1                              BOARD OF EDUCATION

2                              BALTIMORE COUNTY

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8              PUBLIC MEETING OF THE BOARD OF EDUCATION

9                   BROADCAST VIA MICROSOFT TEAMS

10

11

12                          February 28, 2023

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21     Transcribed by: CRC Salomon Reporting

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1  BOARD MEMBERS:
2     Jane Lichter, Board Chair
3     Robin Harvey, Vice Chair
4     Erin R. Hager
5     Julie C. 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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## PROCEEDINGS

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2
3     MS. LICHTER:  Good evening.  This is Chairwoman
4  Jane Lichter.  I now call to order the meeting of the
5  Board of Education of Baltimore County for Tuesday,
6  February 28, 2023.  I would like to invite the Scouts and
7  Leader of Scout Troop 1485 of Hereford to lead us in the
8  Pledge of Allegiance to the Flag.  We will then have a
9  moment of silence in recognition of those who have served
10  education in Baltimore County.
11        (Pledge of Allegiance.)
12        (Moment of silence.)
13     MS. LICHTER:  Thank you, and thank you to Scout
14  Troop 1485, who are here tonight to fulfill a requirement
15  for their citizenship in the community merit badge, so
16  thank you.
17         (Applause.)
18        Tonight's Board of Education meeting is being
19  held in person and virtually and broadcast through the
20  BCPS online live meeting broadcast and on BCPS TV,
21  Comcast Xfinity Channel 73, and Verizon FiOS Channel 34.

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1 In order to efficiently conduct this meeting, all voting

2 items this evening will be done by roll call vote.

3 The first item on the agenda is the

4 consideration of the February 28th agenda.

5 Dr. Williams, are there any additions or

6 changes to tonight's agenda?

7 DR. WILLIAMS: I think there is.

8 MS. LICHTER: Yes. You don't have any, though,

9 but --

10 DR. WILLIAMS: No, I don't.

11 MS. LICHTER: -- is there any Board members

12 that have an addition to the agenda?

13 MS. PUMPHREY: Yes, I do.

14 MS. LICHTER: Go ahead, Board Member Pumphrey.

15 You can just say it. We'll --

16 MS. PUMPHREY: Okay. Sorry about that. I'd

17 like to add to the agenda the executive search committee

18 contract.

19 MS. LICHTER: New business contract award?

20 MS. PUMPHREY: Yes, please.

21 MS. LICHTER: Okay. Board members, may I have

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1 a motion to add New Business, Contract Award to the

2 agenda as Letter H?

3 MS. HENN: So moved, Henn.

4 MS. LICHTER: Thank you. May I have a second?

5 MS. DOMANOWSKI: Second, Domanowski.

6 MS. LICHTER: Thank you. Is there any

7 discussion?

8 May I have a roll call vote?

9 MS. GOVER: Ms. Domanowski?

10 MS. DOMANOWSKI: Yes.

11 MS. GOVER: Ms. Pumphrey?

12 MS. PUMPHREY: Yes.

13 MS. GOVER: Mr. McMillion?

14 MR. MCMILLION: Yes.

15 MS. GOVER: Ms. Henn?

16 MS. HENN: Yes.

17 MS. GOVER: Ms. Jose?

18 MS. JOSE: (No audible response.)

19 MS. GOVER: Ms. Harvey?

20 MS. HARVEY: Yes.

21 MS. GOVER: Ms. Hassan?

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1 MS. HASSAN: Yes.

2 MS. GOVER: Mr. Offerman?

3 MR. OFFERMAN: (No audible response.)

4 MS. GOVER: Dr. Savoy?

5 DR. SAVOY: Yes.

6 MS. GOVER: Dr. Hager?

7 DR. HAGER: Yes.

8 MS. GOVER: Mr. Kuehn?

9 MR. KUEHN: Yes.

10 MS. GOVER: Ms. Lichter?

11 MS. LICHTER: Yes.

12 MS. GOVER: Favor is 10.

13 MS. LICHTER: Okay, the motion passes. The

14 revised agenda is approved, and the agenda stands as

15 approved.

