; every coordinator, \$54,000 more;
 21 every supervisor, \$46,000 more. BCPS has 286 directors,

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1 coordinators and supervisors, 167 more than PG County,
 2 the second biggest in the state. Selected professional
 3 staff in BCPS is also more than double that of PG; 466 to
 4 212. Our para-educators are even more deserving of
 5 raises, though it's not just about the money.
 6 I've been fighting a migraine for three weeks.
 7 I, too, have been spending about three hours per
 8 afternoon after school several days a week. Two
 9 educators left our school and the profession already this
 10 year. This workload's not sustainable. Please support
 11 us. We deserve more than survival. We in our
 12 (indiscernible).
 13 (Applause.)
 14 CHAIR LICHTER: Thank you. The next item on
 15 the agenda is the Superintendent's Report, and for that I
 16 call on Dr. Yarbrough on behalf of Dr. Williams.
 17 DR. YARBROUGH: Thank you. Good evening, Chair
 18 Lichter, Vice Chair Harvey, and members of the Board.
 19 I'm pleased to present Dr. Williams' Superintendent
 20 report to the Board and Team BCPS. This report includes
 21 celebrations, updates, and evidence of our strategic plan

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1 in action. I'll begin by saying Happy Valentine's Day to
 2 all.
 3 We know that our efforts to heal, rebuild and
 4 recover must be ongoing. We will continue to move
 5 forward to meet the needs of Team BCPS. That is why
 6 there is a renewed focus on academic achievement and
 7 partnerships in BCPS. We know that this very important
 8 work cannot be done alone. Thank you for our -- your
 9 support of the system.
 10 We are pleased to announce the opening of the
 11 employee and retiree customer service center on the
 12 Greenwood campus to respond daily to employee and retiree
 13 needs. Walk-in, email, and phone support is provided
 14 Monday through Friday, with extended hours on Tuesdays
 15 and Thursdays. Our center is staffed with 12 full-time
 16 customer service representatives, 6 part-time
 17 representatives, and 1 supervisor to ensure that we are
 18 responding in real time to employee and retiree needs.
 19 Let's take a look at the opening.
 20 (Video is played.)
 21 (Music plays during intro.)

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1 MULTIPLE VOICES: Five, four, three, two, one.
 2 Yeah.
 3 (Applause.)
 4 MARY SHANAHAN: Hi. We are with Baltimore
 5 County Public Schools, and today we are having our ribbon
 6 cutting ceremony. We are very excited to have our new
 7 customer service center. And we're located on Greenwood,
 8 Building B, and we are here to assist all of our active
 9 and retirees to give them the best customer service we
 10 possibly can.
 11 APRIL KING: We are here to support them in any
 12 way necessary. And when you call in or even when you
 13 walk in, it is very important that we leave you with a
 14 lasting impression. Everything that -- all your issues
 15 that you come here to be taken care of. If you are an
 16 active employee, if you have any problem with benefits,
 17 with payroll, with leave, FMLA, attendance, you can come
 18 in and we will help you. Make a ticket through the BCPS
 19 Serve system. If you need to make an appointment, you'll
 20 also get a ticket so you can track when your appointment
 21 is.

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1 MARY SHANAHAN: We also will be able to help
 2 our retirees with any kind of benefit issues or concerns
 3 that they have, to make sure that we are serving them in
 4 the best possible way.

5 MS. SEXTON: We're very excited that this is
 6 open. We have members who have been concerned and have
 7 problems that need to be resolved, and we're just excited
 8 that there's finally a time and a place for them to come
 9 in person and be able to do that.

10 BRYAN EPPS: I feel that this is very important
 11 for the employees. Now they have a place that they can
 12 come and talk to someone face to face if they like or to
 13 call them on the phone and be able to get their process
 14 started for retirement. And employees who have present
 15 problems or conversations, they can have them here.

16 JEANNETTE YOUNG: Our families need this
 17 service. We need to be able to come to a space, resolve
 18 our issues, and this is what this center is all about, so
 19 I'm very excited about it.

20 MR. ARGYROS: I think it was just the right
 21 thing to do for the school system. And we're really

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1 appreciative, and all our employees will be appreciative
 2 to have this center operational.

3 DR. YARBROUGH: We were all at the table
 4 collaborating and problem solving about what was in the
 5 best interests of Team BCPS, and we all settled on a one-
 6 stop shop. And so here you have it, the employee and
 7 retiree customer service center.

8 (Video ends.)

9 DR. YARBROUGH: On each school day during the
 10 month of February, Black History Month, we are honoring a
 11 Team BCPS graduate. Today, meet Victor Blackwell, a
 12 Milford Mill Academy graduate and CNN anchor and
 13 correspondent.

14 For the BCPS 2023 Haiku Contest, each student
 15 is invited to choose from 10 pieces of artwork and write
 16 a haiku inspired by that artwork. Entries will be
 17 accepted from Thursday, February the 16th through 4:45
 18 p.m. on Thursday, March the 2nd.

19 Please join me in congratulating Stacey Nunn,
 20 Library Media Specialist at Winand Elementary School.
 21 She was named finalist for the 2023 Maryland School

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1 librarian of the year.
 2 (Applause.)
 3 February is Career and Technical Education
 4 Month and the perfect time for BCPS TV to launch its new
 5 CTE show. Please go to our website and tune in to our
 6 show. The CTE premier show is available for all to view.
 7 Last week the Maryland State Department of
 8 Education released final data from the Spring 2022
 9 Administration of Maryland Comprehensive Assessment
 10 Program, MCAP, in English language arts and mathematics.
 11 We are pleased that we saw gains with some grade levels
 12 in English language arts, but there is much more work to
 13 be done. Students across the state are struggling to
 14 recover to pre-pandemic levels of performance, especially
 15 in mathematics, and Baltimore County Public Schools is no
 16 different. It is clear that we must do something
 17 differently to recover lost learning.

18 As Dr. Williams shared in his message to BCPS,
 19 we have committed to both short-term and long-term goals.
 20 In the short-term we will reevaluate pacing guides with
 21 assessment topics to ensure that all students have an

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1 opportunity to learn and master standards prior to the
 2 spring assessment. Central offices will cluster schools
 3 according to performance outcomes and provide
 4 differentiated support with pacing and professional
 5 learning to create short-term action plans based on
 6 specific student needs. Schools will offer targeted
 7 tutoring support to students in need of additional
 8 practice.

9 In long-term we are going to identify students
 10 who need structured summer support to improve in
 11 achievement and strongly recommend attendance to
 12 families. We will also review English language arts and
 13 mathematic curriculum pacing guides and district
 14 assessments and revise items as needed to provide
 15 students with multiple opportunities for mastery and the
 16 ability to demonstrate feedback. Finally, we are
 17 convening an ELA and mathematic stakeholder group for
 18 feedback on needed changes to program offerings and
 19 limited areas of focus for the 2023-2024 school year.

20 We are pleased to announce that Team BCPS
 21 students took 10,306 AP exams last year. This was an

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1 increase of more than 2,300 tests from the previous year.
 2 In addition to gains in participation, students also
 3 improved in performance. 64 and a half percent of those
 4 exams received a score of 3 or higher. This was an
 5 increase of 3.1 percentage points. Congratulations to
 6 all of our AP test takers.
 7 The proposed budget focuses on strengthening
 8 our course and shaping our future. We know that
 9 delivering on this commitment means prioritizing
 10 investment in the most critical components now to ensure
 11 success moving forward. Our people are truly -- are
 12 critical to our success. The commitment and advocacy of
 13 members of Team BCPS who are here this evening is truly
 14 appreciated. The FY24 operating budget ensures that we
 15 begin implementing Blueprint for Maryland's Future. It
 16 also includes cost reductions to help fund FY2023
 17 compensation enhancements, compensation step increases
 18 for all eligible employees, and with Board support, we
 19 are actively working to negotiate with all employee
 20 associations for the 2024 Cost of Living Allowances.
 21 Part of this will be offset by budgetary efficiencies.

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1 Please stay tuned for additional information regarding
 2 the FY24 budget. We will continue to update the Board,
 3 our community and Team BCPS. We thank you for your
 4 support.
 5 CHAIR LICHTER: Thank you. Next on the agenda
 6 is the Chair report. And I want to use my Board report
 7 to provide acknowledgment and thanks, starting with Ms.
 8 Gover. Changes to public participation at BOE meetings
 9 was approved during our last meeting. Implementation of
 10 those changes began with tonight's meeting due to Ms.
 11 Gover's work on ensuring that the changes were made and
 12 used to prepare for tonight. The updated procedures can
 13 be found on our website. But thank you, Ms. Gover. It
 14 went very smoothly due to your diligence and your work.
 15 I'd also --
 16 (Applause.)
 17 CHAIR LICHTER: I'd also like to thank our four
 18 currently appointed Board members: Mr. Kuehn, Dr. Hager,
 19 Mr. Offerman, and Ms. Jose. I realize that your tenure
 20 on the Board is lasting longer than you may have
 21 anticipated, but I truly appreciate your continued

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1 commitment to BCPS.
 2 I am learning that there are a lot of aspects
 3 involved in the role of Board member. Visiting schools
 4 and interacting with administrators, staff and students
 5 is, and I think will always be, the best part of being a
 6 BCPS BOE member.
 7 I'd like to thank Principal Brown at Woodmoor
 8 Elementary School for giving me a crash course in what it
 9 means to be one of our two primary IB schools. I want to
 10 thank Principal Griffin at Powhatan Elementary School for
 11 providing me her perspective on what it means to be a
 12 second-year principal at BCPS and how she is working to
 13 build the capacity of her staff, which has included a
 14 large number of untenured teachers. I'd like to thank
 15 Principal Webster at Featherbed Lane Elementary School
 16 for showing me how a principal's unwavering determination
 17 can transform a school community.
 18 I'd like to thank Principal Archelus at
 19 Woodlawn Middle School for allowing her students to tell
 20 the story of Woodlawn Middle School and why they value
 21 their time there. There was one young man I met who had

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1 transferred to Woodlawn Middle from Carroll County. He
 2 spoke so openly to me about what it meant to him to
 3 attend a school where he felt represented.
 4 Representation matters, and his words spoke volumes to
 5 me. And I'd also like to thank Principal Workmeister at
 6 Campfield Early Learning Center for making certain that I
 7 met with her reading specialist, where I could feel and
 8 hear the excitement of the progress they are making to
 9 ensure that our youngest students are receiving the
 10 foundational skills they need to be lifelong successful
 11 readers and writers.
 12 While we have much work to be done, there are
 13 wonderful things taking place in our schools and
 14 wonderful staff making it happen. So on behalf of the
 15 Board, thank you to the principals who are continuing to
 16 take their time out of their very busy days to walk and
 17 talk with all of us and show off their prides and joys.
 18 And lastly, during my Chair reports I will
 19 provide updates on the Superintendent search where
 20 appropriate. Immediately following our last Board
 21 meeting an ad hoc committee meeting -- an ad hoc

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1 committee was formed to begin the process. I'd like to
 2 thank the office of purchasing for working quickly with
 3 the ad hoc committee to post an RFP for search firms to
 4 submit their proposals. The RFP was posted the second
 5 week of February, and the deadline is February 17th. And
 6 that includes the Chair's report.

7 Next is the Student Member's report, and for
 8 that I call on Ms. Hassan.

9 MS. HASSAN: Thank you. So good evening,
 10 everyone. First off, I'd like to wish everyone a very
 11 happy Valentine's Day. Today we celebrate by showing a
 12 love not only to one another, but to our community as
 13 well, and acting upon it.

14 Today my active love and passion comes in the
 15 manifest itself in a mental health resolution. Board
 16 members, you have this in your inbox, so I ask that you
 17 please reference that. But in the meantime, this
 18 resolution comes from an immense amount of research, due
 19 diligence and true passion. Board members, we are in a
 20 crisis. We are in an immense amount of need. We can no
 21 longer deny the impact of these past few years on our

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1 students and our staff. Our mental wellbeing is
 2 essential to guaranteeing that we are addressing school
 3 safety concerns, that we are addressing our staffing
 4 concerns, that we are addressing academic concerns, all
 5 of which is integral to how our school system functions.

6 So while I would serenade you with statistics
 7 which I'm sure you're all aware of, I'd actually like to
 8 just read you all my resolution and open up space for
 9 discussion with a motion and amendment. But I'd like to
 10 read it to you all first. Okay.

11 "Resolution, mental health, Board of Education
 12 of Baltimore County. Whereas, the safety of wellbeing of
 13 Baltimore County Public School students" -- and staff --
 14 well, I'll amend that. No, I won't; yes, I will. I'm so
 15 confused. Okay.

16 "Whereas the safety and wellbeing of Baltimore
 17 County Public School students is a high priority of the
 18 Board of Education of Baltimore County, Board; and
 19 whereas, the Board prioritizes school safety as integral
 20 to school climate and student success, and acknowledges
 21 that mental health is at the core of school safety and

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1 climate; and whereas, increased mental health supports
 2 for BCPS students and staff are crucial in supporting
 3 young people within our school communities navigate a
 4 plethora of complex social-emotional issues; and whereas,
 5 mental health is a prevalent challenge for many youth but
 6 is often misunderstood by educators and student peers,
 7 and research from the National Alliance on Mental Health
 8 shows that 1 in 5 youth experience mental health issues;
 9 and whereas, rates of mental health issues, specifically
 10 depression in youth age 12 to 17 have drastically risen
 11 within the last 10 years, according to the National
 12 Survey on Drug Use and Health; and whereas, school
 13 psychologists, social workers, counselors and personnel
 14 are critical to supporting needs of students, and BCPS
 15 will strive to meet the American School Counselor
 16 Association recommendation ratio of at least one
 17 counselor for every 250 students; and whereas, BCPS
 18 students and staff have experienced an increase in mental
 19 health struggles since the COVID-19 pandemic, and the
 20 resources allotted must transform with ever changing
 21 needs of students and staff; therefore be it resolved

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1 that the Board of Education herewith assembled in regular
 2 session on the 14th day of February in the year 2023
 3 shall create a mental health, wellness, and school safety
 4 work group tasked with developing recommendations for new
 5 Board policy on mental wellness and existing policy as
 6 related to mental health and safety as determined by the
 7 work group; and be it further resolved that the student
 8 member of the Board, including and following the 2022-23
 9 student member will serve as a member of such a work
 10 group, with the chair of the work group to be appointed
 11 by the Board Chair; and be it further resolved that the
 12 Board will consider any and all recommendations from such
 13 work group, and consequently work alongside the
 14 Superintendent, the Office of Student Support Services,
 15 partner organizations, in developing long-term solutions
 16 to significantly improve mental health services in
 17 Baltimore County's K-12 public schools; and be it further
 18 resolved the Board prioritizes equitable access and pre-
 19 existing mental health resources for students and staff
 20 as best recommended by experts in the field; and be it
 21 further resolved that the Board commit to the provision

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1 of widespread and accessible resources towards mental
 2 health support and wellness for students and staff alike,
 3 and seek out sound fiscal opportunity to do so."
 4 So that is the resolution that I have sent to
 5 you all. I know there is a motion in the chat.
 6 MS. HENN: Yes.
 7 MS. HASSAN: Yes.
 8 MS. HENN: Madam Chair?
 9 CHAIR LICHTER: Yes, Ms. Henn?
 10 MS. HENN: Thank you. And thank you, Ms.
 11 Hassan. Well, thank you, Ms. Hassan, for making this
 12 motion. Seeing that the Board received this during
 13 closed session and have not had chance to review it, I
 14 move to postpone this item to the next Board meeting on
 15 2/28 so the Board members have a chance to review the
 16 resolution in advance of the meeting and can prepare for
 17 a robust discussion.
 18 CHAIR LICHTER: Is there a second --
 19 MS. HAGER: I second that.
 20 CHAIR LICHTER: -- on Ms. Henn --
 21 MS. HAGER: Hager.

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1 CHAIR LICHTER: Oh. Ms. Hager --
 2 MS. HAGER: Right. Second, Hager.
 3 CHAIR LICHTER: Dr. -- okay. Dr. Hager
 4 seconded it. May we have a roll call vote?
 5 MS. GOVER: Yes.
 6 MS. HASSAN: Actually, may I speak to that?
 7 CHAIR LICHTER: Oh. Is there any discussion?
 8 I'm sorry.
 9 MS. HASSAN: May I speak to that, please?
 10 CHAIR LICHTER: Yes. I'm sorry.
 11 MS. HASSAN: I -- while I respect the motion to
 12 postpone, the resolution is, respectfully, one and a
 13 quarter pages. I understand that you guys had limited
 14 time to review this, but I also understand that we've had
 15 motions and we've had resolutions proposed to us
 16 incredibly last minute, within maybe minutes of being
 17 proposed. So frankly, I think this resolution is
 18 straightforward. I think we can -- we have the capacity
 19 and the ability to discuss such a resolution, and I
 20 frankly think that we do have the time and the capacity
 21 to sit and discuss this resolution within the time

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1 allotted within my Student Member report.
 2 So while I understand the yearn to postpone
 3 this, I also understand that we are in a crisis, and that
 4 the longer we wait, the -- you know, the less time we
 5 have to create such a work group. And I also understand
 6 that, you know, the second half of this resolution, the
 7 be it therefore resolved, is to create a work group. And
 8 I believe that it is an incredibly straightforward
 9 resolution. I believe that we can discuss an amend this,
 10 and I believe that we have the capacity to do so on the
 11 spot, because we have done it before. So I frankly think
 12 that it is essential that we discuss now.
 13 CHAIR LICHTER: Thank you --
 14 MS. HENN: Madam Chair --
 15 CHAIR LICHTER: -- Ms. --
 16 MS. HENN: -- may I speak to my motion?
 17 CHAIR LICHTER: Yes, Ms. Henn. You may speak
 18 to your motion.
 19 MS. HENN: Thank you. So I only had about 30
 20 seconds during closed to look over this, and I doubt any
 21 of my colleagues had a chance to look at this, which is

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1 my main concern. However, when I did read it, there were
 2 two concerns that immediately jumped out at me. One, the
 3 resolution creates a policy. We have a current wellness
 4 policy that incorporates mental health and wellness and
 5 is very specific about providing resources to every
 6 school for student mental health and wellness. That's
 7 one concern is where -- how is this unique rather than
 8 expanding on our existing policy, which the policy review
 9 committee spent quite a lot of time addressing just
 10 recently. So that was one concern that immediately
 11 jumped out at me.
 12 A second is that one of the clauses states that
 13 "the Board prioritizes equitable access in allocating
 14 preexisting mental health resources for students and
 15 staff as best recommended by experts in the field." My
 16 concern is that that might mean schools and -- in -- as
 17 follows, their students and staff will lose access to
 18 existing mental health resources by reallocating
 19 preexisting resources.
 20 So I just have a lot of questions and concerns.
 21 Again, I haven't had time to review this; neither have my