16 Earlier this evening, the Board met in closed

17 session pursuant to the Open Meetings Act for the

18 following reasons: to discuss the appointment,

19 employment, assignment, promotion, discipline, demotion,

20 compensation, removal, resignation, or performance

21 evaluation of appointees, employees, or officials over

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1 whom it has jurisdiction, or any other personnel matters

2 that affects one or more specific individuals; consult

3 with counsel to obtain legal advice and conduct

4 collective bargaining negotiations or consider matters

5 that relate to the negotiations. The summary of the

6 closed session and open session information summary can

7 be found on BoardDocs under this Board meeting agenda

8 date.

9 The next item on the agenda is personnel

10 matters, and for that I call on Mr. McCall

11 Good evening.

12 MR. McCALL: Good evening, Chair Lichter, Vice

13 Chair Harvey, Superintendent Williams, and members of the

14 Board. I'd like the Board's consent for the following

15 personnel matters: retirements, resignations,

16 certificated appointments.

17 MS. LICHTER: Do I have a motion to approve the

18 personnel matters as presented in Exhibits D-1 through D-

19 3?

20 MS. HASSAN: So moved, Hassan.

21 MS. LICHTER: Thank you. Do I have a second?

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1    DR. HAGER: Second, Hager.

2    MS. LICHTER: Thank you. Any discussion?

3    May I have a roll call vote, please?

4    MS. GOVER: Ms. Domanowski?

5    MS. DOMANOWSKI: Yes.

6    MS. GOVER: Ms. Pumphrey?

7    MS. PUMPHREY: Yes.

8    MS. GOVER: Mr. McMillion?

9    MR. MCMILLION: Yes.

10   MS. GOVER: Ms. Henn?

11   MS. HENN: Yes.

12   MS. GOVER: Ms. Harvey?

13   MS. HARVEY: Yes.

14   MS. GOVER: Ms. Hassan?

15   MS. HASSAN: Yes.

16   MS. GOVER: Dr. Savoy?

17   DR. SAVOY: Yes.

18   MS. GOVER: Dr. Hager?

19   DR. HAGER: Yes.

20   MS. GOVER: Mr. Kuehn?

21   MR. KUEHN: Yes.

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1    MS. GOVER: Ms. Lichter?

2    MS. LICHTER: Yes.

3    MS. GOVER: Thank you.

4    MS. LICHTER: Motion passes.

5    The next item on the agenda is administrative

6    appointments, and for that I call on Dr. Williams.

7    DR. WILLIAMS: Madam Chair Lichter, Vice Chair

8    Harvey, and members of the Board. I am bringing forward

9    (clears throat), excuse me, the following administrative

10   appointments for your approval: Senior Business Systems

11   Software Engineer in the Office of Technology Solutions

12   Support; Principal of Rosedale Alternative High School;

13   Supervisor of Related Services, Department of Special

14   Education; and Senior Auditor in the Office of Internal

15   Audit.

16   MS. LICHTER: Do I have a motion to approve the

17   administrative appointments as presented in Exhibit E-1?

18   MS. HASSAN: So moved, Hassan.

19   MS. LICHTER: Thank you. Do I have a second?

20   DR. SAVOY: Second.

21   MS. LICHTER: Thank you. The second was Dr.

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1    Savoy. Any discussion?

2    May I have a roll call vote, please?

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   MS. HARVEY: Yes.

13   MS. GOVER: Ms. Hassan?

14   MS. HASSAN: Yes.

15   MS. GOVER: Dr. Savoy?

16   DR. SAVOY: Yes.

17   MS. GOVER: Dr. Hager?

18   DR. HAGER: Yes.

19   MS. GOVER: Mr. Kuehn?

20   MR. KUEHN: Yes.

21   MS. GOVER: Ms. Lichter?

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1    MS. LICHTER: Yes.

2    MS. GOVER: Thank you.

3    MS. LICHTER: Motion carries.

4    Dr. Williams?

5    DR. WILLIAMS: Sure, thank you. Our first

6    appointment is Joseph Kopec III as the principal of

7    Rosedale Alternative High School. Please stand. Joining

8    him is his wife, Carly Kopec.

9    (Applause.)

10   Joseph Kopec III brings over 17 years of

11   experience in Baltimore County, and his most recent

12   position was an Assistant Principal at New Town High

13   School. Congratulations.

14   (Applause.)

15   Our next appointment is Richard E. Brown, who

16   is watching virtually. Welcome to Baltimore County

17   Public Schools. He brings over 30 years of service, and

18   his most recent position was a senior member of the

19   technical staff of SAP Financial Verizon Communications.

20   He's being promoted as the Senior Business Systems

21   Software Engineer in the Office of Technology Solutions

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1 Support. Congratulations.

2     (Applause.)

3     Next, we have our new Supervisor of Related

4 Services in the Department of Special Education. That is

5 John Lischner, who is watching virtually. He brings 23

6 years of service as a classroom teacher, and his most

7 recent position as a teacher/elementary classroom at

8 Milbrook Elementary School. Congratulations, John

9 Lischner.

10     (Applause.)

11     And our last appointment is the Senior Auditor

12 in the Internal Audit. We have Ashley Smith (phonetic).

13 Welcome to Baltimore County Public Schools. Ashley

14 Smith, who is watching virtually, brings over 15 years of

15 experience, and her previous position was an auditor at

16 the Defense Contract Audit Agency, operates under the

17 Secretary of Defense. So congratulations and welcome to

18 Baltimore County Public Schools.

19     (Applause.)

20     Thank you.

21     MS. LICHTER: Thank you, and congratulations to

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1 everyone.

2     Our next item is public comment. This is one

3 of the opportunities the Board provides to hear the views

4 and receive the advice of community members. The members

5 of the Board appreciate hearing from interested citizens.

6 As appropriate, we will refer your concerns to the

7 Superintendent for follow-up by his staff. Online

8 registration was open to the public one week prior to

9 tonight's Board meeting and was closed at 3:00 p.m.

10 yesterday for anyone wishing to speak at this evening's

11 meeting.

12     Board practice limits to 10 the number of

13 speakers at a regularly scheduled Board meeting.

14 Speakers are selected randomly using an electronic

15 selection process from all registrations received within

16 the designated time frame. Each speaker is allowed three

17 minutes to address the Board. No speaker substitutions

18 will be allowed.

19     For those who are not selected through the

20 online registration, a waitlist sign-up sheet was

21 available 30 minutes prior to the meeting. If a

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1 registered speaker is absent, speaker slots will be

2 reassigned from the waitlist so that the 10 speaker slots

3 are allocated.

4     While we encourage public input on policy,

5 programs, and practices within the purview of this Board

6 and to this school system, this is not the proper forum

7 to address specific student or employee matters, or to

8 comment on matters that do not relate to public education

9 in Baltimore County. We encourage everyone to utilize

10 existing dispute resolution processes as appropriate.

11     I remind everyone that inappropriate personnel

12 remarks, or other behavior that disrupts or interferes

13 with the conduct of this meeting, are out of order.

14 Persons using language that is threatening or promotes

15 violence against a BCPS employee are subject to legal

16 penalties. Persons who otherwise disrupt or disturb this

17 meeting will not be allowed to continue their remarks,

18 and will be escorted from the meeting.

19     I ask speakers to observe the three-minute

20 clock, which will let you know when your time is up.

21 Please conclude your remarks when you hear the tone or

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1 see that your time has expired. The microphone will be

2 turned off at the end of your time, and it could be

3 turned off if a speaker addresses specific student or

4 employee matters, or is commenting on matters not related

5 to public education in Baltimore County.

6     If not selected, the public may submit their

7 comments to the Board members via email at boe@bcps.org.

8 More information is provided on the Board's website at

9 bcps.org under Board of Education, Participation by the

10 Public.

11     I will now call on our advisory and stakeholder

12 group leaders to speak. Our first speaker is Elisa

13 Alonso from Central AEAC.

14     Good evening.

15     MS. ALONSO: Good evening, Chairwoman Lichter,

16 members of the Board of Education, and Superintendent

17 Williams. First of all, I would like to congratulate the

18 new members. I wish you all the best of luck as you work

19 hard to improve the -- our public schools.

20     I'm the first-year chair of the CEAC. We're a

21 volunteer group that tries to support BCPS through

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1 reaching out to our communities and helping arrange

2 meetings where community members have the opportunity to

3 hear from education experts and BCPS staff, and to ask

4 questions and provide comments on various topics.

5      This year, the AEACs have held discussions

6 about special education programs, nutrition, volunteer

7 opportunities, and the BCPS budget, among other things.

8 We reach out to the BCPS schools and the PTAs to let them

9 know that we are -- that all are welcome to join any of

10 our meetings.

11      I hope that anyone who is listening here today,

12 and who is interested in what we do, will reach out to us

13 to come participate in our future meetings.  Our next

14 meeting will be held Wednesday, March 2nd.  This is for

15 the Central Area, and we will be discussing school

16 capacity and class study -- and class sizes.