<p style="text-align: right;">Page 74</p> <p>1 colleagues. So I would ask for your support in pressing 2 pause. We meet again in two weeks. We can all review it 3 and have a robust discussion then, and I'm sure Chair 4 Lichter would support adding it to the agenda. So thank 5 you.</p> <p>6 CHAIR LICHTER: Dr. Hager, did you want to 7 respond to your second motion?</p> <p>8 MS. HAGER: Yes. I also just had a brief 9 opportunity to look it over before we discussed it, and I 10 sent an email to the Student Member and the Chair and 11 Vice Chair just to say that we do have a local school 12 health council that's already mandated in state law that 13 addresses much of these same issues that this work group 14 would address. And I have a number of resources that -- 15 and opportunities that we could discuss further, had we 16 seen it more than a few minutes before the -- this 17 discussion. And I would -- I do also share the concern 18 that it's duplicative of the local school health council. 19 And so, again, I'm happy to expand, but I just would love 20 to have another two weeks to hone in on how this is 21 unique or how it could work with the local school health</p>	<p style="text-align: right;">Page 76</p> <p>1 that this held up with PRC and with existing policy. So 2 I do want to clarify, and in the language of the 3 resolution it does, you know, prioritize the creation of, 4 you know, the work group. And I understand that we do 5 have resources that are provided within BCPS, but I also 6 understand that it is nowhere near enough, and it is not 7 entirely localized. While it is localized, and we do 8 have some of those resources, it is also essential that 9 we have, you know, an additional amount of resources and 10 truly hone in on addressing those policy issues. So I do 11 understand concerns with policy, but to correct any 12 misconceptions -- oh, I don't know if I can keep going --</p> <p>13 UNIDENTIFIED SPEAKER: Finish your sentence.</p> <p>14 MS. HASSAN: Yeah. Let me finish my sentence.</p> <p>15 So in regards to policy, I understand that these are 16 recommendations that if necessary, and as mentioned in 17 the language, the work group would create or would assist 18 in creating recommendations to create a new policy as 19 well as amend existing policy. And in response to --</p> <p>20 CHAIR LICHTER: Thank you.</p> <p>21 MS. HASSAN: -- the reallocation of resources,</p>
<p style="text-align: right;">Page 75</p> <p>1 council. And the leadership of that local school health 2 council is not here today.</p> <p>3 CHAIR LICHTER: Thank you. Ms. Jose?</p> <p>4 MS. JOSE: Thank you. Can you hear me?</p> <p>5 CHAIR LICHTER: Yes.</p> <p>6 MS. JOSE: So later on this evening we're going 7 to get a lot of motions that's going to be actually 8 having fiscal impacts, and we will be asked to vote on it 9 without consideration at 9, 10:00, and we make those 10 decision that actually has fiscal impact. So I find this 11 resolution in -- pretty straightforward. It seems to be 12 reinforcing our current policies. And Ms. Hassan, you 13 have ran this by our PRC state staff liaison, Ms. Howie, 14 correct?</p> <p>15 And if you could respond back to your 16 resolution, the way I see, just reinforces our current 17 student mental health resolution.</p> <p>18 CHAIR LICHTER: Okay. Ms. Hassan?</p> <p>19 MS. JOSE: Is that correct?</p> <p>20 MS. HASSAN: Yes. So I have reached out to Ms. 21 Howie. We actually spent days reviewing this, ensuring</p>	<p style="text-align: right;">Page 77</p> <p>1 it does not state reallocating, it states equitably 2 allocating.</p> <p>3 CHAIR LICHTER: Ms. Harvey, you had a question?</p> <p>4 VICE CHAIR HARVEY: Yes. Thank you. I 5 appreciate, Ms. Hassan, your focus on student wellbeing 6 and mental health. I'm reviewing policy 5470, and I'm 7 wondering how the resolution aligns with that or is 8 parallel to that policy regarding services to students 9 around wellness.</p> <p>10 CHAIR LICHTER: So Mr. Brousaides, does she 11 have time to respond to answering the questions?</p> <p>12 MR. BROUSAIDES: Not as part of this motion.</p> <p>13 CHAIR LICHTER: Not as part of the motion.</p> <p>14 MR. BROUSAIDES: Her time is expired.</p> <p>15 CHAIR LICHTER: Okay. Ms. -- Dr. Hager, you 16 had another comment?</p> <p>17 MS. HAGER: Yes. Again, I'm less worried about 18 the policy comment, but more so the just misalignment 19 with the existing infrastructure. And so I think it 20 could just be polished a bit. And I know that Ms. Howie 21 looked at the document, but I don't believe anyone from</p>

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1 the local school health council was involved in this
 2 process. And I don't know if Mr. Scrivener or someone
 3 might be there tonight or Ms. Somerville, but there are a
 4 lot of folks involved in the local school health council,
 5 and I think it could be a great opportunity, as opposed
 6 to trying to get this through tonight. It's only two
 7 weeks away, and I think that we could make this a lot
 8 stronger and more effective, given the existing
 9 infrastructure.

10 CHAIR LICHTER: Thank you. Ms. Henn?
 11 MS. HENN: Thank you. I agree with Dr. Hager's
 12 comments. In looking at policy and Rule 5470, the --
 13 there are clauses within this resolution that seem to be
 14 contradictory. Again, we didn't have time to review this
 15 thoroughly or ask questions of Ms. Howie, so I say that
 16 -- just with that caveat, it seems to be contradictory.
 17 The current and rule speak to all schools having these
 18 resources and for all students in ensuring that these
 19 resources are in place for all students. When we talk
 20 about realigning those for some students and not others,
 21 that makes me nervous. So for those reasons, until we

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1 have discussed that and have had our questions answered,
 2 I would prefer --

3 CHAIR LICHTER: Thank you, Ms. Henn.
 4 MS. HENN: -- to hold off and wait. Thank you.
 5 CHAIR LICHTER: Ms. Jose? Did you have a
 6 follow-up comment? Ms. Jose? Okay. So we are going to
 7 vote on the motion to wait for two weeks, correct?
 8 UNIDENTIFIED SPEAKER: That's --
 9 MR. BROUSAIDES: Yes.
 10 UNIDENTIFIED SPEAKER: -- correct.
 11 CHAIR LICHTER: Yes. Okay. Roll call vote,
 12 Ms. Gover.
 13 MS. GOVER: Ms. Domanowski?
 14 MS. DOMANOWSKI: Yes.
 15 MS. GOVER: Ms. Pumphrey?
 16 MS. PUMPHREY: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: I'm sorry, but yes.
 19 MS. GOVER: Ms. Henn?
 20 MS. HENN: Yes.
 21 MS. GOVER: Ms. Jose? Ms. Jose?

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1 MS. JOSE: (No response.)
 2 MS. GOVER: Ms. Harvey?
 3 VICE CHAIR HARVEY: Yes.
 4 MS. GOVER: Ms. Hassan?
 5 MS. JOSE: (Indiscernible).
 6 CHAIR LICHTER: Ms. Jose?
 7 MS. JOSE: Yes. You know, I want to --
 8 CHAIR LICHTER: Do you have a follow-up
 9 comment?
 10 MS. JOSE: Yes. Can you hear me?
 11 CHAIR LICHTER: Yes. We're voting on the
 12 motion at this time.
 13 MS. JOSE: Okay. So we --
 14 CHAIR LICHTER: Ms. -- Ms. Gover?
 15 MS. GOVER: Ms. Hassan? No. Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Dr. Savoy?
 18 MS. SAVOY: Yes.
 19 MS. GOVER: Dr. Hager?
 20 MS. HAGER: Yes.
 21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.
 2 MS. GOVER: Ms. Lichter?
 3 CHAIR LICHTER: Yes.
 4 So the motion passes to --
 5 MS. JOSE: No.
 6 CHAIR LICHTER: Okay. Ms. Jose voted no.
 7 MS. JOSE: No.
 8 CHAIR LICHTER: The motion passes to add the
 9 resolution to the February 28th board meeting. Thank
 10 you.
 11 The next item on the agenda is the added work
 12 session on the superintendent's proposed FY2024 operating
 13 budget. And for that I call on Dr. Yarbrough and Mr.
 14 Hartlove.
 15 DR. YARBROUGH: Good evening, Chairwoman
 16 Lichter, Vice Chair Harvey and members of the Board of
 17 Education. I'm pleased to open the fiscal year 2024
 18 operating budget second work session this evening. The
 19 proposed budget is closely aligned to the BCPS strategic
 20 plan, the Compass, our Pathway to Excellence, and the
 21 Blueprint for Maryland's Future. At this time I turn it

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1 over to Mr. Chris Hartlove, Chief Financial Officer, and
 2 call forward Mr. Whit Tantleff, Director of Budget and
 3 Reporting, to provide a brief update and answer
 4 questions.
 5 MR. HARTLOVE: Thank you. Good evening, Chair
 6 Lichter, Vice Chair Harvey. We have a brief presentation
 7 with some updated information. We're going to -- oh,
 8 thank you. It's loaded there. Next slide, please.
 9 So between the last time we met and today
 10 there's been some additional news regarding revenue from
 11 the state, and we wanted to apprise you of that before we
 12 go any further in the process. So the first item is --
 13 and these are both related to state aid -- the first item
 14 is good news. We have -- we -- when we received our
 15 preliminary numbers from MSDE we were pleasantly
 16 surprised that there was an additional \$48.8 million in
 17 -- for compensatory educatory. The increase -- the -- we
 18 had unprecedented increase in students eligible comp ed
 19 funding, which is based on our free and reduced
 20 enrollment count. The increased 29.1 percent in our free
 21 and reduced enrollment is primarily due to the

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1 introduction of the USDA direct certification Medicaid
 2 pilot. Maryland is one of seven states newly approved by
 3 USDA to participate in the Medicaid matching pilot, which
 4 expands the Maryland direct certification system to
 5 include electronic matching with Medicaid data. That's
 6 background information. The bottom line is we have \$48.8
 7 million of additional revenue, which is the good news.
 8 We received that information and we were very,
 9 very happy. And then we -- then the other, kind of, shoe
 10 fell -- or dropped. I don't know what the saying is.
 11 But we heard that our state aid may be reduced by \$21.8
 12 million. And this is due to a change in net taxable
 13 income. The state formula for revenue is wealth
 14 adjusted. So they -- the formula works such that the
 15 wealthier jurisdictions get less per student, and the
 16 poorer jurisdictions get more per student. So it's -- so
 17 that's what they call wealth adjusted.
 18 The original calculation had a lower net
 19 taxable income figure for Baltimore County included in
 20 it. It wasn't our -- that's not anything to do with our
 21 budget office, it's just -- it's calculated by the state.

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1 There was an error, and when they found the error, they
 2 found that our net taxable income was higher, which meant
 3 that we're wealthier, which means we -- our -- the
 4 formula -- that it impacts the formula negatively, and we
 5 would lose -- right now it's an estimate \$21.8 million.
 6 So that's -- so it nets out to \$27 additional,
 7 so that's good news. So but that's the update on
 8 revenue. And next slide, please.
 9 So just talk about what this means in numbers.
 10 So as I said before, 48.8 in compensatory education
 11 funding, and then a \$21.8 million reduction. That nets
 12 to the \$27 million of new revenue. We also have heard
 13 from the County Executive that our initial request was
 14 higher than what was going to be funded. We have gone
 15 forward with a revised request of \$23 million, so we're
 16 using half -- approximately half of that \$27 million to
 17 reduce the request to the County from \$36.4 million down
 18 to \$23 million. And then we would use the remaining \$16
 19 million -- I'm sorry, \$13.6 million, and we would put
 20 that towards compensation increases, which would allow us
 21 to start to address COLA and -- for our employees. And

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1 as we said in the -- as Superintendent had in his budget,
 2 we also talked about further efficiencies to fund a COLA
 3 in the budget.
 4 So that is the update on revenue. I don't know
 5 if I missed anything there. Are there any questions on
 6 that, I guess, at this point?
 7 CHAIR LICHTER: Ms. Pumphrey?
 8 MS. PUMPHREY: When you spoke about the
 9 potential reduction, how do you come up with -- how did
 10 you come up with that estimated number, and when can we
 11 expect to have an exact amount, or close to exact amount?
 12 MR. HARTLOVE: Very good question. We've been
 13 asking that same question of MSDE. They haven't given us
 14 a specific answer yet. The estimate came from DBM,
 15 Department of Budget and Management. And we haven't seen
 16 anything official yet, but that is the -- that's the
 17 estimate from DBM of what the impact could be.
 18 I also -- the County is aware of this, and the
 19 County is also trying to see if there's any -- could get
 20 any traction for a hold harmless, you know, for the \$21.8
 21 million reduction. So there are things going on there.

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1 It's not a done deal yet. But we feel as though -- when
 2 you're talking about projecting and putting a budget
 3 together, you need to put together a realistic budget.
 4 We think that this is -- probably a higher chance of this
 5 happening than not, so we thought that it would certainly
 6 something you need to be aware of. And probably -- we
 7 believe it's going to happen. It would be great news if
 8 we find out later that it doesn't happen. But I think we
 9 should plan, like we would plan in our households, we
 10 would probably say we need to plan on that.
 11 MS. PUMPHREY: Thank you.
 12 CHAIR LICHTER: Mr. McMillion, you have a
 13 question about the chart?
 14 MR. MCMILLION: Yeah.
 15 CHAIR LICHTER: About the slide?
 16 MR. MCMILLION: Mr. Hartlove, if you total the
 17 \$48.8 and the \$21.8, that come -- I come up with \$70.6
 18 million.
 19 MR. HARTLOVE: Oh, I'm sorry. There's -- that
 20 should be a negative. It's a -- the brackets, they mean
 21 negative.

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1 MR. MCMILLION: Okay. But I -- yeah. But --
 2 MR. HARTLOVE: So it should be a subtraction.
 3 Yeah. I'm sorry.
 4 MR. MCMILLION: No, no, no, no. No, that's not
 5 on you.
 6 CHAIR LICHTER: And the slide he brought back
 7 up.
 8 MR. MCMILLION: The way that I looked at it.
 9 I'm taking the 48 million --
 10 MR. HARTLOVE: Right. Right.
 11 MR. MCMILLION: -- and then I'm taking the --
 12 MR. HARTLOVE: 21.
 13 MR. MCMILLION: -- 21.8.
 14 MR. HARTLOVE: Right.
 15 MR. MCMILLION: And I just added them together
 16 for my sake.
 17 MR. HARTLOVE: Right.
 18 MR. MCMILLION: That's \$70.6 million that like
 19 came about after we submitted our budget.
 20 MR. HARTLOVE: Oh, I see what --
 21 MR. MCMILLION: And --

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1 MR. HARTLOVE: Yes.
 2 MR. MCMILLION: And I'm an average guy, but I
 3 don't understand that.
 4 MR. HARTLOVE: Yeah.
 5 MR. MCMILLION: Whose responsibility is that?
 6 MR. HARTLOVE: Yeah.
 7 MR. MCMILLION: Did we drop the ball? Did the
 8 state -- was the state untimely in the way they did this?
 9 I don't get this. \$70 million at this point in time
 10 after he's presented --
 11 MR. HARTLOVE: Yes.
 12 MR. MCMILLION: -- (indiscernible) presented
 13 this --
 14 CHAIR LICHTER: Your mic.
 15 MR. MCMILLION: Thank you.
 16 MR. HARTLOVE: That's a -- it's a very, very
 17 good question. I've been in this business for a while as
 18 has Mr. Tantleff, and this is very unusual. I would --
 19 would you -- yeah. We don't usually get these kind of
 20 changes. I would say, to answer your question, it is a
 21 large amount of changes at the last minute. When you're

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1 in the situation that we're in with a major change to the
 2 formula, and the change that they -- that came about for
 3 the way free and reduced students are measured, it was
 4 something that statewide everyone is kind of dealing
 5 with. In that case it's a good thing, because we're
 6 getting more money. So it's because of a change in the
 7 formula that had an unanticipated impact. The magnitude
 8 of impact was not anticipated by the state or by us. We
 9 -- no one in the state really anticipated this magnitude.
 10 But that was good news, where we're going to get more
 11 dollars.
 12 I think the error on the net taxable income,
 13 that is unfortunate, because you know, that's something
 14 that happened from the state's perspective, and they
 15 calculated a formula with a lower net taxable income than
 16 they should have. And it's -- you know, I always feel
 17 about errors, if you're going to err and get more money,
 18 I'm okay if -- I'm okay if they say, "Oh, we made a
 19 mistake, you're getting more money." I don't necessarily
 20 like saying, "Oh, we made a mistake, and it's less
 21 money." But this is unprecedented. Change of formula,

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1 then change in the way enrollment is measured -- the free
 2 and reduced enrollment is measured. You know, I think
 3 it's a lot of change happened quickly, and there were
 4 unanticipated changes that became out of that -- out of
 5 those changes to the formula. But I definitely hear what
 6 you're saying. And I don't like to bring, you know,
 7 changes like this other than positive ones to you.

8 MR. MCMILLION: Thank you very much.

9 CHAIR LICHTER: Did you have other slides for
 10 the presentation, or are you ready for just questions?

11 MR. HARTLOVE: That's really it at this point.
 12 I mean, we can just summarize where we've been, and
 13 that's -- you know, we introduce the Superintendent's
 14 proposed operating budget, which is out on the web for
 15 anyone. That's a 374-page budget. We have -- we've had
 16 three series of questions and answers, and all those
 17 answers are out on our web. I think it's 131 pages for
 18 anyone out in the audience that's interested can go out.
 19 They're very good questions. I think the budget office
 20 and all the staff kind of came together to answer the
 21 questions, get you good information so you could make

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1 good decisions. And I think at this point, any further
 2 questions you would have, and also, then, things that
 3 you're thinking about potentially wanting to add or
 4 subtract from the budget, if we get those items, then we
 5 can start to cost them out. So when we actually -- when
 6 you approve your actual budget, we can give you real
 7 actual costs for what the items would be.

8 CHAIR LICHTER: Okay. So as far as questions,
 9 I'd like to go around the dais and just one by one,
 10 instead of doing the hands up and shot up and all those
 11 pieces. So you can ask question, and if you have follow-
 12 up about that question, and then if we need to go around
 13 again. So I'm going to start with Ms. Domanowski. Do
 14 you have any questions? Or a first question?

15 MS. DOMANOWSKI: Yes. First, thank you. I
 16 know I had a lot of detailed questions. But I wanted on
 17 purpose, as far as taking out the professional and
 18 support staff, I was trying to see where the salaries
 19 were. And this is just me doing Excel sheets on my --
 20 Excel sheets. And what I was trying to figure out is
 21 what I -- well, what I noticed, I should say, is that on

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1 salaries where -- that were bumped up who either already
 2 were making \$100,000 or were bumped up to \$100,000, they
 3 got an increase of almost 2 percent and -- on average.
 4 And then on salaries that were under \$100,000, on average
 5 they received nest -- they didn't receive any kind of --
 6 on average they didn't receive any kind of increase in
 7 their salary. It's actually negative 0.6. So and we
 8 also added about -- almost 9 salaries that were over
 9 \$100,000, while we took away 13 that were under \$100,000.
 10 Is there more that we can do there? I feel like we're
 11 giving more money to people that are already in that top
 12 level of salary wise, and not compensating that are in
 13 the lower scale.