17      Various schools in the Central Area have had

18 over-capacity issues over the past few years, and in

19 particular, parents at Hampton Elementary have reached

20 out to me to tell me about their current situation, that

21 is particularly egregious.  Class sizes have approached

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1 30 students at some elementary schools, and special

2 education needs have not uniformly been met.

3      I know from personal experience and seeing my

4 kids how much they benefit from smaller class sizes and

5 from more hands-on personal attention from their

6 teachers.  I've also had my kids attend class in

7 trailers due to overcapacity, and I've seen some of the

8 challenging issues that large class sizes bring, such as

9 with student behavior.

10      I truly hope that our March meeting will be

11 well attended so that we can have a productive

12 conversation about how to provide students with better

13 learning environments and teachers with a better teaching

14 environment.  Thank you so much for giving me this

15 opportunity to speak today.

16      (Applause.)

17      MS. LICHTER:  Thank you.

18      Our next speaker is Cindy Sexton from TABCO.

19      MS. SEXTON:  Good evening, Chair Lichter, Vice

20 Chair Harvey, Dr. Williams, and members of the Board.

21 Hundreds of educators were here tonight, standing up for

Page 20

1 a compensation package that shows respect, respect that

2 other counties are showing their educators.  Respect that

3 looks like a raise to help mitigate the costs of

4 inflation.  Yes, you all know my message of recruiting

5 and retaining educators, and we at BCPS, unfortunately,

6 still are not doing this well.

7      The salary compression which will increase our

8 educators' career earnings is one way to show that

9 respect, a tangible way that will help us to keep the

10 educators our students need.  I'm going to take a new

11 angle tonight, since telling everyone how we address the

12 academic, social-emotional, physical, and mental health

13 needs of our students hasn't done it yet.

14      So, when two of my own children were in Perry

15 Hall High, some 11 and 13 years ago, there was a student

16 who wowed everyone in the school plays.  We knew Shereen

17 Ahmed was going places, and she did, to Broadway, as the

18 first woman of color to play Eliza Doolittle in My Fair

19 Lady.  Shereen's music teachers knew her talent and

20 provided opportunities for her, and many other students,

21 in plays in elementary, middle, and high school.

Page 21

1 Teachers helped cultivate that love.

2      I had the privilege of seeing two BCPS high

3 school plays this month.  At Carver, the show was Fame,

4 and at Perry Hall, it was Fiddler on the Roof.  I went to

5 both to see two of my former students starring, and the

6 shows were amazing.  All the actors did a great job.

7 Perry Hall, as always, had a live pit providing the

8 music.  But the showstopper for me was the student who

9 played the English teacher in Fame, and she sang the song

10 "These are my Children."  It brought me to tears, and I

11 will spare from my singing.  But the refrain is, "These

12 are my children, my saving grace.  I see my calling in

13 every face.  These are my children, and I thank God for

14 choosing me."

15      We really are called to teach.  Our students

16 are our children, and it is a privilege to teach them.

17 Teachers sow those seeds of acting and singing and

18 playing musical instruments and make this happen.  We do

19 this for our students because we love them and we love

20 what they do.  Teachers put in countless extra hours

21 preparing students for these events, and we need to have

1 those events and clubs and sports and all those other
2 things that happen after the instructional day is over.
3 But if we keep losing our educators, we're also
4 going to lose those opportunities. We're tired. We love
5 the work, but we're tired of fighting for compensation
6 that is equal to others around us. We're not asking to
7 be top in the state in compensation, although that would
8 be nice. But we don't want to be in the middle of the
9 pack anymore. Other school systems are doing it. Our
10 students need us. Our pleas for appropriate
11 compensation, we need you to be listening, advocating for
12 our students, as we are; supporting our students by being
13 sure they have those educators they need. Let's finish
14 negotiations for our students. Thank you.
15 (Applause.)
16 MS. LICHTER: Thank you. Our next speaker is
17 Joe Coughlin from ESPBC.
18 Good evening.
19 MR. COUGHLIN: Good evening, Board members.
20 Thank you for the opportunity to speak to you. I am Joe
21 Coughlin, the Vice President of the Educational Support

1 Professionals of Baltimore County. I am coming to you
2 today on behalf of the 2,100 paraeducators, --
3 UNIDENTIFIED SPEAKER: Yeah. Sorry.
4 MR. COUGHLIN: -- office professionals, and
5 health assistants dedicated to the education in Baltimore
6 -- dedicated to education in Baltimore County Public
7 Schools. You have heard me and our union president,
8 Jeannette Young, speak about the partnership we have had
9 over the last few years as we work to address the needs
10 of the education support professionals of Baltimore
11 County.
12 Today, I come to you asking that you continue
13 that collaborative effort by reaching a wage package that
14 will benefit all members of our bargaining unit. During
15 this legislative session in Annapolis, Governor Moore has
16 proposed a raise -- to raise the minimum wage to $15.00
17 an hour this year. This is a 13 percent -- over 13
18 percent increase. Even if that doesn't pass, the minimum
19 wage is set for $14.00 on January 1st, and that'll be a 6
20 percent increase.
21 This will cut the buying power of everyone,

1 especially our members, who are not getting a living
2 wage. I understand the budget and negotiation process.
3 The amount of -- the amount currently included in the
4 Superintendent's proposed budget would leave over a third
5 of the bargaining -- of our bargaining unit members, that
6 is 828 BCPS employees, without any wage increase next
7 year.
8 Our members not recognized in the current
9 proposed budget would not be able to maintain their
10 current financial obligations because they will be making
11 less money than they made last year. That's right. The
12 buying power for our members will decrease again this
13 year. This is no way to show the respect to the most
14 senior, dedicated employees of Baltimore County Public
15 Schools.
16 I know you heard us outside a short while ago.
17 Three hundred educators came to show their collective
18 concern and frustration about the priority of staff in
19 the current proposed budget. We, the employees, are the
20 most valuable resource BCPS has, and our value needs to
21 be reflected in the budget. I challenge you to deliver a

1 meaningful compensation package for all ESPBC unit
2 members. Thank you.
3 (Applause.)
4 MS. LICHTER: Thank you. Our next speaker is
5 Melea Anderson from AFSCME.
6 Good evening.
7 MS. ANDERSON: Good evening. I apologize for
8 my voice. I'm so sorry. Good evening, Chair Lichter,
9 Vice Chair Harvey, Dr. Williams, and members of the
10 Board. To our newest Board members, I would like to
11 extend a warm welcome. My name is Melea Anderson, and I
12 am a school bus attendant for the last 12 years. I'm
13 here with permission, and on behalf, of our president,
14 Bryan Epps.
15 As I've stated, I am a bus attendant, and I
16 would first like to take this moment to thank Dr.
17 Yarbrough and Dr. Grimm for fixing many of the
18 transportation issues that have lingered, at least the
19 last 12 years that I have been here. Transportation is
20 starting to run a lot smoother.
21 Dr. Williams, I would like to thank you so

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1 much, not only for your support with helping us with

2 transportation, but just everything that you've done for

3 us for the past three-and-a-half years.  Thank you very,

4 very much.

5        But this evening, I am here to speak about the

6 upcoming budget.  I would like to emphasize that AFSCME

7 entry-level positions, for example, bus attendants,

8 cafeteria workers, building service workers, and grounds

9 workers, represent a large number of our current

10 vacancies.  Why?  AFSCME is constantly being told that

11 these vacancies are because our people aren't starting at

12 $15.00 an hour, and let's be honest, even that's not a

13 fair, livable wage.

14        We're asking for the Board to find a livable

15 wage for all of our employees, including steps,

16 longevity, and COLA.  Please keep in mind that many of

17 the convenience stores and fast-food chains are paying

18 more than $15.00 an hour.  And many of our -- and many of

19 our children are even making more money than we are.  If

20 it's really all about our students, wouldn't it be nice

21 for them to know that the people who are servicing them

1 are being paid a livable wage?

2        I would definitely like to thank you for this

3 opportunity to speak this evening, and I hope our Board

4 will do the right thing.  Thank you.

5        (Applause.)

6        MS. LICHTER:  Thank you.  Our next speaker is

7 Samantha Warfel from BCSC.

8        Good evening.

9        MS. WARFEL:  Good evening.  It's so nice to be

10 here.  And it's so great to see some of you again, as

11 well.  My name is Samantha Warfel, and I am the current

12 President of the Baltimore County Student Councils and a

13 current senior at Hereford High School.  I am so excited

14 to be here tonight to update you regarding several

15 current initiatives of the Baltimore County Student

16 Councils.

17        In March, we look forward to a very busy

18 schedule of all things student advocacy.  Our legislative

19 affairs coordinators on our executive board have been

20 hard at work planning an Advocacy Day with local

21 legislators at the Maryland State House, during which

1 members of the BCSC executive board will advocate for

2 several youth-related bills.