14 MR. HARTLOVE: And I'll just tail if you --

15 MR. TANTLEFF: Yeah. Ms. Domanowski, what I'll
 16 tell you is in the budget book the only compensation
 17 changes are steps. So what you'd see is that's dependent
 18 on bargaining units, and the most senior employees don't
 19 have any steps. So executive directors, chiefs, you
 20 wouldn't see any increase at all. So the largest
 21 increases would be in AFSCME and ESPBC, because they have

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1 large gaps between their steps, whereas TABCO is about
 2 1.8 percent on average, and some of the non-represented
 3 are 2 percent. But what you'd need to do is look at each
 4 line item, we'd need to look and see what's causing the
 5 change. You know, it could be a different position, it
 6 could be more positions. But there's absolutely no COLAs
 7 on any employees, and the only increase is steps, based
 8 on their bargaining unit.

9 MS. DOMANOWSKI: But these aren't -- like, I
 10 mean, I'm going by how you separated the appendixes and
 11 then the departments. So I'm assuming, you know, under
 12 schools, the school-based and the watershed, those are
 13 teachers that are in the classroom, correct? In that
 14 appendix? This -- the appendix -- sorry. Appendix A is
 15 all --

16 MR. TANTLEFF: Mm-hm.

17 MS. DOMANOWSKI: -- teachers that would be
 18 under that COLA -- I mean, under TABCO or other --

19 MR. TANTLEFF: I don't have it right in front
 20 of me, but again, the only increases in the budget book
 21 are steps, according to the bargaining units. So if you

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1 had a page that you had a question on, we could look at
 2 it and tell you what's in there. There's non-salary
 3 items in there. You know, we broke out the professional
 4 and non-professional for you. But there are no
 5 individuals getting anything more than a step in the
 6 budget book.

7 MS. DOMANOWSKI: Well, I mean, I took it
 8 exactly as you -- when you broke it down and you took out
 9 the stipends, you took out all -- it was just the salary
 10 and the wages per appendix, per department, and I, you
 11 know, took, you know, how many professional staffs you
 12 had there, I just did total averages. And I mean, some
 13 of them went up by 24 percent, even -- or 26 percent, and
 14 that's just by average.

15 MR. TANTLEFF: Okay. And the only -- it could
 16 be a different position is in -- again, I can't say
 17 without looking at that page, and I -- you know, send us
 18 any questions. We'd be glad to look at it. But I'm just
 19 saying, any individuals in the budget book, the only
 20 compensation change that anyone got was a step increase
 21 if they were entitled to it. If they were on the top

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1 step, then they wouldn't have gotten an increase. If
 2 they're senior, they wouldn't have gotten an increase.
 3 But it's just according to where they sit on the salary
 4 scale, unless there was a different position. There
 5 could be positions being added. And usually in the
 6 budget book it'll tell you if there's a redirect or if
 7 there's an additional position or if there is a different
 8 position. A position could move from one office to
 9 another office, and we -- you know, we try -- we detail
 10 those in excruciating detail. But if you sent us
 11 questions I could -- you know, we research it and give
 12 you an exact answer on those pages. But I just want to
 13 emphasize, the only change that any employee received in
 14 the Superintendent's proposed budget is a step increase
 15 if they were entitled to it.

16 MR. HARTLOVE: Ms. Domanowski, were you
 17 comparing the prior year budget to -- we -- okay. And I
 18 think, you know, just to kind of summarize what Mr.
 19 Tantleff is saying, is it's not necessarily always the
 20 same makeup of employees. So some of that could be --
 21 some of that difference could be -- it could be the mix

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1 of employees, it could be -- it could be turnover in
 2 employees where we had someone left and then we hired
 3 somebody; the person we hired, it was at a higher salary.
 4 But so there's all kinds of reasons why that -- you could
 5 get those kind of math.

6 I understand exactly what you did, and I do
 7 those same types of things. But yeah. As far as what we
 8 put in there was just a step for everybody, so that part
 9 is equivalent. There's nobody -- at this point there's
 10 nobody getting any more than a step in the budget.

11 MS. DOMANOWSKI: So does everyone that's
 12 included in this budget get a step? Like, every person
 13 here get a step --

14 MR. HARTLOVE: Everybody who --

15 MS. DOMANOWSKI: -- every -- like every special
 16 education, third party general --

17 MR. HARTLOVE: No. Everyone who's --

18 MS. DOMANOWSKI: -- every magnet office, every
 19 e-learning person, every -- or is it just --

20 MR. TANTLEFF: It's based on their bargaining
 21 unit and where they sit on the salary scale.

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1 MS. DOMANOWSKI: Okay --

2 MR. TANTLEFF: So if they're not --

3 MS. DOMANOWSKI: But what I'm saying is I'm
 4 including everyone. I'm not just including bargaining
 5 scale. And when we're in a situation where we're trying
 6 to retain teachers and get teachers in, we need to find
 7 out a way to move some money around where someone at the
 8 top end of their pay scale that is not necessarily a
 9 teacher, it's going to that water --

10 MR. HARTLOVE: Right.

11 MS. DOMANOWSKI: -- like that school teacher
 12 fund. That's --

13 MR. HARTLOVE: Right.

14 MS. DOMANOWSKI: That's what I'm saying. Can
 15 we look into that?

16 MR. HARTLOVE: Right.

17 CHAIR LICHTER: Thank you. Ms. Pumphrey?

18 MS. PUMPHREY: Can I pass for now, please?

19 CHAIR LICHTER: Sure. Mr. McMillion?

20 MR. MCMILLION: (Indiscernible).

21 (Laughter.)

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1 MR. MCMILLION: Did you pass?
 2 CHAIR LICHTER: She passed.
 3 MS. PUMPHREY: Yes. Sorry. I need to --
 4 MR. MCMILLION: Okay.
 5 MS. PUMPHREY: -- wrap my head around
 6 something.
 7 MR. MCMILLION: Okay.
 8 MS. PUMPHREY: Sorry.
 9 MR. MCMILLION: I hope to get a presentation on
 10 the agenda next meeting on athletic trainers. Can you
 11 guys work up a figure, what it would cost for the 24 high
 12 schools to have individual trainers at each school?
 13 MR. TANTLEFF: Trainers. I think Mr. Tsai
 14 (phonetic) did that, so we can dust off the old analysis
 15 on that.
 16 MR. MCMILLION: Okay. Great. So -- yeah. To
 17 get you involved in that piece.
 18 MR. TANTLEFF: Sure.
 19 MR. MCMILLION: Thank you.
 20 CHAIR LICHTER: Ms. Henn, do you have a
 21 question?

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1 MS. HENN: Thank you. I do. And mine is more
 2 of a request, along the same lines as Ms. Domanowski's
 3 question. Thank you for providing us with the report of
 4 general fund salaries and wages, that's extremely
 5 helpful. I, too, would like to see greater detail on
 6 that report if possible, in terms of the deltas between
 7 the current actual budget and the proposed in terms of
 8 positions that are vacant that are being eliminated or
 9 proposed to be eliminated verses which are being added,
 10 the counts of those positions -- or titles, rather, for
 11 those positions, and some indication of whether it's an
 12 add or a removal, if it's being removed because it's
 13 vacant, or some indication of what's happening. I think
 14 this format is fantastic, but if it would be possible to
 15 get that information. And I know those details are in
 16 the budget book, but it's really helpful and clear the
 17 way you've got it outlined here. Is that something the
 18 Board could receive?
 19 MR. TANTLEFF: Could you --
 20 MS. HENN: Is it too much of a lift to --
 21 MR. TANTLEFF: Could you please provide that

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1 request in writing so we could see exactly what you're
 2 asking? I'm sure we can deliver whatever you'd like, as
 3 long as the information exists.
 4 MS. HENN: Absolutely. Absolutely. And I'm
 5 referring to -- in the question set, I believe it was in
 6 response to Ms. Domanowski's question, the Excel sheet,
 7 the report of general fund salaries and wages.
 8 MR. TANTLEFF: I --
 9 MS. HENN: Like --
 10 MR. TANTLEFF: I guess I'll just add that
 11 there's a tremendous amount of data in that report, and
 12 so we'll have to just see exactly what you're asking to
 13 make sure that we can pull it together. It could be a
 14 manual exercise. We'll do whatever we possibly can.
 15 MS. HENN: Okay. Because I think a lot of the
 16 requests you may receive from the Board are to cost out
 17 positions. We've prioritized in the past positions and
 18 salaries, and that's the data we really need at that
 19 granular of a level to understand all of the deltas, and
 20 as Ms. Domanowski said, where those changes are being
 21 made. So it would be really helpful to see those deltas

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1 in one place to understand that. And if we do propose
 2 any amendments, it's just helpful, because there are a
 3 lot of moving parts. It's a big budget. And that would
 4 be helpful. So I'll submit my request in writing.
 5 CHAIR LICHTER: Thank you.
 6 MS. HENN: Thank you.
 7 CHAIR LICHTER: Ms. Jose? Do you have a --
 8 okay.
 9 MR. HARTLOVE: And --
 10 CHAIR LICHTER: Okay. Ms. Harvey?
 11 VICE CHAIR HARVEY: Thank you, Madam Chair. I
 12 think -- thank you for answering all of my questions
 13 previously, and I appreciate the detail you provided. I
 14 think I want to reiterate that -- you know, we often say
 15 that this system is about people. And we are all
 16 concerned about our ability to provide a quality and
 17 equitable education to our students. And that begins
 18 with teachers, and it's certainly encircled with all of
 19 the other staff that support that process. And I would
 20 strongly urge that we look at the budget and we trim in
 21 areas from the outer circles in so that we can use as

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1 much of our resources as we possibly can to support
 2 having competitive salaries for our teachers and staff so
 3 that we can recruit and retain teachers for our students.
 4 Thank you.
 5 CHAIR LICHTER: Thank you. Ms. Hassan?
 6 MS. HASSAN: As of right now I think I'm going
 7 to -- I'm going -- I think I'm going to take a pass. I
 8 think a lot of the Board members are asking some of the
 9 questions that I had, and I do want to take a minute to
 10 absorb the information that you guys have provided. So
 11 thank you. I will get back to you with any questions
 12 that I have.
 13 CHAIR LICHTER: Thank you. Mr. Offerman? Dr.
 14 Savoy?
 15 MS. SAVOY: No questions at this time. It was
 16 very self-explanatory, really, so I don't have any
 17 questions, nothing to add to that.
 18 CHAIR LICHTER: Okay. Thank you. Dr. Hager?
 19 MS. HAGER: I also don't have any questions.
 20 I'm eager to see how the next few weeks go with respect
 21 to the different negotiations with our bargaining units.

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1 And I just want to acknowledge all of the new Board
 2 members and those who've been around for a while who have
 3 been working so hard and going through the budget and
 4 asking so many great questions. And I'm hearing that
 5 folks are making their own spreadsheets. I just think it
 6 shows that our school system is in really good hands, and
 7 I just really appreciate all of everyone's hard work with
 8 the budget. That's it.
 9 CHAIR LICHTER: Thank you, Dr. Hager.
 10 MS. JOSE: Our -- excuse me?
 11 CHAIR LICHTER: Yes, Ms. Jose? Do you have a
 12 question? Okay. Dr. Kuehn? I mean, Mr. Kuehn, do you
 13 have a question?
 14 MR. KUEHN: I do have a question. Mr.
 15 Hartlove, and Mr. Tantleff, could you again just quickly
 16 explain the percentage of dollars that go to pay for
 17 people in our operating budget?
 18 MR. TANTLEFF: It's roughly 85 percent salaries
 19 and benefits.
 20 MR. KUEHN: Okay. So that's the bulk, and any
 21 kind of increase in that has a massive outsized impact on

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1 any kind of changes to the budget, right? So if we're
 2 looking at a Cost of Living Adjustment, and 85 percent of
 3 our budget is on people, the magnitude of that change is
 4 very significant, right?
 5 MR. TANTLEFF: Yes.
 6 MR. HARTLOVE: No -- yeah. There's no doubt
 7 that, you know, when you're in a service organization
 8 like a school system, salaries become, you know, the
 9 biggest -- the largest cost that you have whether it's --
 10 adding people is expensive, and taking care of your
 11 people by giving them increases is expensive. And it
 12 typically -- it is much larger than what the non-salary
 13 costs are.
 14 MR. KUEHN: So with that being the case, and
 15 the inflationary environment we've been -- you know,
 16 we've been up against the past two plus years, it -- we
 17 are always chasing and unable to meet those numbers if
 18 they are gaining at significant times without spending
 19 100 percent of our budget on people. Is that accurate?
 20 MR. HARTLOVE: Yeah. If you're looking to try
 21 to address the salary by reducing the non-salary, you do

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1 run out of -- you run out of options eventually. There
 2 are certain things that are built in. We have to pay for
 3 our utilities, we have to pay for, you know, all the
 4 other things that -- you know, our supplies and materials
 5 and so on. There's, you know, many things that we have
 6 to have. So you can only go so far with those
 7 reductions. And actually, Mr. Tantleff and I were
 8 talking about that this morning.
 9 And a lot of these things are leverage for
 10 people doing their jobs, you know. If you don't have
 11 computers that work, if you don't have, you know, up-to-
 12 date curriculum or whatever, those are things that impact
 13 your ability to do jobs. So you can -- you should be
 14 looking at those things, as much as you can, but there is
 15 a limit to how far you can go with the non-salary items.
 16 MR. KUEHN: Thanks. And just real quick, the
 17 -- some of the ESSER funds that we received during the
 18 COVID pandemic, when they run out, there are some fiscal
 19 cliffs that everybody's aware of, including the 15
 20 minutes for the extension of the school day that has been
 21 funded with those specific funds at this point in time.

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1 And we know that this is, in essence, one-time money and
 2 it's not going to be continued by the federal government.
 3 So let me ask a question. Could you -- can you
 4 please let us know how big that fiscal cliff that is
 5 right in front of us is, and what year those funds run
 6 out?
 7 MR. HARTLOVE: The challenge to the cliff comes
 8 next year. That's when the -- so in the current year
 9 we're good, the upcoming year we're good, for FY24. FY25
 10 is when the ESSER dollars have to be utilized by. So
 11 when we're going into the FY25 budget is when those --
 12 the things that we're doing that are ongoing in nature,
 13 and we want to continue those items, we'll have to pick
 14 those up and absorb those in the general operating fund.
 15 A specific number, I can't give you a -- I can give you
 16 -- I guess we could probably estimate where we are.
 17 MR. TANTLEFF: Mid 30s to 40.
 18 MR. HARTLOVE: Yeah. Mid --
 19 MR. TANTLEFF: Depending on what we decide to
 20 go on with.
 21 MR. HARTLOVE: Yeah. We would start -- let's

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1 say we'd start at \$40 million. And what we'll have to do
 2 is -- I -- this will start this summer, we will take a --
 3 we will put that list together, and internally we'll
 4 start to look at those items and discuss which items we
 5 want to bring forward to the next year and which items we
 6 want to sunset. So some of that will be -- that will be
 7 in next year's budget proposals to sunset certain things,
 8 and other proposals to absorb things into the operating
 9 budget. But it's definitely -- will be -- it will be a
 10 challenge that we're going to have next year.
 11 MR. KUEHN: Okay. So just so I'm clear, we're
 12 facing a \$30 to \$40 million shortfall in our budget year
 13 2025.
 14 CHAIR LICHTER: Mr. Kuehn, unfortunately you're
 15 out of time right now.
 16 MR. KUEHN: Okay.
 17 CHAIR LICHTER: But you can submit --
 18 MR. KUEHN: Well, I --
 19 CHAIR LICHTER: -- that question.
 20 MR. KUEHN: Yeah. Thank you for the
 21 information. I appreciate it.

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1 CHAIR LICHTER: I just have a clarifying
 2 question. So I know it's in here, I just keep losing
 3 where it is. So the ESSER funds, we have one more year
 4 of the ESSER funds, right?
 5 MR. HARTLOVE: Yes.
 6 CHAIR LICHTER: So what in the budget book is
 7 pointing to how we're using those ESSER funds for year
 8 three, for next year?
 9 MR. TANTLEFF: If you look in special revenue--
 10 CHAIR LICHTER: Okay.
 11 MR. TANTLEFF: -- ESSER and CARES have their
 12 own dedicated page.
 13 CHAIR LICHTER: Okay. And --
 14 MR. TANTLEFF: It's under special -- I'm sorry.
 15 Go ahead.
 16 CHAIR LICHTER: Special revenue?
 17 MR. TANTLEFF: Yes, special revenue.
 18 CHAIR LICHTER: Yeah.
 19 MR. TANTLEFF: So it's a grant, so it has --
 20 CHAIR LICHTER: Okay.
 21 MR. TANTLEFF: -- a page. It's not -- it

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1 doesn't detail every single piece of it, but it generally
 2 describes what's going on.
 3 CHAIR LICHTER: So is the current VLP program
 4 funded with ESSER funds this year?
 5 MR. TANTLEFF: Yes.
 6 CHAIR LICHTER: But that's not included for use
 7 of ESSER funds for the upcoming school year.
 8 MR. HARTLOVE: It's a --
 9 MR. TANTLEFF: I think that's being looked at.
 10 MR. HARTLOVE: Yeah. I think you're -- it's --
 11 CHAIR LICHTER: So that's not in here right
 12 now.
 13 MR. HARTLOVE: I'm trying to remember if we --
 14 MR. TANTLEFF: Well, VLP was initially two
 15 years in the grant.
 16 MR. HARTLOVE: There you go.
 17 MR. TANTLEFF: So it --
 18 MR. HARTLOVE: There's the answer.
 19 MR. TANTLEFF: FY23 was the second year --
 20 CHAIR LICHTER: Okay.
 21 MR. TANTLEFF: -- of VLP.