3        We also eagerly anticipate our March general

4 assembly, which will host -- will virtually host students

5 from across the county as they represent their school-

6 based student councils through participation in an idea-

7 sharing session and workshops on topics ranging from

8 setting an example of self-care as a student leader to

9 leveraging technology effectively to captivate their

10 student councils and groups beyond.

11        Further, BCSC is proud to be sending students

12 to represent our region at the Maryland Association of

13 Student Council's annual three-day convention to proudly

14 represent our region once again and network with student

15 leaders from across the state.

16        At the end of March, BCSC will recognize the

17 election of the 43rd student member of the Board of

18 Education.  We congratulate this year's candidates, Nick

19 Dimitriades, Nathan Harris, and Kayla Drummond, by all of

20 whom the students of BCPS would be very well represented

21 next year.

1        Lastly, BCSC is thrilled to announce that we

2 will be hosting a walk to honor our former advisor, Mrs.

3 Nora Murray, and benefit the organization Finish Sarcoma.

4 On April 15th, Ms. Murray's birthday, we will be hosting

5 the event at Hereford High School.  And the event will

6 feature various student leaders and the organizations and

7 groups they represent to celebrate Ms. Murray's legacy,

8 one that undoubtedly honored and cherished student

9 leaders from across the county.  All proceeds will be

10 donated to the Finish Sarcoma organization.

11        I would also like to thank the countless hours

12 of dedication and steadfast organization of the students

13 of BCSC for their continued efforts throughout the school

14 year that make our initiatives like this a possibility.

15 And I thank you all for listening to my updates tonight.

16 Thank you.

17        MS. LICHTER:  Thank you.

18        (Applause.)

19        Next is general public comments, and our first

20 speaker is Sharon Saroff.

21        MS. SAROFF:  Good evening, everyone.  My last

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1 few meetings have been discussing accountability, and I
2 wanted to let you know that I do not think that this
3 particular Board is holding certain people accountable
4 because of what I am seeing in the schoolhouse.
5        Over the past couple of months, I have attended
6 IEP meetings where parents are bullied, threatened, and
7 in some cases, verbally abused.  And who is held
8 accountable?  My clients.  Because they dare to have an
9 advocate in the room fighting back for them, and saying
10 it's not okay to have them treated the way they are
11 treated.
12       The Office of Special Education has noted to
13 several of my clients in writing that they do not
14 collaborate with advocates.  I have offered my services
15 to my clients because I have been told by some
16 administrators I make my parents feel accountable and
17 empowered.  They know their rights if I'm in the meeting.
18 They have very useful input when I'm in a meeting.
19       But it is not okay for any staff member,
20 including myself, to be threatening, verbally abusive, or
21 bullying at any kind of a meeting.  If I'm that way, yes,

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1 I should get a consequence, but the person who instigated
2 that particular response should also get a consequence.
3 That's accountability.  Collaborative working together is
4 part of accountability.  If a parent asks for something,
5 like data, like for someone from Central Office to go in
6 and see what I see, that's accountability, and that's not
7 what I'm seeing in this county.  I see it at other
8 counties.  I have clients in Anne Arundel and in Howard,
9 for instance, and people are more than willing to go in
10 with me from Central Office to observations and have me
11 at meetings.  We need to be accountable.
12       MS. LICHTER:  Our next speaker is Deborah Ford.
13       Good evening.
14       MS. FORD:  Good evening.  Good evening,
15 Chairwoman Lichter, Dr. Williams, and fellow Board
16 members.  My name is Debbie Ford, and I've been an office
17 professional with BCPS for 24 years.  I am, like many of
18 my other colleagues, work more than there are designated
19 hours, including evenings and weekends, without asking
20 for compensation to ensure that things run smoothly and
21 efficiently in our schoolhouses.  The ones who continue