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1 CHAIR LICHTER: So the third -- so the use of
 2 ESSER funds next year is being distributed other ways
 3 besides for the VLP program.
 4 MR. HARTLOVE: As we sit right now.
 5 CHAIR LICHTER: At right -- right now.
 6 MR. HARTLOVE: We have had discussions --
 7 CHAIR LICHTER: This moment.
 8 MR. HARTLOVE: Yes.
 9 CHAIR LICHTER: Okay.
 10 MR. HARTLOVE: Yes.
 11 CHAIR LICHTER: Right. I just -- thanks for
 12 that clarification. Okay. One more time to see if
 13 anybody has any second question. Ms. Domanowski?
 14 MS. DOMANOWSKI: I'm okay.
 15 CHAIR LICHTER: You're okay.
 16 MS. DOMANOWSKI: Okay.
 17 CHAIR LICHTER: Back to you, Ms. Pumphrey.
 18 MS. PUMPHREY: Thank you. Mr. Hartlove, I just
 19 -- just a comment. You mentioned that it's expensive to
 20 take care of our people, meaning essentially increasing
 21 salaries, that's expensive. In my opinion, we can't

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1 afford not to take care of our people. We're in a crisis
 2 mode right now as far as academic achievement for our
 3 students. And so I'll just reiterate what member Harvey
 4 said, her comment indicating that we need to find ways to
 5 make cuts from the outside in, and do whatever it takes
 6 to recruit and retain high quality teachers.
 7 MR. HARTLOVE: Appreciate that.
 8 MS. PUMPHREY: Thank you.
 9 CHAIR LICHTER: Mr. McMillion?
 10 MR. MCMILLION: No, thank you.
 11 CHAIR LICHTER: Okay. Ms. Harvey -- oh. I'm
 12 sorry. Ms. Henn, do you have a last -- another question?
 13 MS. HENN: Just one quick one, thank you. Have
 14 we begun the process of tiering our requests? I know
 15 that's something that the County Executive has mentioned
 16 at times that he requests of all of the county agencies,
 17 to submit their requests as tiered requests. Is that in
 18 activity, or an exercise that we've asked department
 19 heads to do? On submitting tiers, that the Board could
 20 receive any information, if we're looking from -- and I
 21 agree with Vice Chair Harvey and what member Pumphrey

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1 just said.
 2 MR. HARTLOVE: We have talked about tiering
 3 salaries to kind of see at various levels of revenue what
 4 type of salary increase we could fund in the budget. But
 5 as far as the actual items in the budget, we don't have a
 6 prioritized list of that. But certainly that's something
 7 that if there's input from the Board, we can -- we did
 8 that last year. That's one of the things we -- it was a
 9 general kind of prioritization of people and salaries.
 10 But certainly any type of prioritization is helpful,
 11 because the CEO ultimately can take that when he's making
 12 his decisions and inform him as what our priorities are.
 13 MS. HENN: Right. And certainly we'd rather
 14 make those decisions --
 15 MR. HARTLOVE: Right.
 16 MS. HENN: -- internally. So --
 17 MR. HARTLOVE: Yep.
 18 MS. HENN: Okay. And we'd rather make
 19 intelligent, informed decisions with inputs from each
 20 department head. So okay. That's all I had.
 21 CHAIR LICHTER: Thank you.

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1 MS. HENN: Thank you, Madam Chair.
 2 CHAIR LICHTER: You're welcome. Ms. Jose? Ms.
 3 Harvey?
 4 VICE CHAIR HARVEY: I don't have any further
 5 questions. Thank you.
 6 CHAIR LICHTER: Ms. Hassan?
 7 MS. HASSAN: I will pass. Thank you.
 8 CHAIR LICHTER: Mr. Offerman? Dr. Savoy? Dr.
 9 Hager?
 10 MS. HAGER: No.
 11 CHAIR LICHTER: Okay. Thank you.
 12 MS. SAVOY: I'm okay. Thank you.
 13 CHAIR LICHTER: And my last one is a comment.
 14 I agree with what Ms. Pumphrey and Ms. Harvey said, but I
 15 -- my concern is building the capacity of the teachers
 16 that we're recruiting and retaining. And I have trouble
 17 finding in the budget book where we're putting resources
 18 forward for that professional development. So I -- you
 19 know, whether it's resource teachers or -- but we need to
 20 make sure that we not only get the teachers, but we help
 21 them increase their capacity, and I'm not seeing that

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1 directly in the budget book.

2 And I'd also like to thank you for answering

3 all hundred and -- all of our hundreds of questions. But

4 go ahead, Mr. --

5 MR. HARTLOVE: The only thing I was going to

6 say is so what we'll do at this point is we have a

7 question that Ms. Henn is going to get us in writing.

8 CHAIR LICHTER: Mm-hm.

9 MR. HARTLOVE: We'll treat that like the other

10 questions that we've received, and we'll do our best to

11 try to get that turnaround quick. We have one item on

12 our list that -- to price out, which we will do that, and

13 we will bring those things back at the next meeting for a

14 vote.

15 CHAIR LICHTER: Okay. All right. Well, thank

16 you very much.

17 MR. TANTLEFF: Thank you.

18 MR. HARTLOVE: Thank you.

19 CHAIRWOMAN LICHTER: Okay. So it did not

20 refresh, but I think -- second. Okay. So next on the

21 agenda is the -- the next item on the agenda was added

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1 this evening. It's the Virtual Learning Program, and for

2 that, I call on Dr. Yarbrough.

3 DR. YARBROUGH: Thank you. I call on Dr.

4 Boswell-McComas, Dr. Elmendorf, and Ms. Forbes to come

5 forward. Thank you. Thank you for allowing us the

6 opportunity to share with you the history, progress,

7 current status, and proposed future of the BCPS Virtual

8 Learning Program, or VLP.

9 Baltimore County Public Schools has a long

10 history of providing virtual learning opportunities to

11 students in secondary schools through eLearning. All

12 LEAs and state of Maryland were directed to provide a

13 system-wide virtual learning program to meet the needs of

14 families in response to the COVID-19 pandemic.

15 Since 2021, we have kept the Board of Education

16 and the BCPS community regularly updated about the

17 Virtual Learning Program through quarterly system-wide

18 presentations about student enrollment, attendance, and

19 performance. To date, all information items and

20 quarterly presentations regarding VLP have been made to

21 ensure that all parties were apprised of the scope of

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1 services and student progress, including the elimination

2 of kindergarten last year.

3 The purpose of today's presentation is to

4 provide critical context regarding the future of VLP and

5 to outline next steps to move forward in service of

6 students and families. As was stated several times this

7 evening, the Virtual Learning Program was funded in 2021

8 with one-time ESSER grant funds. The original plans

9 funded both FY '22 and FY '23. This was affirmed in the

10 MSDE amendment to ESSER funds application that was

11 submitted during the '21-'22 school year.

12 Although the program was scheduled to sunset in

13 FY '24, options to sustain safe and supportive

14 environments, student support for those with physical and

15 mental health needs, administrative placements, staffing

16 shortages, and family preferences pointed towards a need

17 to continue VLP for FY '24.

18 Members of Cabinet reviewed student data,

19 system needs, and possible grant options to extend the

20 VLP for at least an additional year. We also

21 collaborated with union partners to discuss a process for

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1 FY '24 that would include early communication for all

2 impacted staff by the continuation of, or adjustments to,

3 VLP. Decisions for next steps included an analysis of

4 all local education agency virtual offerings for

5 students, which revealed the following: 21 virtual

6 programs operated this school year, including BCPS.

7 Of the 20 other programs that operated,

8 excluding BCPS, the programs varied in size from 14

9 students enrolled to 2,659 students. Fifteen of the

10 programs have an enrollment of fewer than 500 students,

11 and 5 programs have an enrollment of greater than 500

12 students. Eight school systems to date have confirmed

13 that they will continue with the virtual program in

14 school year '23/'24. On the slide is depicted the

15 largest school systems in Maryland, what their enrollment

16 are, as well as the enrollment in virtual programs.

17 The cost of our current VLP program is

18 \$16,543,621. The proposed costs for FY '24 would be 6.6

19 million. Staff had analyzed ESSER funding, identified

20 adjustments in different areas, and would be able to

21 submit an amendment to the grant application to cover the

<p style="text-align: right;">Page 118</p> <p>1 cost of the proposed VLP, using the final year of ESSER 2 funds. The federal grant used to fund the VLP will be in 3 its final year this upcoming year.</p> <p>4 As such, it is proposed that the VLP will be 5 reduced in size and serve students in grades 4 through 6 12. This recommendation aligns with other programs in 7 the state, and an analysis of the most pressing needs 8 being successfully met for students in the current VLP. 9 This reduction in size would allow for ESSER Funds to be 10 used this upcoming year and provide an opportunity to 11 transition to the operating budget or another source of 12 funding for FY '25 and beyond.</p> <p>13 We acknowledge VLP is a program that many 14 families have found to be useful. We are committed to 15 continue it in some form. However, maintaining the 16 current level of VLP, in light of the projected 17 elimination of ESSER grant funds, the uncertain fiscal 18 landscape, and competing priorities of funding 19 compensation to recruit and retain a high-quality 20 workforce, it is necessary for us to prioritize the 21 greatest area of need for VLP across schools and pursue</p>	<p style="text-align: right;">Page 120</p> <p>1 students and caregivers were confident in returning their 2 children to in-person learning.</p> <p>3 The program allowed for students to be co- 4 enrolled with the VLP and their primary school of 5 attendance in order to allow for participation in sports 6 and extra-curricular activities, among other school-based 7 services. The plan, along with the process for co- 8 enrolling students in VLP, was communicated to families 9 in the spring of 2021. During 2021, more than 3,700 10 students were co-enrolled with the VLP. Next slide, 11 please.</p> <p>12 The program, now in its second year of 13 operation, has demonstrated significant academic growth. 14 Woo-hoo, as shared in Board of Education presentations, 15 and has evolved to meet the unique needs of students who 16 require or would benefit from a learning environment 17 different from that of the brick-and-mortar schools to 18 which they are traditionally assigned.</p> <p>19 Ongoing professional development specific to 20 online teaching and learning, along with the addition of 21 support staff, including a PPW, a social worker, school</p>
<p style="text-align: right;">Page 119</p> <p>1 reductions.</p> <p>2 At this time, I turn it over to Chief Academic 3 Officer Dr. McComas, Dr. Elmendorf, and Ms. Forbes.</p> <p>4 DR. BOSWELL-MCCOMAS: So thank you, good 5 evening, and Happy Valentine's Day. I'm joined this 6 evening -- Dr. Elmendorf oversees VLP, and Ms. Forbes is 7 the director of the program. At this time, I will have 8 Dr. Elmendorf pick up the presentation and then we'll be 9 happy to answer questions at the end.</p> <p>10 DR. ELMENDORF: All right, thank you, Dr. 11 McComas. In the spring of 2021, BCPS decided to utilize 12 federal grant funds, ESSER III, as we've discussed 13 tonight, to create and implement a full-time K through 12 14 Virtual Learning Program, which we love to call the VLP, 15 and that was for the '21/'22 school year. The VLP was 16 originally intended as a one-year program designed as a 17 final support for students in response to the COVID-19 18 global pandemic. As directed by the Maryland State 19 Department of Education, the intent was to provide a 20 supplemental virtual program for students until 21 vaccinations were available and accessible to all</p>	<p style="text-align: right;">Page 121</p> <p>1 psychologist, and department chairs have all contributed 2 to the impressive progress made from Year 1.</p> <p>3 This year, the VLP is fully staffed and serves 4 1,113 full-time students in grades 1 through 12. The 5 middle and high-school programs also serve 517 part-time 6 students who are accessing high-quality virtual 7 instruction as a solution to persistent teacher vacancies 8 at several schools. The total enrollment for the '22/'23 9 school year is currently 1,630.</p> <p>10 I would love to introduce the director of the 11 Virtual Learning Program, who is going to share with you 12 some VLP demographics.</p> <p>13 MS. FORBES: Great, thank you, and good 14 evening. This slide depicts the demographics of students 15 enrolled in the VLP from grades 1 through 12, part time 16 and full time, for all reasons, including addressing 17 staffing shortages in secondary schools in math, science, 18 and world language courses.</p> <p>19 59.4 percent of students in the VLP are 20 black/African-American, 20 percent white, 6.3 percent 21 Asian, 5.1 percent two or more races/ethnicities, and 5.1</p>

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1 percent Hispanic/Latino. As of September 30, 2022, 3.6
 2 percent of the students in the VLP are English learners.
 3 60.3 percent qualify for free and reduced meals. 11.7
 4 percent are students with disabilities who qualify for an
 5 IEP, and 6.8 percent of students qualify for a 504 plan.
 6 Next slide, please, and I will hand it back to
 7 Dr. Elmendorf.
 8 DR. ELMENDORF: Thank you. So the program, as
 9 we are proposing it, would -- will continue to be
 10 utilized to provide staffing relief to schools and to
 11 accommodate student placement decisions. Students who
 12 are currently enrolled in VLP will have the opportunity
 13 to be considered for a seat in the '23/'24 school year by
 14 applying for a lottery seat, which I will describe in a
 15 moment.
 16 For students who transition back to their
 17 schools of primary enrollment, we would ensure that they
 18 are supported in this process by having VLP staff work to
 19 -- help with articulation information at the -- with the
 20 staff at each child's primary school enrollment to
 21 schedule their classes and related services.

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1 So as far as a breakdown for what we are
 2 proposing as far as enrollment goes, for the '23/'24
 3 school year, so elementary grades 4 and 5, we would --
 4 each level would have 40 percent lottery seats, so 18
 5 lottery seats for elementary grades 4 and 5 with 26 seats
 6 for placement, equally 44 total seats in grades 4 and 5.
 7 For middle school, 40 percent of 244 seats
 8 would be 98 lottery seats and 146 seats open for
 9 placements. And at the high school level, 40 percent of
 10 407, which is 163 lottery seats, and 244 placement seats
 11 for a total of 279 lottery seats and 416 placement seats,
 12 for a total VLP enrollment of 695. Just want to note
 13 that the placements that we're talking about would also
 14 include the possibility of approved special-permission
 15 transfers for medical exceptions, if those come about.
 16 At this time, we'll take any questions that you
 17 might have. Thank you.
 18 CHAIRWOMAN LICHTER: Thank you for your
 19 presentation. I know that was short notice for putting
 20 that together for us, but it's appreciated.
 21 Mr. McMillion?

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1 MR. McMILLION: I'm just curious. Do you have
 2 a slide of that last portion that you talked about with
 3 the lottery seats for the fourth and fifth and that? Do
 4 you have that slide? Because I don't.
 5 DR. ELMENDORF: Is it on the slide?
 6 DR. BOSWELL-MCCOMAS: It's not on the slide,
 7 Mr. McMillion.
 8 MR. McMILLION: Okay. Thank you.
 9 DR. ELMENDORF: So it's, essentially, though,
 10 Mr. McMillion, 40 percent of each -- at each level are
 11 lottery seats.
 12 CHAIRWOMAN LICHTER: Other questions?
 13 MS. SAVOY: Yes.
 14 CHAIRWOMAN LICHTER: Yes, Ms. Jose?
 15 MS. SAVOY: I have a --
 16 CHAIRWOMAN LICHTER: Dr. Savoy. I'm sorry.
 17 MS. SAVOY: Okay. Yes. Can the program
 18 adequately meet the needs of the IEP student? And how
 19 are these students supported?
 20 DR. BOSWELL-MCCOMAS: Ms. Forbes, would you
 21 like to address that?

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1 MS. FORBES: Sure. Thank you. Yes, we are
 2 staffed with special educators and IEP chairs. Every
 3 time a student is placed in the VLP, the IEP team meets,
 4 looks at that student's individual needs, and determines
 5 that their FAPE can be met in the VLP. And then we
 6 connect students with other resources that we have in the
 7 program based on the unique needs of that student. And,
 8 again, just to reference the previous slide, as of the
 9 September 30th enrollment, 11.7 percent of students in
 10 the VLP do have an IEP and receive support aligned to
 11 that IEP.
 12 MS. SAVOY: Thank you very much.
 13 CHAIRWOMAN LICHTER: Ms. Henn?
 14 MS. HENN: Thank you, Madam Chair. So do we
 15 know how many students by grade will be affected, in
 16 other words, will not have the opportunity to have a
 17 lottery seat, assuming they won't receive special
 18 placement? How many will this affect? And I heard you
 19 say there's no slide on this, but can you read us those
 20 numbers?
 21 DR. YARBROUGH: Dr. McComas?

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1 DR. BOSWELL-MCCOMAS: Just provide us a moment,
 2 Ms. Henn. We're looking at our calculation to make sure
 3 we're -- the courts are accurate for you.
 4 DR. YARBROUGH: Dr. McComas?
 5 DR. ELMENDORF: So currently, for example, in
 6 grade 4, we have 85 students and -- actually, I'm going
 7 to let Ms. Forbes answer this because this is her data.
 8 I don't (indiscernible).
 9 MS. FORBES: Okay, so if we were looking moving
 10 forward with the current students who are enrolled, so we
 11 would base our enrollment upon the prior year from this
 12 year moving ahead. So, for example, your third graders
 13 move to fourth grade. So assuming every student wanted
 14 to retain that seat, currently, we have 47 students
 15 enrolled right now in 1st grade who would be moving to
 16 2nd, 50 moving to 3rd, 79 moving to 4th grade, 85 moving
 17 to 5th grade, and shall I continue into the secondary
 18 grade level? Okay, so 85 in 6th grade, 86 in grade 7,
 19 142 in grade 8. And then moving the high school grade
 20 levels, 135 in grade 9, 84 in grade 10, 111 in grade 11,
 21 and 107 for grade 12. So for a total of the existing

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1 full-time enrollment, which is 1,011 students as of
 2 current.
 3 DR. BOSWELL-MCCOMAS: So I think, Ms. Henn,
 4 your question was how many students, then, would have to
 5 possibly return to their school of co-enrollment? And so
 6 we said it was approximately 40 percent at each grade
 7 level. Did I?
 8 MS. HENN: 40 percent would need to return, or
 9 we're reserving seats for 40 percent?
 10 DR. YARBROUGH: If I may? So what I would ask
 11 that we have the ability to do is to analyze the numbers,
 12 because it's not an apples-to-apples comparison. Some of
 13 the students that Ms. Forbes just identified could very
 14 well be there for a placement, or they could be there for
 15 a medical exception. In those cases, they would not be
 16 taking a lottery seat. So if given the time to do that,
 17 we can give you clearer numbers in terms of the potential
 18 impact of number of students' families competing for
 19 those lottery seats.
 20 MS. HENN: That would be helpful. Thank you.
 21 And my follow-up question is, could you briefly describe

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1 the costs and is it correct that we're looking at an
 2 additional 10 million over what is currently budgeted if
 3 we -- if the Board wanted to continue VLP next year at
 4 its current enrollment?
 5 DR. ELMENDORF: Yeah, thank you, Ms. Henn. So
 6 if you look at the first slide, we're saying that the
 7 proposal that we have here today would be the 6 million.
 8 If we were to continue the VLP in its current format,
 9 with the size that it is now, it would be the 16 million.
 10 And as far as what the funding goes toward, it's almost
 11 all FTE, with the exception of some money for supplies
 12 for students, which is less than \$100,000.
 13 MS. HENN: So there's FTE. So those FTE would
 14 not -- we're shifting those costs because, presumably,
 15 they would be returning to brick and mortar--
 16 CHAIRWOMAN LICHTER: Brick and mortar.
 17 MS. HENN: -- correct?
 18 DR. ELMENDORF: Correct.
 19 CHAIRWOMAN LICHTER: Ms. Harvey, do you have a
 20 question?
 21 VICE CHAIR HARVEY: Yes. Just a clarification.

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1 For the students who have IEPs, is their admission into
 2 the VLP program based on your ability to serve or meet
 3 the conditions of their IEP? And does that mean that all
 4 of that is happening virtually for these students?
 5 DR. ELMENDORF: That's a great question, Ms.
 6 Harvey. Thank you for that question. So the decisions
 7 as to whether or not a student can or should be in the
 8 Virtual Learning Program is exclusively with that VLP --
 9 or with that IEP team, rather. And so sometimes the IEP
 10 teams are held virtually, if that's what you're asking,
 11 whether it be out of the school IEP team or to be the VLP
 12 IEP team, they're held virtually either way. But the
 13 team itself is exclusive -- the decision-making body is
 14 as far as whether FAPE can be met in the Virtual Learning
 15 Program.
 16 VICE CHAIR HARVEY: And does that mean that all
 17 of their services or the conditions of their IEP are met
 18 virtually?
 19 DR. ELMENDORF: Oh, I see. Yes. Yes, so
 20 anybody who is in the Virtual Learning Program, they --
 21 all their services are met virtually, which is why we

<p style="text-align: right;">Page 130</p> <p>1 have special educators and such that can meet the needs 2 of their IEPs for the students. Because the students are 3 100 percent virtual, so their needs are met virtually, 4 yes. 5 CHAIRWOMAN LICHTER: I just want to follow up 6 on that question. What did the part-time status mean? 7 In one of the slides, it said how many full time, how 8 many part time, so what is part-time status? 9 DR. ELMENDORF: Yeah. So that's a great 10 question. The part-time students are those who are in 11 the VLP as a result of the staffing relief. So there 12 might be a student in a high school, for example, who 13 spends most of the day at the school, taking classes at 14 school, but goes to VLP for math. So they might be in 15 the library with an adult supervision, and they're taking 16 just a math class with the Virtual Learning Program. 17 CHAIRWOMAN LICHTER: Okay. Thanks. 18 Dr. Hager? 19 MS. HAGER: Yes, thank you. I have a few 20 questions, and the first one may have been answered. I 21 was -- I apologize. I wasn't following at one point.</p>	<p style="text-align: right;">Page 132</p> <p>1 are currently in that situation. 2 MS. HAGER: Okay. So it is a resource -- 3 DR. ELMENDORF: It's two actually -- 4 MS. HAGER: -- though? 5 DR. ELMENDORF: Program-wide, we have two 6 students who are in home and hospital and accessing VLP 7 services. 8 DR. BOSWELL-MCCOMAS: If I may, Dr. Hager, to 9 your point, oftentimes students who are in home and 10 hospital, their medical condition is really what drives 11 their ability to engage in academic learning. And so 12 they may be undergoing some kind of treatment where their 13 ability to engage in learning may be, you know, very 14 limited on a daily basis while they're in treatment. But 15 as they recover, they may be able to access, so that's 16 why the home and hospital program is much more flexible 17 and customized, based on the student medical needs. 18 But to Dr. Elmendorf's point, where VLP is able 19 to support that, we try to optimize across the programs 20 to make sure that we're providing the highest level of 21 service. Thank you.</p>
<p style="text-align: right;">Page 131</p> <p>1 The per-pupil cost of the VLP versus a brick-and-mortar 2 building, can you comment on that? 3 DR. YARBROUGH: Dr. Hager, we don't have that 4 information. We could pull it for you. 5 MS. HAGER: I think that would be very relevant 6 to the conversation, to understand kind of is this a more 7 expensive investment per student compared to the rest of 8 the in-person schooling? 9 The second question is the VLP, and I know I -- 10 I think I've asked this before, it's different than home 11 and hospital. So children with an illness or an injury 12 or who can't attend in-person school because of a 13 disability, this is not the program that they would 14 attend, correct? 15 DR. ELMENDORF: For the most part, that is 16 correct. Though there are some exceptions. If a student 17 is in home and hospital because of virtue of their needs, 18 their medical needs, there are times when a student who 19 is in home and hospital can access Virtual Learning 20 Program services as a result of being in home and 21 hospital. It's very, very few students less than 10 that</p>	<p style="text-align: right;">Page 133</p> <p>1 MS. HAGER: Great, thank you. My next question 2 is, I recall that if a student wasn't doing well 3 academically in the VLP, then they were asked to return 4 to a brick-and-mortar school. Is that still the case? I 5 just -- I wonder if the uptick in academic performance 6 may be due to eliminating the students who weren't 7 excelling in the VLP setting? 8 DR. BOSWELL-MCCOMAS: Thank you. Well, I would 9 agree, Dr. Hager, in that at the end of last year, we sat 10 and had involved conversations with families to discuss 11 is the VLP meeting the needs of their students, and are 12 there students being successful in that program? And if 13 they were not being successful, we recommended that 14 parents return their student to the brick and mortar 15 where in-person instruction and all the in-person 16 resources could be available to those students. 17 So you're right. We did not sustain students 18 that it was not a good match for their learning. We know 19 that this is a particular format of delivery for 20 instruction that is not, necessarily, a match for every 21 learner. And so that was done in partnership with</p>

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1 parents as we talked -- had involved conversations around
 2 how best to serve their students and if their students
 3 were not being successful, then it was not in the
 4 student's best interest to keep them there.
 5 So, certainly, there is a correlation. We can
 6 say that the students this year, and you have seen the
 7 academic improvements, and there is definitely a
 8 correlation that we're identifying a population that this
 9 model of instructional delivery is being successful for.
 10 And I'll turn -- Dr. Elmendorf, if you have anything to
 11 add?
 12 DR. ELMENDORF: That's absolutely right, Dr.
 13 McComas, and I would just add that the academic progress
 14 that we're sharing with you includes any student, and all
 15 students, who have also been administratively placed or
 16 placed by a student conduct hearing officer into the
 17 Virtual Learning Program. So it isn't just the students
 18 who succeeded last year academically.
 19 MS. HAGER: Okay, so there are students who are
 20 suspended or expelled from school who attend the VLP?
 21 DR. ELMENDORF: Correct.

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1 MS. HAGER: That's good, okay. And then my
 2 last question is you mentioned using ESSER funds next
 3 year. I -- from what I recall, the Board of Ed did not
 4 necessarily, you know, pass a motion on how the ESSER
 5 funds were used. So is this just information sharing, or
 6 do we approve something and then if the funds are not
 7 used for the VLP, would it go back into the general
 8 budget that we were discussing earlier tonight?
 9 DR. BOSWELL-MCCOMAS: So I -- we have brought
 10 this forward for discussion to ensure that our -- as
 11 Board members, everyone understands where we are with the
 12 VLP and what we're proposing for next year. It's
 13 important to understand that if these ESSER funds do --
 14 they are grant funds, so they don't go into the operating
 15 budget as such. They remain in the grant funds, which
 16 are special revenue. That, again, the grant could be
 17 allocated in other ways because we originally did not
 18 intend for the Virtual Learning Program to extend into
 19 the third year of the grant.
 20 But as you recall, back in spring of '21, there
 21 was many unknowns about the virtual program, as we were

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1 at the -- in those early stages of the pandemic, still
 2 working towards vaccinations being available. So just to
 3 reiterate, these funds, if they weren't used for VLP,
 4 they remain in the ESSER grant funds, which as Mr.
 5 Hartlove explained extend through next school year, and
 6 the federal grant -- the end date of the federal grant is
 7 September 30th of 2024. So again, it really just
 8 provides us one more academic year.
 9 MS. HAGER: That's all my questions. Thank you
 10 very much.
 11 DR. BOSWELL-MCCOMAS: My pleasure.
 12 CHAIRWOMAN LICHTER: I have several questions.
 13 I can't remember them. Yes, so the first one being, you
 14 said the students are co-enrolled. So are they included
 15 in staffing in the brick-and-mortar school?
 16 DR. BOSWELL-MCCOMAS: Yes, so right now, we
 17 have the benefit. The two years of the program, all
 18 staffing were created and sustained through the ESSER
 19 grants. So over the last several years, no staffing was
 20 taken from any school to stand up the VLP. And likewise,
 21 the staffing that we are proposing for next year are not

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1 part of school staffing. So we have 1,000 students that
 2 we have taken from brick-and-mortar school, 1,000-plus
 3 students, that we have taken from brick-and-mortar
 4 schools, but we have not taken any faculty, any staff, or
 5 any budget from any school. The entire program has been
 6 funded in full through the ESSER grant.
 7 CHAIRWOMAN LICHTER: So, in essence, these
 8 students are counted in their brick-and-mortar school for
 9 staffing and counted in the VLP for staffing.
 10 DR. BOSWELL-MCCOMAS: Yes, because the grant is
 11 supplemental, so it's the extra --
 12 CHAIRWOMAN LICHTER: Right, so if there is,
 13 what'd you say, 1,100 kids currently in it? If we
 14 divided that by 25 students in a class, that's over 40
 15 FTEs that are double -- okay.
 16 The other question is, were parents told at the
 17 beginning of the school year that this is the last year
 18 for the Virtual Learning Program?
 19 DR. ELMENDORF: That's a great question. Thank
 20 you, Ms. Lichter. So we, specifically, did not share
 21 with parents what the plan was, I guess, because we

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1 didn't know what it was, either, necessarily. However,
 2 we have always shared with our families that the VLP is
 3 grant-funded and is -- was designed to be temporary. In
 4 fact, we shared with them the language that was shared in
 5 the application to the Maryland State Department of
 6 Education, which I read some of tonight, as far as what
 7 the purpose of the Virtual Learning Program was
 8 originally.

9 CHAIRWOMAN LICHTER: But it seems to have
 10 morphed into serving multiple purposes beyond the needs
 11 for the pandemic. So you're using it for administrative
 12 placements, medical placements, and staffing, which are
 13 all above and beyond the original intent when we were in
 14 COVID.

15 DR. ELMENDORF: Correct.

16 DR. BOSWELL-MCCOMAS: That's accurate.

17 CHAIRWOMAN LICHTER: Mr. McMillion?

18 MR. McMILLION: I just want to state that all
 19 along, I've been a supporter of the VLP. And I taught
 20 school for 35 years. The traditional school building
 21 with the traditional classrooms and movement in the

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1 hallways, it's not geared for every kid. And there's
 2 some kids that find success in the VLE that don't find it
 3 in a classroom -- in a traditional classroom.

4 And I'm an advocate for -- to keep providing a
 5 service for these kids. Because some of them thrive, and
 6 I'm talking to the choir. I know that. They thrive in
 7 that setting. Because they don't have to deal with the
 8 nonsense that goes on in the school buildings. And they
 9 -- whether they're in their room or wherever they are in
 10 their home, and they're doing their learning on that
 11 computer screen, interacting that way.

12 And they -- some of -- they love it, and you've
 13 got the numbers that show that. I think we've got to
 14 look at some way to continue this. Now, has it branched
 15 off and taken in some other kids? Okay. But there's
 16 kids out there that need this program to succeed, and if
 17 we take it away from them, and we put them back in a
 18 traditional classroom, now that they've had this
 19 opportunity, I'm not betting they're going to succeed in
 20 the -- you know, going back in the traditional setting.
 21 Thank you.

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1 CHAIRWOMAN LICHTER: I agree with Mr.
 2 McMillion, and I'd like to make a motion to continue the
 3 Virtual Learning Program as implemented during the
 4 current school year for grades 2 to 12, allowing no new
 5 students, other than administrative and medical
 6 placements, understanding that the '23/'24 school year
 7 will be the final year of the existing VLP program.
 8 Staff will work to form a comprehensive plan for
 9 proposing the use of virtual learning, along with
 10 eLearning, for the '24/'25 school year.

11 MS. HENN: Second, Ms. Henn.

12 CHAIRWOMAN LICHTER: So I think the discussion
 13 is based on exactly what Mr. McMillion said. This is
 14 serving a purpose beyond what it was originally intended
 15 for during an emergency situation. I'm concerned about
 16 the timing, especially for families. That's why I asked
 17 the question, did they know previous, so we would be
 18 telling them pretty late as far as families that may want
 19 to look for alternative school situations for the
 20 upcoming year. They've missed that timeline, so I'm
 21 concerned.

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1 We've heard from many parents and staff about
 2 the successes that their students are experiencing in
 3 virtual learning, so I am very concerned about the abrupt
 4 ending of it right now. But it would be -- they would be
 5 informed that the existing program would not look the
 6 same for the '24/'25. We have a robust and successful
 7 eLearning program. To me, this could be a form of that,
 8 and given time, staff would come up with a proposal that
 9 we can then listen to.

10 Yes, I will put it in -- I have it ready to put
 11 in there. Any other discussion? I thought I did.

12 Yes, Dr. Hager?

13 MS. HAGER: I just wanted to clarify that your
 14 motion is based on the proposal we just saw so that it
 15 would be -- the funding would come from the ESSER grant,
 16 as described in the presentation?

17 CHAIRWOMAN LICHTER: Well, the proposal that
 18 was prescribed is reducing the program drastically.

19 MS. HAGER: So you -- that's why I was -- I
 20 thought that's what I heard in your motion. So you're
 21 proposing to sustain it with funding that would come from

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1 where?

2 CHAIRWOMAN LICHTER: I was going to say the --

3 using ESSER grant funds. That's what I'd asked

4 previously, during the work session, if the funds would

5 be available for a year three.

6 DR. YARBROUGH: Chair Lichter?

7 CHAIRWOMAN LICHTER: Yes, Dr. Yarbrough.

8 DR. YARBROUGH: If I could respond to that.

9 The \$6 million cost, because the Virtual Learning Program

10 was scheduled to sunset this year, staff were able to go

11 back and take a look at all of the ESSER funding, what's

12 been used, what's unused, and then came up with the \$6

13 million. So there would be, I think it's \$6 and a half

14 million available to fund the VLP of ESSER funds for this

15 upcoming year. But there would be that discrepancy

16 between the \$6 and a half million and the current

17 operating costs of \$16 and a half million.

18 CHAIRWOMAN LICHTER: So that's why I inquired

19 where the other -- the rest of the ESSER funds were being

20 used for in the upcoming school year. Or is that it?

21 There's only 6 million left in ESSER? It's not being

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1 used for --

2 DR. YARBROUGH: There is more than 6 million

3 left in ESSER. The detailed list of ESSER -- it's

4 available on our website. It's a variety of things,

5 compensatory services, 15 minutes a day for school. You

6 have some facilities. You know, there's a long list of

7 things that -- including some FTEs in schools, like IEP

8 facilitators, as well as some classroom teachers and

9 staff development teachers are some that come to mind.

10 But there was an extensive list that can be provided.

11 CHAIRWOMAN LICHTER: Other -- I'm trying to

12 write and conduct at the same time. Other comments?

13 MS. DOMANOWSKI: I'm kind of just going along

14 with what you were saying. If this money that -- to keep

15 funding it for another year is coming from grant funds

16 fully, or are we going to have to find the money to back

17 it up is my only concern.

18 DR. BOSWELL-MCCOMAS: So I'll just comment, Ms.

19 Domanowski, that, essentially, as we said, we had only

20 anticipated having the virtual program on the grant for

21 year one and year two of the grant, so we had not

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1 originally planned to have the virtual program for year

2 three. As Dr. Yarbrough has indicated, we had already

3 planned to spend year three in other ways. The team was

4 able to go back and carve out the positions that would

5 equate to the 6 million to create a reduced program.

6 If we want to sustain the program at the

7 current size, we do need to figure out, as Dr. Yarbrough

8 said, that \$10 million difference. And, rather, that

9 difference is on a grant, which would mean there's other

10 trade-offs. And I'm not sure that we're prepared this

11 evening to talk about what those other trade-offs may or

12 may not be, because you'd have to weigh all of that into

13 consideration. Or find the difference in the operating

14 funds to sustain it.

15 So yes, it's, you know, many decisions to make,

16 so.

17 CHAIRWOMAN LICHTER: Ms. Harvey?

18 VICE CHAIR HARVEY: So I'm still not clear.

19 DR. BOSWELL-MCCOMAS: Yes, ma'am.

20 VICE CHAIR HARVEY: Is the 6-plus million

21 covering the program as described, with the 40 percent

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1 lottery, or is it -- or is the 40 -- the program as

2 described with the 40 percent lottery requiring the 16

3 million? What are we --

4 DR. BOSWELL-MCCOMAS: Yeah, so the reduced

5 program, which is where the lottery enters the

6 conversation, is only \$6 million. To sustain the program

7 as we have it today, the lottery only exists because we

8 can't -- if we reduce it, we cannot accommodate every

9 student who's with us this year. So the lottery was our

10 most equitable way of putting in to try to stay into the

11 -- in the program. So the 16 million is kind of the

12 Cadillac version, and the 6 million is the smaller,

13 reduced-size program.

14 VICE CHAIR HARVEY: And your current proposal

15 is to, for this one year, implement the VLP with the 40

16 percent lottery.

17 DR. BOSWELL-MCCOMAS: If we reduce the program,

18 and its size, then we don't have as much space for

19 enrollment. And so the enrollment, because we can

20 accommodate a smaller enrollment, is where we're trying

21 to provide fair and equitable access for the families

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1 that are currently in the program who may not want to
 2 leave the program. But because we would be reducing the
 3 size of the program -- I hope I -- I hope I was more
 4 clear that time.

5 VICE CHAIR HARVEY: No, that helps. I just
 6 wanted to make sure that we were all understanding what
 7 the 6-plus million was paying for.

8 DR. BOSWELL-MCCOMAS: Yeah, so the 6-plus
 9 million is the smaller program. The 16 million is what
 10 we're currently offering. So forgive my metaphors, but I
 11 tend to speak in metaphors.

12 UNIDENTIFIED SPEAKER: Ms. Lichter, if I might,
 13 did you -- in your proposal, or in your motion, rather,
 14 did you say grades 1 through 12?

15 CHAIRWOMAN LICHTER: No, I said 2, so I was
 16 trying to -- so -- no new placements.

17 DR. BOSWELL-MCCOMAS: If I --

18 CHAIRWOMAN LICHTER: Except medical or
 19 administrative.

20 DR. BOSWELL-MCCOMAS: Yes, thank you. And if I
 21 just may add a point of understanding, as well, for our

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1 Board members. MSDE's recommendation coming out of the
 2 first year of virtual programs across the state was that
 3 they recommend programs -- youngest learners be in grade
 4 3. And so we were rolling that grade up, so to your
 5 point, Ms. Lichter, you know, this year's first graders
 6 would become next year's second graders. They're
 7 recommending third grade as kind of best practice for
 8 younger learners, because we know it's such a critical
 9 year in those early grades around literacy and
 10 mathematics.