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1 to go above and beyond handling the increasing workload
2 that has been placed upon us since the pandemic,
3 continuously pivoting with ever-changing rules, policies,
4 and new procedures put in place, all the while showing
5 extreme flexibility, multitasking, and handling multiple
6 projects, schoolwide events, and transportation issues,
7 just to name a few.
8        The ones who are the loyal and faithful
9 gatekeepers, who remain professional under fire when
10 disgruntled parents call our schools.  The ones who
11 deescalate students, staff, and the community, and
12 finally, being on the front line, the first impression of
13 BCPS.
14       To tell you a little about myself, I have
15 participated in the BCPS Aspiring Leadership Program, as
16 well as several BCPS CCBC cohorts.  I received
17 outstanding evaluations from my supervisors for all of my
18 24 years, and I have received citations from the governor
19 and twice have been awarded Office Professional of the
20 Year awards from different organizations.
21       Now, I told you all of that to tell you this.

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1 In 2013, I reached the top of my pay grade and steps for
2 my job classification as Admin Secretary III.  This means
3 that other than a cost-of-living increase, which every
4 other Baltimore County Public School employee would
5 receive, and the two retention bonuses post-pandemic, I
6 have not received a step increase or a raise since 2013.
7        Reaching out to our HR and certification
8 offices, I was told that I would not receive a step
9 increase or a pay raise at any time if I remained in my
10 current position.  So other than loving my job and what I
11 do, what incentive is there for me to stay at BCPS?  I
12 could easily retire or resign, go to work elsewhere, even
13 work from home, and still collect my pension.  I have
14 nothing to lose if I leave BCPS, and I'm not alone, but I
15 love the school system.
16       I know that ESPBC is advocating for a long-term
17 restructured wage scale to increase the compensation for
18 all members, and this would be a step in the right
19 direction.  If you want to retain current employees, you
20 must find a way to provide tangible incentives, place a
21 greater emphasis on the people that make up Team BCPS,

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1  and restructure salary scales.

2       When I read the Board notes, I become less

3  hopeful seeing the amount of resignations and retirements

4  and thinking about the vast knowledge and balanced

5  experience that BCPS loses every year.  So I ask you,

6  what is BCPS willing to do in the future to retain

7  employees like myself?

8       (Applause.)

9       MS. LICHTER:  Thank you.  Our next speaker is

10  Robin Campbell.  Robin Campbell?

11       MR. CAMPBELL:  Thank you for this opportunity

12  to address you tonight.  As you know, following the 2020

13  boundary study conducted by the Ohio-based contractor

14  Cropper GIS, which brought 300 additional students

15  instead of the promised 100, Hampton Elementary School is

16  now operating at 121 percent of capacity.  Many parents

17  were relieved by assurances that BCPS was studying this

18  problem and would make recommendations to resolve it.

19       Yesterday, however, we learned that BCPS

20  officials are planning to place four trailers at the

21  school.  If this is their solution, it is unacceptable.

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1  I urge you, as BCPS' supervisors, to authorize an

2  emergency boundary study that permanently resolves this

3  overcrowding prior to the '23/'24 school year, perhaps by

4  converting Cromwell Valley Elementary into a community

5  school.

6       It is my larger hope, moreover, that as a newly

7  constituted Board of Education facing the awesome

8  responsibility of recruiting a new superintendent

9  following a decade of declining student performance, and

10  demoralization among teachers and staff, you will seek a

11  new superintendent who will prioritize two systemic

12  changes that could help to reverse this dispiriting

13  trends.

14       One, eliminate school overcrowding county-wide

15  without resorting to boundary changes.  And two, devolve

16  more responsibilities to the system's nine areas.

17  Education fashions come and go, but what does not change

18  is that learning happens when teachers teach.

19  Overcrowded classrooms, too-rigid curricula, and

20  burdensome policies undermine this essential formula.

21       The next superintendent should be an outspoken

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1  advocate for limits on the pace of residential growth

2  that allows contractors to build and profit without

3  contributing to the county's educational infrastructure.

4  In 2020, an independent government task force found that

5  Baltimore County has some of the state's least-effective

6  rules for managing the speed of new development.  Yet,

7  county officials failed to act on the APFO Task Force's

8  reasonable recommendations, so the number of classrooms

9  cannot keep up with the pace of new homebuilding.