11 CHAIRWOMAN LICHTER: So you're saying you'd
 12 prefer 3 through 12 versus the 2 through 12?

13 DR. BOSWELL-MCCOMAS: Well, what I would say is
 14 foresight. So what I hear among our Board is there is an
 15 interest in sustaining some type of virtual option for
 16 the long run. And that I would definitely say we want to
 17 honor, you know, in your proposal what you said around
 18 second grade, but I would offer that in years beyond next
 19 year that best practice would be to roll that cohort up
 20 to third grade, and not to take students younger than
 21 third grade is what the State Department of Education is

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1 recommending as programs continue to evolve.

2 We know that life on this side of the pandemic
 3 is not, you know, is going to be different. The
 4 landscape is different, and I appreciate our Board and us
 5 working in partnership to figure out what's that
 6 landscape look like for our families.

7 CHAIRWOMAN LICHTER: And the motion -- that it
 8 would end next year as is, and then staff would have the
 9 chance to say what does virtual learning look like in
 10 BCPS.

11 DR. BOSWELL-MCCOMAS: Yes.

12 CHAIRWOMAN LICHTER: Any other discussion?

13 MS. HENN: Madam Chair?

14 CHAIRWOMAN LICHTER: Yes. Oh, sorry, yes, Ms.
 15 Henn.

16 MS. HENN: Thank you. So I had a question
 17 based on Board member discussion around funding to
 18 sustain the existing VLP program through ESSER funds and
 19 to prioritize the use of ESSER funds to do so over any
 20 new initiatives or new use of the year three funds. And
 21 whether or not we wanted to amend your motion to include

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1 that. And if we wanted to ask staff to bring us a
 2 proposal to do so. If there would be support around
 3 adding that to your motion.

4 CHAIRWOMAN LICHTER: Say what the amended
 5 motion would be?

6 MS. HENN: Let me put that in the chat.

7 CHAIRWOMAN LICHTER: Are you adding or striking
 8 what I included in the chat?

9 MS. HENN: I was asking in general if there was
 10 interest in adding to what you put in the chat to specify
 11 that we would continue the existing VLP program and fund
 12 it through ESSER funding, and ask staff to bring a
 13 proposal to the meeting on the 28th to specify how they
 14 would do so. Basically, by postponing any other use of
 15 or coming up with an alternative plan to fund anything
 16 that had previously been planned for the use of those
 17 funds. Because as Dr. McComas said, those were planned
 18 for other uses.

19 DR. YARBROUGH: Can I speak to that?

20 CHAIRWOMAN LICHTER: Okay. Yes, Dr. Yarbrough?

21 MS. HENN: For new uses of those.

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1 DR. YARBROUGH: Thank you, Ms. Henn. I would
 2 like to share that there are no new initiatives that are
 3 being planned for FY '24 using ESSER III funds. It's
 4 also important to note for the Board, one of the large
 5 expenditures beyond the 15 minutes a day is our safety
 6 assistants that we've implemented across all secondary
 7 schools. We've added additional safety assistants, and
 8 we've started the implementation of elementary school
 9 safety assistants. And then I mentioned earlier other
 10 positions, including IEP facilitators, staff development
 11 teachers. In some schools, it's MTSS teachers in some
 12 middle schools.

13 So when we're talking about moving the ESSER
 14 III funds, there are some funds for air purifiers and
 15 things like that. But when you're talking about removing
 16 those funds, we are largely talking about people that are
 17 already in place in schools that would be losing
 18 positions for something that is, you know, also
 19 identified as a goal to make sure that we have safe and
 20 supportive environments and that we're developing the
 21 capacity within our teachers so that we can retain them

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1 and recruit other teachers, so they know they'll be
 2 supported as they come to our school system.

3 CHAIRWOMAN LICHTER: So these are additions?
 4 These were funded this year through the ESSER funds,
 5 also, the --

6 DR. YARBROUGH: Yes, the last two. Safety
 7 assistants started this year, and they're on the grant
 8 for next year. And some of the other positions started
 9 the previous year.

10 CHAIRWOMAN LICHTER: So -- but is our ESSER
 11 funding for year three less than what it was for years
 12 one and two? No. So if we funded it -- if we funded it
 13 all this year, why can we not fund it all next year?
 14 Unless they're new positions?

15 DR. YARBROUGH: So from the beginning of the
 16 grant, and I'll ask Mr. Hartlove, if I say anything
 17 incorrect, to correct me. So from the beginning of the
 18 grant, we proposed what the spending would be for each
 19 year. So if you go to that document that's on the web,
 20 and also in our amendment, we didn't only include what we
 21 needed year one. Year one, you'll see more of a reliance

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1 on those things that were directly related to the
 2 pandemic, like masks, like air purifiers, et cetera.

3 The extra 15 minutes is on all three years of
 4 the grant. You'll find the safety assistants after the
 5 students came back from the grant, and we realized that
 6 they needed more support. That's when, in the amendment,
 7 we planned for, starting with the pilot last spring, F&
 8 '23 and FY '24 to use the safety assistants. So from the
 9 very beginning, we allocated a three-year plan as needs
 10 arose that were directly related to the pandemic. We
 11 submitted amendments to the state that were approved,
 12 safety assistants being a large one. And so, you know,
 13 everything has been allocated compensatory services to
 14 look at the impact of the pandemic on our special
 15 education students and their needs. And so that's why we
 16 were able to go look at actuals, actual expenditures,
 17 versus what was projected to find out where we had space,
 18 and how we could respond to the need as you have pointed
 19 out, as, you know, Mr. McMillion has pointed out, that we
 20 know that VLP certainly meets the need of our students
 21 and families.

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1 So what's the funding source that's available,
 2 and how many FTEs could we afford and leverage what we
 3 already had in eLearning to meet the needs of those
 4 students?

5 CHAIRWOMAN LICHTER: Okay, thank you.
 6 Dr. Williams?

7 MS. HENN: Madam Chair, may I finish my
 8 question or comment briefly? I don't need to make a
 9 motion to amend your motion, in that case. I would just
 10 ask, and I would still support this, I would ask that the
 11 Board receive a detailed plan, should this motion pass,
 12 of staff's recommendation for funding. That's all.

13 CHAIRWOMAN LICHTER: Thank you.
 14 Dr. Williams?

15 MS. HENN: Thank you.

16 DR. WILLIAMS: Good evening, Board members.
 17 Dr. Yarbrough actually gave the response that I was going
 18 to give. The ESSER funds, we developed a plan, and for
 19 us to go back and find \$10 million to continue the as-is
 20 of the Virtual Learning Program, that means we will be
 21 looking at something within the plan, such as safety

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1 assistants, compensatory services, just to name two
 2 items, and, of course, the big-ticket item was the 15
 3 extra minutes that we needed to do as a system to put us
 4 aligned with other systems in the state of Maryland.
 5 And so I'm a little concerned about the ask,
 6 this motion for us to go back. It does mean that we
 7 would be eliminating positions, particularly around what
 8 we've added in the amendment. But I believe Dr.
 9 Yarbrough gave a very detailed response on my behalf.
 10 Thank you, Dr. Yarbrough.
 11 CHAIRWOMAN LICHTER: Thank you. Dr. Hager?
 12 MS. HAGER: Yeah, just echoing what we've just
 13 heard, I just cannot get behind \$10 million out of our
 14 ESSER funds, given that -- I believe, also, they're used
 15 for tutoring services and some of the mental health
 16 services in schools. And I know everything's a tradeoff,
 17 but I just think that we cannot take \$10 million of that
 18 to sustain the VLP. And I do appreciate the presentation
 19 the staff gave, providing a reasonable way to extend what
 20 already exists and then we can revisit it next year. But
 21 I think the \$6 million proposal on the table makes sense.

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1 I think adding the other \$10 million and taking it away
 2 from other services just doesn't make any sense to me.
 3 That's all.
 4 CHAIRWOMAN LICHTER: Okay. So can we have a
 5 roll call vote at this time?
 6 MS. GOVER: Ms. --
 7 CHAIRWOMAN LICHTER: We're voting on the what?
 8 I'd like to rewrite the motion, but I'm just going to --
 9 I guess what my worry is is we've gone from this big to
 10 this small, so is there a way -- I'm just worried about
 11 that 40 -- doesn't even feel like 40 percent based on the
 12 numbers that you gave us. So I guess knowing how many of
 13 those are medical placements and how many -- because how
 14 many of those -- the numbers that you gave us just don't
 15 add up to 40 percent. It sounds like way more students
 16 will be displaced out of the Virtual Learning Program
 17 than 40, unless you have a vast majority of those kids
 18 that have medical and then would take up the medical
 19 spaces.
 20 So I wish there was a compromise between so few
 21 kids remaining and then all remaining.

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1 DR. YARBROUGH: Chair Lichter?
 2 VICE CHAIR HARVEY: Yeah, I'm sorry. I just
 3 want a clarification. The 40 percent is 40 percent of
 4 the voluntary students, not -- it's not 40 percent of the
 5 total pool. It's 40 percent of those students who are
 6 electing to attend?
 7 DR. ELMENDORF: Let me share the process we
 8 went through. I think it will make it much more clear,
 9 and I'm sorry that it wasn't clear. So what we did was
 10 we reduced the size of the VLP first, decided how many
 11 seats we would have in each grade level, and then took 40
 12 percent of those seats and allocated those for lottery
 13 seats. So it's not 40 percent of anything that is
 14 current. It's 40 percent of the --
 15 CHAIRWOMAN LICHTER: The new number.
 16 DR. ELMENDORF: -- the new structure.
 17 CHAIRWOMAN LICHTER: The new number, okay.
 18 DR. ELMENDORF: Which is a very much reduced-
 19 size VLP.
 20 CHAIRWOMAN LICHTER: Right. So for middle
 21 school, you said that there are currently 98 students.

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1 Is that what the number was? This year. There's 98
 2 middle-schoolers?
 3 DR. ELMENDORF: How many middle-school students
 4 do we have now? We have 363 middle-school students right
 5 now.
 6 CHAIRWOMAN LICHTER: Okay, 363. How many seats
 7 will be for middle school -- I feel like we're doing a
 8 test. How many student seats will there be for middle
 9 schoolers in your proposed --
 10 DR. ELMENDORF: Two hundred forty-four total.
 11 CHAIRWOMAN LICHTER: And that includes, or does
 12 not include, medical, extra staffing needs, and
 13 administrative?
 14 DR. ELMENDORF: Includes, so it would be 98
 15 percent -- or 98 students lottery seats and 146 seats for
 16 placements.
 17 CHAIRWOMAN LICHTER: So 98 students from the
 18 current 300-and-some students?
 19 DR. ELMENDORF: Correct.
 20 CHAIRWOMAN LICHTER: So that's way less?
 21 DR. ELMENDORF: Correct.

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1 CHAIRWOMAN LICHTER: That's not -- okay, the 40
 2 percent was throwing us.
 3 DR. YARBROUGH: I'm sorry. If I might
 4 interrupt, that piece is not correct. So out of the 300
 5 students that we have in middle school right now, some of
 6 them will meet the criteria. Some of them have -- are
 7 there for administrative placements. Some of them,
 8 they're -- you know, some of them will be able to file
 9 for medical exemptions, health exemptions, et cetera.
 10 And so that's why one of the reports that we're
 11 going to bring back to the Board is how many of the
 12 students that we currently have now would fall on the
 13 placement side versus how many of the students now would
 14 not qualify and would have to participate in the lottery?
 15 And if I might, Chair Lichter, to you question in terms
 16 of is there a place is in the middle? One of the things
 17 that we can do, and I know that Dr. Elmendorf already
 18 started this work, was to look at eLearning. How do we
 19 leverage some eLearning seats to open this up a little
 20 bit more for families? And so that is certainly work
 21 that we can take back for the team.

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1 Because what I'm hearing is we certainly
 2 understand the fiscal implications, but we also want to
 3 be responsive to our families. So what's that number
 4 where we can meet 6 and a half million, leverage some
 5 other resources, and allow more students where this works
 6 for them to participate in the program?
 7 CHAIRWOMAN LICHTER: So should the motion be to
 8 postpone decision until we get a revised proposal at the
 9 2/28 meeting?
 10 MR. BROUSAIDES: There's a motion pending,
 11 Chair Lichter.
 12 CHAIRWOMAN LICHTER: There's a -- okay, right.
 13 Can I take -- can I delete my motion?
 14 MR. BROUSAIDES: If everybody agrees.
 15 MS. HENN: I'll withdraw my second.
 16 CHAIRWOMAN LICHTER: Okay, so we just --
 17 MR. BROUSAIDES: Your motion can be withdrawn
 18 with the consent of all the Board members.
 19 CHAIRWOMAN LICHTER: Okay, so I'd like to
 20 withdraw my original motion. Do I have the consent of
 21 the Board? What do we -- what do you all say?

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1 MR. BROUSAIDES: Hearing no objection --
 2 CHAIRWOMAN LICHTER: Hearing no objection, we
 3 remove the motion. The new motion is we'd like to
 4 postpone a decision on the proposal for the VLP program
 5 for the upcoming school year until more information is
 6 provided at the February 28th meeting.
 7 MS. HENN: Second. Ms. Henn.
 8 CHAIRWOMAN LICHTER: Okay. Any discussion?
 9 Okay, now we'll take a roll call vote on that
 10 second motion. Yes, I can put that in the chat. Motion
 11 to postpone a vote on the proposed revisions to the VLP
 12 program for the upcoming school year until more
 13 information is provided at the 2/28/23 BOE meeting.
 14 Whew. My grandmother was a court stenographer, so I got
 15 that fast typing.
 16 Okay, got it?
 17 Okay, roll call vote, please.
 18 MS. GOVER: Ms. Domanowski?
 19 MS. DOMANOWSKI: Yes.
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

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1 MS. GOVER: Mr. McMillion?
 2 MR. McMILLION: Yes.
 3 MS. GOVER: Ms. Henn?
 4 MS. HENN: Yes.
 5 MS. GOVER: Ms. Harvey?
 6 VICE CHAIR HARVEY: Yes.
 7 MS. GOVER: Ms. Hassan?
 8 MS. HASSAN: Yes.
 9 MS. GOVER: Mr. Offerman?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Dr. Savoy?
 12 MS. SAVOY: Yes.
 13 MS. GOVER: Dr. Hager?
 14 MS. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Lichter?
 18 CHAIRWOMAN LICHTER: Yes.
 19 MS. GOVER: Thank you.
 20 CHAIRWOMAN LICHTER: Okay. Thank you,
 21 everyone.

<p style="text-align: right;">Page 162</p> <p>1 The next item on the agenda is action taken in 2 closed session, and for that, I call on Mr. Brousaides. 3 MR. BROUSAIDES: Nothing to report from closed 4 session, Ms. Lichter. 5 CHAIRWOMAN LICHTER: Thank goodness. Okay. 6 Next -- we gained a couple minutes. The next 7 item on the agenda is contract awards, and for that, I 8 call on Ms. Jose, Chair of the Building and Contracts 9 Committee. 10 VICE CHAIR HARVEY: Madam Chair, I will be 11 standing in as Vice Chair for Ms. Jose. 12 CHAIRWOMAN LICHTER: Yes. Okay, so I call on 13 Ms. Harvey. 14 VICE CHAIR HARVEY: Members of the Board, the 15 Board's Building and Contracts Committee met on Monday, 16 February 13, 2023. Items M-1 through M-17 are being 17 forwarded to the full Board for approval. 18 CHAIRWOMAN LICHTER: Do I have a -- okay, no 19 second is needed. Discussion. 20 Ms. Pumphrey? 21 MS. PUMPHREY: Can I just -- I want to -- I</p>	<p style="text-align: right;">Page 164</p> <p>1 Services, I just want some clarification. The contract 2 spending authority is for \$1 million. The term is five 3 months. And it has two -- it looks like two 1-year 4 extensions. And my only question is, is the \$1 million 5 being budgeted for the entire time? Or is it \$1 million 6 for five months? 7 UNIDENTIFIED SPEAKER: The \$1 million is for 8 the entire term. 9 MR. KUEHN: And that's just for Gartner 10 Consulting for how -- is it by seat? Or is it for the 11 entire organization of access, too? 12 UNIDENTIFIED SPEAKER: It is -- yeah, so the 13 services are for enterprise use. However, there are five 14 seats that we have that are within the Division of IT. 15 But it does allow us to have consulting services or 16 access to the authors of the research papers and analysis 17 that Gartner provides and puts out. 18 MR. KUEHN: All right, thank you. 19 CHAIRWOMAN LICHTER: Dr. Hager? 20 MS. HAGER: Thank you. My question is for No. 21 6, the bus tracking application. I just -- when I first</p>
<p style="text-align: right;">Page 163</p> <p>1 would like to move to pull Item No. 2 to vote separately? 2 Should I put that in the chat, the motion? 3 CHAIRWOMAN LICHTER: Does she need to write 4 that as a motion, or we'll just pull No. 2? 5 MR. BROUSAIDES: It can just be voted on 6 separately. 7 CHAIRWOMAN LICHTER: Okay. Other discussion? 8 MR. BROUSAIDES: So the motion would then be -- 9 CHAIRWOMAN LICHTER: Right, 1 and then 3 10 through -- 11 MR. BROUSAIDES: -- 1 then 3 through 17. 12 CHAIRWOMAN LICHTER: -- right. Okay. So do I 13 have a motion to approve Items M-1 and M-3 through 17? 14 MS. HASSAN: So moved, Hassan. 15 MR. OFFERMAN: So moved, Offerman. 16 CHAIRWOMAN LICHTER: Okay, no second is needed 17 since the recommendation comes from the committee. Any 18 discussion? 19 Mr. Kuehn? 20 MR. KUEHN: Thank you. Regarding Contract 21 NTA512-23, Information Technology Research and Advisory</p>	<p style="text-align: right;">Page 165</p> <p>1 joined the Board, we were having a lot of debates about a 2 system that would've allowed for cameras that would take 3 pictures of folks who zoom past buses, and they would be 4 ticketed and that would then pay for cameras in buses and 5 GPS systems and all these other things that our school 6 buses needed to be equipped for. 7 And I thought we had had a discussion about 8 revisiting a similar contract that would, essentially, 9 pay for itself moving forward. And then this contract 10 came forward with the GPS. It's clearly needed. I guess 11 I just wanted to know, is that something we're even 12 pursuing anymore, or have we just moved on to explore 13 ways we pay for it ourselves? And if so, would investing 14 this \$2.5 million and then if in a few months, we find a 15 way that would've paid for it, is that the right move to 16 go, I guess? 17 DR. YARBROUGH: Dr. Hager, thank you for your 18 question. You are correct. We have had conversations 19 regarding other contracts. But one of the charges that 20 we received last year, very clear from our families, as 21 well as members of the Board, was to improve our services</p>

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1 and transportation. And to improve our communication in
 2 terms of timeliness, and so one of the ways that we had
 3 to do that was to find a mobile and web-based bus-
 4 tracking application.

5 We started the pilot last spring and continued,
 6 expanded throughout the school year. We are aware of the
 7 company that remains available, but that did not appear
 8 to be feasible for Baltimore County Public Schools. And
 9 so, as we continue to deliver on our promise to deliver
 10 timely and efficient services to schools, this tracking
 11 application allows us to move from pilot to all of the
 12 students, across the entire system.

13 Whereas, if we -- we would have to go back to
 14 square one and delay the entire rollout of the
 15 application tracking system to all of our families if we
 16 wanted to explore, for an additional time, the company
 17 that you -- or the contract that you were referring to.

18 MS. HAGER: And that's fine. I was just
 19 curious if there was any movement in that direction. So
 20 thank you for your answer. I appreciate it.

21 DR. YARBROUGH: You're welcome.

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1 CHAIRWOMAN LICHTER: Mr. Kuehn, you also had a
 2 question about No. 6?

3 MR. KUEHN: I did. I had a quick follow-up,
 4 and I think it was answered, but I just want to clarify.
 5 This includes all buses and all contract buses that
 6 service Baltimore County. Is that correct?

7 DR. YARBROUGH: You are correct.

8 MR. KUEHN: All right, thank you.

9 CHAIRWOMAN LICHTER: Ms. Henn?

10 MS. HENN: Thank you. I also had a follow-up
 11 question on 6. The Board's objection to the contract we
 12 were discussing was not the service that was provided.
 13 In fact, our direction was to pursue other potential
 14 bidders to provide that service. So I just wanted to
 15 make that clear. We've had numerous speakers present
 16 some false information to the public, so I wanted to,
 17 one, comment on that fact, but also to ask whether or not
 18 the system has pursued other vendors to provide that
 19 service before we go this route.

20 DR. GRIMM: Good evening, Ms. Henn. This is
 21 Dr. Grimm (phonetic). At the present time, there are no

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1 other vendors that provide this type of comprehensive
 2 service that we were looking for previously.

3 MS. HENN: Okay. So at the time, I remember
 4 providing one that initially seemed to provide similar
 5 services and shared that information. So they were
 6 deemed not comparable, I take it?

7 DR. GRIMM: That is correct. There are no
 8 other vendors that provide the full-scale services that
 9 we're looking for as a system.

10 MS. HENN: Okay. Thank you, Dr. Grimm.

11 CHAIRWOMAN LICHTER: Mr. Kuehn?

12 MR. KUEHN: Thank you. I do have a question
 13 about NTA510-23, Purchase of Replacement and Additional
 14 Motor Vehicles. This contract looks like it's for eight
 15 months and then two extension years, and it's for \$14 and
 16 a half million. So just looking at what was provided, it
 17 said the current fiscal year budgeted was \$400,000. I
 18 guess I have a few questions, and my first question is
 19 are we just running out of budgeted dollars for this
 20 need, since we only have \$400,000, I guess, this fiscal
 21 year were left? And we need to add \$14 million left?

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1 I'm just trying to get an understanding of how many
 2 vehicles we're looking at here? Because it's a
 3 significant dollar amount, and I don't believe -- and
 4 perhaps you can -- I don't believe this covers any bus --
 5 any purchases of buses. This is just passenger, light
 6 and medium-duty vehicles.

7 UNIDENTIFIED SPEAKER: So Mr. Kuehn, I'm going
 8 to answer the last part of your question first. You're
 9 correct. There -- this particular contract is not for
 10 any school buses. You're absolutely correct. It is for
 11 light and medium-duty vehicles, so it's for pickup
 12 trucks, SUVs, vans, those types of vehicles, not our
 13 large dump trucks, for example, no school buses, no
 14 reefer trucks, anything of that nature.

15 What this contract does is it actually
 16 reconceptualizes the way we have been purchasing vehicles
 17 in the past. Due to the pandemic, we've had difficulty,
 18 as everyone has, in procuring vehicles, and often with
 19 the lead time of 18 months or more, which makes it very
 20 difficult for us to replace vehicles.

21 So for example, last year, the only vehicles

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1 that we could replace for this current year were our
 2 large 10-ton dump trucks. So we had difficulty procuring
 3 and replacing other vehicles that were on the replacement
 4 schedule. What this particular contract allows us to do,
 5 and similar to the question that you had for the IT
 6 contract, it provides us with the spend authority over a
 7 longer period of time to replace our vehicles,
 8 piggybacking on a Baltimore County government contract,
 9 so that as the need arrives, we can purchase those -- we
 10 can order those vehicles.

11 What's happening is that the manufacturers are
 12 shifting their model for how governments can procure
 13 vehicles and, in fact, we had several vehicles that we
 14 were trying to purchase last year, which those were
 15 simply canceled -- those orders were canceled because the
 16 manufacturers weren't taking them. So it's a shift in
 17 model of how we're looking to procure vehicles moving
 18 forward in order to keep up with our replacement schedule
 19 and meet the needs of the system.

20 MR. KUEHN: Thank you for that answer. Just to
 21 follow on, I'm -- I have a question about No. 9, which, I

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1 believe, is related somehow, and that's what my question
 2 is about, the master lease financing. It talks about --
 3 it's a \$62 million contract spending authority for 5 and
 4 a half years. And it looks as if we're going to attempt
 5 to use this financing vehicle to lease vehicles, along
 6 with school buses, trucks, and other essential equipment.

7 Is the money that we're talking about providing
 8 for this \$14 and a half million, is any of it going to be
 9 used in this master lease financing? And if not, can
 10 someone, please, just explain the master lease financing
 11 contract and why we would -- we are moving in that
 12 direction for vehicles?

13 UNIDENTIFIED SPEAKER: The master lease
 14 financing is just -- it's what -- it's been our practice.
 15 Our ongoing practice is that we lease vehicles, and this
 16 is just an updated agreement. Is that -- that's -- I
 17 mean, that's -- we're not changing the way we -- our
 18 business practice. It's been to lease vehicles, and this
 19 is just a -- an updated lease contract.

20 MR. KUEHN: So the \$14 and a half million
 21 purchase of replacement additional motor vehicles -- so

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1 we're buying some vehicles and we're leasing other
 2 vehicles is what I'm hearing.

3 UNIDENTIFIED SPEAKER: So it's actually the
 4 financing.

5 UNIDENTIFIED SPEAKER: It's the financing.

6 UNIDENTIFIED SPEAKER: It's the financing. It
 7 says -- but it's actually the financing of -- we're not
 8 leasing vehicles. We're procuring the vehicles. What I
 9 meant was is, this is the financing for vehicles. We've
 10 always financed vehicles. We've always --

11 MR. KUEHN: Okay, financing makes sense. I
 12 understand that. But when the word lease is in there --

13 UNIDENTIFIED SPEAKER: Yes, yes.

14 MR. KUEHN: Is that a misnomer? What --

15 UNIDENTIFIED SPEAKER: I think it is. It is --
 16 it's -- it fooled me, as well. It's actually not
 17 leasing. It's financing of the vehicles that we are
 18 buying.

19 UNIDENTIFIED SPEAKER: And Mr. Kuehn, just to
 20 add some clarification. In the school bus industry, it's
 21 common practice to call it a lease purchase. Because of

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1 the limited lifespan of a school bus and a -- like most
 2 conventional vehicle loans, a school bus loan is
 3 typically for 6 years, and its life is for 12. So it's
 4 really called a lease purchase, and at the end of the 12
 5 years, when we cycle those school vehicles out, those
 6 school buses out, they go to auction. So we own them
 7 outright at that time, but that's the term that's used
 8 quite a bit in the school bus industry, as well. If that
 9 helps any -- provide any clarification.

10 MR. KUEHN: Okay, well, thank you. I think I
 11 got an explanation there. It is a bit confusing.

12 CHAIRWOMAN LICHTER: And you're out of time,
 13 Mr. Kuehn, but thank you for your questions.

14 MR. KUEHN: I'm sorry. Don't I have time for
 15 every contract to speak? I just want to clarify
 16 something, because they're all different. They're all
 17 different items.

18 CHAIRWOMAN LICHTER: That hasn't been the
 19 practice, so we're voting on 1 and then 3 through 17, so
 20 you had your minutes for that.

21 MR. KUEHN: All right. Thank you.

<p>1 CHAIRWOMAN LICHTER: So at this time, Ms. 2 Gover, a roll call vote on 1 and 3 through 17. 3 MS. GOVER: Ms. Domanowski? 4 MS. DOMANOWSKI: Yes. 5 MS. GOVER: Ms. Pumphrey? 6 MS. PUMPHREY: Yes. 7 MS. GOVER: Mr. McMillion? 8 MR. McMILLION: Yes. 9 MS. GOVER: Ms. Henn? 10 MS. HENN: Yes. 11 MS. GOVER: Ms. Harvey? 12 VICE CHAIR HARVEY: Yes. 13 MS. GOVER: Ms. Hassan? 14 MS. HASSAN: Yes. 15 MS. GOVER: Mr. Offerman? 16 MR. OFFERMAN: Yes. 17 MS. GOVER: Dr. Savoy? 18 MS. SAVOY: Yes. 19 MS. GOVER: Dr. Hager? 20 MS. HAGER: Yes. 21 MS. GOVER: Mr. Kuehn?</p>	<p>Page 174</p>	<p>1 that we actually have our own hearing examiners? And so 2 I'm just trying to understand what -- and it's -- this is 3 only for an authority of \$100,000 over three years. So 4 I'm not quite sure how it works. Someone -- is it a per- 5 hour contract? 6 MR. HARTLOVE: We did discuss this at the 7 meeting last night, and my understanding is we've been 8 doing this all along. This is just additional hearing 9 examiners, and they are on an as-needed basis, so my 10 understanding would be that they would -- it would be an 11 hourly contract. 12 MS. HOWIE: Good evening, members of the Board. 13 This is Margaret-Ann Howie. Mr. Kuehn, I'm able to 14 answer or extend Mr. Hartlove's response, if I'm 15 permitted. 16 MR. KUEHN: That would be great. 17 CHAIRWOMAN LICHTER: Yes, go ahead. 18 MS. HOWIE: So as indicated in the exhibit, 19 this is an extension that we already have contracts 20 that've come before the Board for your hearing examiners. 21 This is simply for two additional examiners who were</p>	<p>Page 176</p>
<p>1 MR. KUEHN: Yes. 2 MS. GOVER: Ms. Lichter? 3 CHAIRWOMAN LICHTER: Yes. 4 MS. GOVER: Thank you. 5 CHAIRWOMAN LICHTER: Now, discussion on No. 2, 6 Contract 2. 7 Ms. Pumphrey, would you want to start? 8 MS. PUMPHREY: No, I just -- no, I -- 9 CHAIRWOMAN LICHTER: Oh, you just want it 10 separated? 11 MS. PUMPHREY: I just needed it separated. I 12 don't need to discuss it. 13 CHAIRWOMAN LICHTER: Okay, any discussion on 14 No. 2? 15 MR. KUEHN: I have a question. This is Mr. 16 Kuehn. 17 CHAIRWOMAN LICHTER: Okay. Go ahead. 18 MR. KUEHN: So I don't believe, and perhaps 19 I've missed it in the past, but have contracts for 20 hearing examiners always come to the Board? I thought 21 that a lot of that flowed through the law office, and</p>	<p>Page 175</p>	<p>1 local, but yes, the Board has voted previously on hearing 2 examiners on approving them for your panel. 3 MR. KUEHN: All right. Thanks. 4 CHAIRWOMAN LICHTER: Thank you. 5 Roll call vote on No. 2. 6 MR. BROUSAIDES: I think we have a -- need to 7 make a motion for No. 2 first. 8 CHAIRWOMAN LICHTER: Oh. Do I have a motion to 9 approve Item No. M-2? 10 MR. OFFERMAN: So moved, Offerman. 11 CHAIRWOMAN LICHTER: Thank you. No second is 12 needed, since the recommendation came from the committee. 13 Any further discussion? 14 May I have a roll call vote? 15 MS. GOVER: Ms. Domanowski? 16 MS. DOMANOWSKI: Yes. 17 MS. GOVER: Ms. Pumphrey? 18 MS. PUMPHREY: Abstain. 19 MS. GOVER: Mr. McMillion? 20 MR. McMILLION: Yes. 21 MS. GOVER: Ms. Henn?</p>	<p>Page 177</p>

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1 MS. HENN: Yes.

2 MS. GOVER: Ms. Harvey?

3 VICE CHAIR HARVEY: Yes.

4 MS. GOVER: Ms. Hassan?

5 MS. HASSAN: Yes.

6 MS. GOVER: Mr. Offerman?

7 MR. OFFERMAN: Yes.

8 MS. GOVER: Dr. Savoy?

9 MS. SAVOY: Yes.

10 MS. GOVER: Dr. Hager?

11 MS. HAGER: Yes.

12 MS. GOVER: Mr. Kuehn?

13 MR. KUEHN: Yes.

14 MS. GOVER: Ms. Lichter?

15 CHAIRWOMAN LICHTER: Yes.

16 MS. GOVER: Thank you.

17 CHAIRWOMAN LICHTER: Okay. Next on the agenda

18 is -- wait a second. Getting to it. Go through these

19 contracts. The next item on the agenda is the report on

20 the Deer Park Middle Magnet School Capacity Relief

21 Boundary Study, and for that, I call on Dr. Yarbrough,

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1 Mr. Dixit, Mr. Cropper, and Dr. Zarchin.

2 MR. DIXIT: Good evening, Chair Lichter, Vice

3 Chair Harvey, Deputy Superintendent Dr. Yarbrough and

4 members of the Board. We are here today to present the

5 committee's recommendation for the Deer Park Middle

6 Magnet School Boundary Change. Joining me today are Dr.

7 Zarchin, Mr. Taylor of my team, Director of Strategic

8 Planning, and our consultant, Mr. Matthew Cropper of

9 Cropper GIS. And with this, I'll request Dr. Zarchin to

10 make the presentation.

11 DR. ZARCHIN: All right, thank you. Good

12 evening. The Deer Park Middle Magnet School Boundary

13 Study process was conducted in the fall of 2022. The

14 purpose of this boundary study was to provide capacity

15 relief to Deer Park Magnet Middle School. As of

16 September 30, 2021, Deer Park Middle School was over

17 capacity by 254 students, which is 120 percent, and is

18 projected to continue to be over capacity in the future.

19 The boundary study is consistent with the

20 recommendation for capacity relief provided within the

21 multi-year improvement plan for all schools. Next slide,

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1 please.

2 The boundary process followed Board policy and

3 Superintendent Rule 1280. The process was facilitated by

4 Mr. Matthew Cropper of Cropper GIS. Each school

5 participated in the study, established the committee,

6 which was comprised of the school's principal, two

7 teachers, two community members, and Mr. Aaron Plymouth,

8 who represented as the Northwest Educational Chair.

9 Principals fully participated in the boundary

10 study. However, they were not voting members on their

11 committees. Only teachers, community members, and the

12 Chair of the Northwest Area Education Advisory Council

13 were voting members. BCPS staff from a wide range of

14 divisions, departments, and offices supported the

15 boundary study.

16 At this time, I would like to turn the

17 presentation over to Mr. Paul Taylor.

18 MR. TAYLOR: Thank you. In order to provide

19 capacity relief to Deer Park Middle Magnet School and

20 make the best and most efficient use of available

21 capacity in the region, Dr. Williams approved the

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1 initiation of a boundary change process which contained

2 four phases. The first phase began with planning from

3 July through August 2022. The boundary study was then

4 held from September through December 2022. The Boundary

5 Study Committee met four times during this period to

6 formulate and review various boundary change options.

7 The fifth scheduled meeting was not held because the

8 committee felt prepared to vote and move forward a

9 recommendation at their fourth meeting on November 30,

10 2022.

11 The next phase in the process continues this

12 evening with committee's recommendation being presented

13 to the Board's initial review, further community input,

14 and then a vote by the Board of Education on March 14,

15 2023. Through the boundary study, BCPS supports a

16 process that fully engages the community and shares

17 information about the process as it unfolds openly with

18 all stakeholders. Next slide, please.

19 Five Northwest Area middle schools participated

20 in this boundary process. This slide outlines which

21 schools participated. The boundary change will become

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1 effective fall of 2023. So following Board approval,
 2 notification will be sent to all students attending the
 3 participating schools. Students will be notified of the
 4 boundary decisions and the next steps. BCPS staff will
 5 coordinate to ensure smooth transition for all students.

6 I would now like to introduce Matt Cropper of
 7 Cropper GIS to present the details and recommendation of
 8 the boundary study.

9 MR. CROPPER: Thank you. The boundary study
 10 objectives, a community-based comprehensive study was
 11 tasked with meeting the following objectives: to reduce
 12 overcrowding at Deer Park Middle Magnet School; to create
 13 viable, successful boundaries that efficiently use
 14 capacity in all the participating schools; and to
 15 maintain or increase the student diversity among
 16 participating schools in the region to reflect the
 17 diversity of the region and the school system.

18 Next slide, please. As was mentioned, we
 19 always guided the committee to adhere to the Rule 1280 as
 20 they considered boundary changes for any particular area
 21 in the study area. These primary considerations were to

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1 make efficient use of capacity in affected schools and to
 2 maintain or decrease the diversity among schools to
 3 reflect the diversity of the region and the school
 4 system. Next slide, please.

5 Other considerations that we guided the
 6 committee to look at and consider were to maintain the
 7 continuity of neighborhoods; to -- the impact -- be
 8 mindful of the impact of transportation and pedestrian
 9 patterns on students; to minimize the number of times any
 10 individual students are reassigned; be mindful of long-
 11 term enrollment capacity and future capital plans to not
 12 only look at students now, but look at -- be mindful of
 13 what's happening in the future; location of feeder-school
 14 boundaries and continuity of feeder patterns; phasing in
 15 boundaries' changes by grade level for high schools,
 16 which didn't apply since we were focused solely on middle
 17 school boundary changes in this effort; and other
 18 considerations that adhere to best practices in the
 19 industry or using geographic features, such as railroads,
 20 creeks, and major highways when designing boundary
 21 changes or looking at where to follow the lines.

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1 In addition to that, we were looking at
 2 supporting the ESOL strategic plan objection of returning
 3 students from the ESOL centers to home schools. Next
 4 slide.

5 The committee was represented very well, broad
 6 based, made up of people from all over the study area.
 7 There were 21 members. Sixteen of those were voting
 8 members. We had five principals on the committee, and
 9 those were non-voting members. Five teacher and staff
 10 representatives. Ten parents, which are two parents from
 11 each school, and then an Area Educational Advisory
 12 Council representative. We asked the committee to
 13 always, when they get around the table at these committee
 14 meetings, to focus on what's best for all children in the
 15 study area; suspend their parochial interests and not
 16 focus on what's best for their child or their school or
 17 neighborhood, but what's best for all children in the
 18 study area as they work towards a recommendation.

19 We asked the committee to participate in all
 20 meetings, if possible, and that they are representatives
 21 of the community, but along with that, that they provide

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1 input as it relates to what things are like in their
 2 community. How is traffic, walkable areas, just things
 3 from -- on the local perspective that we may not know
 4 that they could participate and provide input on.

5 They held five committee meetings from
 6 September to November, and they collaborated exclusively
 7 with each other. The public was always offered the
 8 opportunity to come and observe meetings, but they are
 9 not able to participate in those committee meetings.

10 And then, finally, the committee is tasked with
 11 presenting a recommendation to the Board of Education via
 12 the Chief of Schools.

13 So regarding public participation and input,
 14 letters were sent to all families in May '22 regarding
 15 the process, followed by additional outreach from schools
 16 throughout the process. The focus is try to make sure
 17 that everybody knows what's happening and that the
 18 process is upcoming so that we can enable maximum
 19 participation. The public was invited to attend all
 20 meetings, like I mentioned, and they could observe in
 21 person. And all meetings were livestreamed on the BCPS

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1 website. Video recordings of those meetings were also
 2 saved and converted into YouTube clips and so anybody can
 3 go back and look at prior meetings and things like that
 4 to see what was discussed and what was -- how the
 5 committee deliberated on various issues.

6 And all information that's shared with the
 7 committee is always posted on the BCPS website and with
 8 the effort of full transparency and making sure that any
 9 member of the public or anybody who is interested in the
 10 process can follow the process and refer to all the
 11 materials that the committee had at their hands. Next
 12 slide, please.

13 The public was invited to provide input through
 14 multiple different avenues. There was email address that
 15 they could submit questions or comments to. There was an
 16 online comment form that -- where they could provide any
 17 kind of input at any particular time. And then there was
 18 also a survey that accompanied the public information
 19 session. We did have a public information session, which
 20 that session is designed for the public to give us input
 21 and talk with committee members around maps and listen to

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1 a presentation and really have a gallery-walk type of
 2 format where we can discuss the maps and discuss options
 3 with members of the public.

4 The online survey were translated in multiple
 5 languages, and we had 121 total unique respondents
 6 participate in the online survey. And as I said, it was
 7 provided in multiple different languages. Next slide,
 8 please.

9 The committee considered six total options.
 10 They reviewed and discussed as a group all materials and
 11 reviewed all the information that was -- that had been
 12 collected and had been provided through the course of the
 13 study. It was a really good committee. I'd say that
 14 this committee was very cohesive and they worked
 15 collaboratively. They really worked good as a team, and
 16 they were focused on making decisions for the -- best for
 17 all students in this area. And I could tell that they
 18 were focused on that with an objective point of view.

19 They recognized that Draft Option D set aside
 20 the most boundary study considerations. We had three
 21 options that were presented at the public information

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1 session, and then we had surveyed the public regarding
 2 three options. And then those options were then taken
 3 back to the committee, and they continued to do their
 4 work and evaluating options, starting to get towards a
 5 recommendation. Next slide, please.

6 So this is just -- I'll go through the slides
 7 of some of the boundaries that -- and the options that
 8 were considered. And this is a large geographic area, so
 9 sometimes it's hard to see some of the details on a map.
 10 But I will do my best to give you a little bit of insight
 11 on some of the areas.

12 So these are the current middle school
 13 boundaries in the study area that we were working with on
 14 this study. If you go to the next slide, you can see,
 15 this was Draft Option A. And there were adjustments that
 16 had been made through the course of this between Deer
 17 Park and Franklin. You could see up in the northern part
 18 of Deer Park areas were sent to Franklin and that adds a
 19 variety of options. There were some different
 20 configurations of that. And there was also looking at
 21 Deer Park sending to Northwest and in the southeastern

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1 corner of Deer Park Middle School.

2 This was really done -- they're trying to make
 3 adjustments to move as few students as possible, but
 4 still accomplish our objectives. This particular option
 5 did give relief to Deer Park, brought it to 99 percent
 6 utilization. And it impacted the second-lowest number of
 7 students of all the options. As we said, we evaluated
 8 feeder patterns, and there was no impact to the feeders
 9 for middle and high school here.

10 And in all options, all students were able --
 11 were maintained in their walk zone. So any student
 12 that's in a walkable area was not put into a
 13 transportation situation, other than they were all
 14 maintained within their walk zones in all scenarios,
 15 including this one.

16 And then there were some adjustments from
 17 elementary to middle school, nine splits from elementary
 18 to middle, compared to currently only five splits from
 19 elementary to middle school. So we look at that and try
 20 to minimize the splits, but knowing that we're focused on
 21 middle school here, there's only so many things we can do

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1 to try to manage the splits, but we were mindful of them
 2 and tried to minimize the splits as we worked through the
 3 study.
 4 The next slide will show you Option B, and you
 5 could see just some slight variations between Deer Park
 6 and Franklin Middle School up in the northern area, and
 7 the same area was considered to go from Deer Park to
 8 Northwest. Again, other schools that are in the study
 9 area were not affected as part of this particular option,
 10 with the mind of trying to impact as few students as
 11 possible.
 12 This particular option brought Deer Park down
 13 to 98 percent. No impact to the middle and high school
 14 feeders. Again, walk zones were maintained. And then we
 15 had the same number of splits from elementary to middle
 16 school as Option A posed. This did impact the second-
 17 most students of any of the options that were considered
 18 coming to the final ones that were under consideration.
 19 If you go to the next slide, for Option C, you
 20 can see, again, it's just another variation of Deer Park
 21 to Franklin. The committee was really focused on this

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1 particular area because they could see some different
 2 alternatives that could be considered, and they wanted to
 3 evaluate them and the data for them.
 4 This particular option brought Deer Park down
 5 to 97 percent, and had all of the same benefits as the
 6 prior options with feeder patterns and walkability. Same
 7 limitations as the other options with additional
 8 elementary to middle school splits, but this option did
 9 impact the most students of all the four options that
 10 they were evaluating.
 11 And if you go to the last option, Option D,
 12 this ended up being what was recommended by the
 13 committee. This brought Deer Park down to -- it was --
 14 there was 109 percent, but if we -- part of the process,
 15 this straddled a school year, so we introduced and
 16 brought some new enrollment information at a later
 17 meeting in the process. And the -- one of the main
 18 reasons for that is that Deer Park had a fluctuation in
 19 enrollment. Their enrollment was -- they were at 120
 20 percent when we were working through this originally.
 21 They had a drop in enrollment that brought them down to a

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1 lower utilization, so we felt like it was important to
 2 share with the committee current enrollment so that they
 3 could evaluate all of the options with the most recent
 4 enrollment.
 5 So when we were working with the '21 data, Deer
 6 Park was at 109 percent, but when we looked -- evaluated
 7 the new enrollment, it was down to 92 percent with this
 8 particular option. They still needed capacity relief,
 9 but they had fewer students than what they had in the
 10 prior year, so the thought was they may not need as much
 11 relief. They may not have to move as many students out
 12 of Deer Park because they had a drop in their enrollment
 13 in that one -- in that -- the most year.
 14 So this recommendation does bring Deer Park to
 15 92 percent, brings them down below 100. It impacts the
 16 least number of students of all options. Two hundred and
 17 forty students were impacted, which is a good number,
 18 given that the school needed relief, and so it was a good
 19 minimal number for students impacted.
 20 The feeder patterns and the walkability is the
 21 same benefits as all the options, and then this has 13

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1 splits from middle school to high school, compared to 11
 2 splits, although the splits are relatively balanced. So
 3 one of the things that we look at, if you do have to
 4 split a school, try not to make a very small percentage
 5 split. And if you have to have to have a split, make
 6 sure that the split has a good percentage so that
 7 students, when they travel to the next level, they have
 8 familiar faces and people that they're familiar with when
 9 they migrate to the next level.
 10 Next slide, please. This is the voting outcome
 11 of the option that led to Option D. Voting members that
 12 were present all had the opportunity to vote, so when you
 13 look at this, we could see -- the way that we ran through
 14 the voting process with the committee was we asked to
 15 vote yes or no for each option, to see what the committee
 16 members said.
 17 When we asked if they would recommend Option A,
 18 only one person said yes. When we asked them for B,
 19 nobody chose to recommend Option B. When we asked Option
 20 C, there was only one person that said yes, and the rest
 21 said no. And then when we got to the Option D, every

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1 single committee member voted yes for Option D. So it
 2 was a unanimous vote, and all committee members felt that
 3 Option D was the best option for this study area, and the
 4 best one to bring forth to the Board for recommendation.
 5 The next slide, please. And this is, again,
 6 just the -- a map, again, that shows you the final
 7 recommendation that the committee is bringing forth to
 8 the Board. You could see -- this shows you some
 9 statistics and the data. This first -- as I was
 10 mentioning, the 2021 numbers shows you how the
 11 recommendation looks. And you could see with the yellow
 12 area with the utilization numbers shows -- demonstrates
 13 the imbalance and the need to provide relief to Deer
 14 Park.
 15 With this option, looking at 2021 numbers, we
 16 brought everything into balance, but Deer Park was a
 17 little high. If you go to the next slide, you could see
 18 how it looks in using the most current enrollment, and
 19 that's why we presented this in showing that using the
 20 most current enrollment, it does provide a much better
 21 balance of relief and relief to all schools and balancing

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1 utilization across the whole study area.
 2 Next slide, please. Demographics were studied
 3 in all options, comparing the current to the actual
 4 recommendation to evaluate the impact on demographics,
 5 and we didn't identify any particular negative impact as
 6 it relates to demographic diversity for this particular
 7 recommendation.
 8 Next slide, please. Two hundred and forty
 9 students impacted and there are detailed tables that show
 10 how many students were moved from one school to the next.
 11 And those are shown in sort of the pinkish-color rows or
 12 column, yeah, rows. And then the green reflects areas
 13 where students were not moved, so that's the number of
 14 students that were not impacted as a result of the
 15 recommendation.
 16 Feeder patterns, like I said, we were
 17 constantly tracking feeder pattern splits and the
 18 percentage of feeder splits and trying to make them
 19 improve the feeder patterns in the area if at all
 20 possible. And like I said, walk zones were not
 21 compromised. All students who were in a walk zone were

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1 maintained in a walkable situation.
 2 MR. TAYLOR: With regard to next steps in the
 3 process, the Board will hold a public hearing on the
 4 proposed boundary recommendation on March 1, 2023, at New
 5 Town High School to gather additional public comment.
 6 The Board of Education is then scheduled to vote on the
 7 boundary at its March 14, 2023, meeting.
 8 We'd like to take this opportunity to recognize
 9 and thank all of our committee members, expressly our
 10 principals, who assisted in facilitating and leading
 11 their respective school boundary committees through this
 12 process. At this time, we are here to answer any
 13 questions.
 14 CHAIRWOMAN LICHTER: So thank you for that
 15 presentation, and the work, and thank you to the
 16 committee. I have served on many boundary committees,
 17 and it is a tedious and very detailed process, so thank
 18 you. Any questions at this point from the Board?
 19 Ms. Harvey?
 20 VICE CHAIR HARVEY: Just quickly. The boundary
 21 study recommended option impacts where you said it's in

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1 the pink. Can you explain what the -- what that's
 2 communicating? It says Deer Park Franklin Middle School
 3 52. Just want to make sure I'm reading it right.
 4 MR. CROPPER: Yes, ma'am. That shows you where
 5 the current school is and where they would go in the
 6 recommendation, and how many students it would move to
 7 that particular school. So if you look at that 52, for
 8 example, there are 52 students who are moving to Franklin
 9 Middle School from Deer Park. And there were 150
 10 students from Deer Park to Northwest Academy. And that
 11 shows you how many students are moved from one building
 12 to another that make up the total 240 impacted.
 13 VICE CHAIR HARVEY: And then we're also moving
 14 students from Pikesville Middle School to Franklin and
 15 Northwest Academy.
 16 MR. CROPPER: Yes, ma'am. That's correct.
 17 CHAIRWOMAN LICHTER: Any other questions?
 18 Dr. Savoy, do you have a question?
 19 MS. SAVOY: When do you propose that all of the
 20 trailers will be gone?
 21 MR. DIXIT: Mr. Taylor?

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1 MR. TAYLOR: Once we implement the boundary
 2 process, then we can consider relocating the relocatables
 3 to other schools. And we'll be implementing it and
 4 putting it in place in this upcoming school year.
 5 MS. SAVOY: Thank you.
 6 CHAIRWOMAN LICHTER: Any other questions? All
 7 right, thank you, gentlemen, for your presentation, and
 8 we'll look to the next steps.
 9 The next item on the agenda is informational
 10 items, which includes the revised Superintendent's Rules
 11 7330.
 12 The next -- okay. I'd like to make a motion to
 13 postpone Agenda Item P due to the lateness of the hour.
 14 Do I have a --
 15 VICE CHAIR HARVEY: So moved, Harvey.
 16 CHAIRWOMAN LICHTER: Do I have a second?
 17 MS. PUMPHREY: Second, Pumphrey.
 18 CHAIRWOMAN LICHTER: Roll call vote for those
 19 of us? Yes, discussion.
 20 MR. McMILLION: Is P the agenda items again?
 21 CHAIRWOMAN LICHTER: Yes. But you may submit

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1 your agenda items. May we have your agenda item on our
 2 leadership agenda for this coming week? If it's the same
 3 agenda item.
 4 MR. McMILLION: It's the same agenda item.
 5 CHAIRWOMAN LICHTER: Okay.
 6 MR. McMILLION: But I'd like to share that with
 7 the group.
 8 CHAIRWOMAN LICHTER: Go ahead. Okay.
 9 MR. McMILLION: But if the group votes no, it's
 10 no.
 11 CHAIRWOMAN LICHTER: Okay, well, maybe they
 12 won't vote no now that they heard your discussion. Okay.
 13 Roll call vote?
 14 MS. GOVER: Ms. Domanowski?
 15 CHAIRWOMAN LICHTER: We're voting to --
 16 MS. DOMANOWSKI: Can you clarify, please?
 17 CHAIRWOMAN LICHTER: Yes. I was making the
 18 motion to skip Agenda Item P due to the lateness of the
 19 hour. Mr. McMillion does have something he'd like to
 20 say, so that's why I understand if everybody votes the
 21 other way, Maggie.

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1 MS. GOVER: Ms. Domanowski?
 2 MS. DOMANOWSKI: No.
 3 MS. GOVER: Ms. Pumphrey?
 4 MS. PUMPHREY: No.
 5 MS. GOVER: Mr. McMillion?
 6 MR. McMILLION: I'm confused.
 7 CHAIRWOMAN LICHTER: Say no. You want to say
 8 no.
 9 MR. McMILLION: No.
 10 MS. GOVER: Ms. Harvey?
 11 VICE CHAIR HARVEY: Yes.
 12 MS. GOVER: Ms. Hassan?
 13 MS. HASSAN: No.
 14 MS. GOVER: Mr. Offerman?
 15 Dr. Savoy?
 16 CHAIRWOMAN LICHTER: Uh-oh.
 17 MS. SAVOY: Oppose.
 18 CHAIRWOMAN LICHTER: She said no.
 19 MS. GOVER: Thank you.
 20 Ms. Lichter?
 21 CHAIRWOMAN LICHTER: No. Okay. So we'll go

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1 around.
 2 Any comments, Ms. Domanowski?
 3 MS. DOMANOWSKI: Yes. Just after follow-up
 4 that goes well with what we were just were presented with
 5 the boundary survey. I really think that we need to look
 6 at a process where we look long term, as opposed
 7 (indiscernible) crowding issues in our schools. I think
 8 we need a committee that works with, I don't know, our
 9 county council when there's communities being built, new
 10 neighborhoods. School Board needs to be involved in
 11 these conversations so that we're prepared and that these
 12 overcrowding issues -- and we're not moving kids and
 13 families to different schools. I know a lot of times
 14 they've moved to that community because of that school,
 15 and they want to stay together.
 16 CHAIRWOMAN LICHTER: Thank you.
 17 Ms. Pumphrey?
 18 MS. PUMPHREY: Nothing for me.
 19 CHAIRWOMAN LICHTER: Mr. McMillion?
 20 MR. McMILLION: In regards to the VLP, I'm not
 21 a researcher, and I don't pretend to be a researcher.

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1 But there's a Ph.D. candidate project out there for
 2 somebody in the audience, one of our teachers, maybe, to
 3 track these kids. If we stop this program -- we're
 4 eventually going to stop it, but to track these kids and
 5 see what happens to them as they progress through our
 6 system.

7 On the agenda item piece, we were -- we voted
 8 against this last time. I went out into the parking lot,
 9 and I texted Dr. Williams and Ms. Lichter about having a
 10 presentation on athletic trainers on our session. So I
 11 didn't make it on last one. Ms. Lichter and I talked.
 12 You know, hopefully, we'll make it to the next one. You
 13 know, we need to look at athletic trainers in our high
 14 schools. We've got 24 high schools. We currently -- we
 15 were not filling 10 positions in the high schools, and
 16 these athletic trainers -- it's a critical -- it's a
 17 life-and-death situation. So we really need to look at
 18 that. Thank you.

19 CHAIRWOMAN LICHTER: Thank you.
 20 Ms. Harvey?
 21 VICE CHAIR HARVEY: I have no items for

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1 discussion.

2 CHAIRWOMAN LICHTER: Ms. Hassan?
 3 MS. HASSAN: I have no items. Happy
 4 Valentine's Day. May we all get into good trouble.
 5 CHAIRWOMAN LICHTER: Dr. Savoy?
 6 MS. SAVOY: I'd like to thank Dr. Williams for
 7 his exemplary service to the Baltimore County Public
 8 Schools, and I wish you well in your next endeavor.
 9 Secondly, I would like to propose that all funding be
 10 disseminated equitably, and thank you for this wonderful
 11 meeting. Happy Valentine's Day to everyone.

12 CHAIRWOMAN LICHTER: Thank you. I think that
 13 is everyone, correct? Did I miss anybody? Okay. I
 14 don't have anything. I'm done. All right. There's
 15 certain words I need to say. What?

16 The last item on the agenda is announcements.
 17 The Board's next meeting will be held on Tuesday,
 18 February 28, 2023, at 6:30 p.m. The Board will hold a
 19 public hearing on the Deer Park Middle Magnet School
 20 Capacity Relief Boundary Study on Wednesday, March 1,
 21 2023, at 6:30 p.m. at New Town High School in the

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1 auditorium. Sign-up for speakers will begin at 5:30.
 2 Thank you for joining us tonight. Sorry about the
 3 lateness of the hour. The meeting is now adjourned.
 4 (Meeting adjourned.)

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1 TRANSCRIBER'S CERTIFICATE

2

3 I, Vivian Saxe, hereby certify that I transcribed from
 4 audio file the proceedings to the best of my ability in
 5 the foregoing-entitled matter; and I further certify that
 6 the foregoing is a full, true and correct transcript of
 7 the audio files produced.

8 IN WITNESS THEREOF, I have subscribed my name on February
 9 22, 2023.

10
 11
 12
 13 Vivian Saxe
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