10       Similarly, Baltimore County's response to state

11  legislation allowing it to place fees on development to

12  support the cost of adding classrooms is riddled with

13  exemptions and loopholes.  As I speak, a developer hoping

14  to build 400 housing units in Lutherville is not only

15  claiming that no children will live in the project, but

16  by calling it a transit-oriented development, he is

17  hoping to avoid paying any fees that would help add

18  classrooms that will be needed when flesh-and-blood

19  children occupying those units start registering for

20  class a few years from now.

21       Instead, BCPS will resort to conducting more

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1  boundary studies, which are both profoundly disruptive to

2  students, families, and communities, and also wildly

3  inaccurate, because school officials make changes based

4  on old numbers, instead of projections that anticipate

5  population growth.  I am a volunteer on the Central

6  Northeast Boundary Study -- ugh, there we go.  There's a

7  lot to be said.  Thank you.

8       MS. LICHTER:  Thank you.

9       (Applause.)

10       Next speaker is Peter Baum.

11       MR. BAUM:  All right.

12       MS. LICHTER:  Good evening.

13       MR. BAUM:  Good evening.  All right.  Hello.  I

14  am Peter Baum.  I am an ESOL teacher at Woodlawn High

15  School, and I must say, before I begin, that my

16  department is one of the most incredible groups of people

17  that I have ever worked with.  We have an ethnically

18  diverse team of people where everyone speaks at least two

19  languages, on top of our certifications.  All of us have

20  advanced degrees, and some of us have more than one.  The

21  incredible people I work with make the job a little

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easier, but it is never easy.  I choose to work at
Woodlawn High School, not because it's easy, but I choose
to do it for my students.  Students who I love and
empathize with.  Because I, too, have been a stranger in
a strange land and had to face similar struggles when I
lived abroad.

But now, on to this budget.  Dr. Williams, in
the executive summary, states that it focuses on
strengthening our course and shaping our future of our
school systems, by maintaining critical investments in
people and progress.  But this budget cuts teacher wages.
Is the future of Baltimore County one without teachers?
How can we be investing in people when the executive
summary states that there is a 2 percent cut to my wages?
How can we be investing in people when we are cutting the
very -- the wages of the very people who run this
institution?

12 percent of the teachers in the county leave
before their 3rd year.  Over 600 teachers resigned in the
last year alone.  Who is replacing them?  Teacher prep
programs are down 35 percent in the state of Maryland

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alone, leaving us with 200 -- or 329 more vacancies than
we have teachers coming in.  So we have -- when we have
quality, experienced teachers walking out the door, it is
often impossible to replace the experience lost.

More often than not, they are replaced by long-
term subs and brand-new teachers, often without
qualifications.  Teachers are leaving en masse, and why
wouldn't they?  I could quit my job now and get a $10,000
raise by moving to Howard County.  But I don't, because
this is where I'm needed.  This is where I can make a
difference.

However, at the end of the day, I still have to
eat.  This is reality of many teachers in our county.  I
have had many difficult conversations with coworkers who
have to choose between filling their car with gas and
getting food any given week.  We are already restricted
to a wage that can't even afford us a house in our
districts.  Adding -- to add to this insult of cutting
this -- or to add to the insult of cutting the already
meager wages is an offense to the profession.

The reality is that we are facing an

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unprecedented teacher shortage with no end in sight,
leading teachers to forego our planning and our lunches
in order to cover the classes of our missing colleagues.
And this proposed budget's solution to the shortage is to
pay teachers less, while requiring us to do more.  It
just doesn't make sense.  This budget makes Baltimore
County less competitive than our surrounding counties.
It represents a betrayal of what Dr. Williams said was
his stated goal of investing in people.

Who can, in good faith, recommend this
profession to others under these circumstances?

MS. LICHTER:  Thank you.

(Applause.)

Our next speaker is Shantel Breen.

Good evening.

MS. BREEN:  Hi.  Good evening, members of the
Board.  My name is Shantel Breen, and I am a highly
effective teacher with Baltimore County, now in my 22nd
year.  I know you have been hearing from families and
teachers recently concerning the fate of the virtual
learning program, and we appreciate your time and

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attention to our concerns.  I am here this evening to
speak on behalf of my students, families, and colleagues.

Last school year, I joined the VLP because,
over COVID, I learned a lot about myself as a teacher and
my students.  I grew professionally and found new joy in
my career.  Even though COVID, I saw students blossom in
the virtual environment.  My VLP colleagues feel the same
way.  We all took a leap of faith and have worked very
hard to build and support this program.

Now in our second year with the VLP, we are
constantly amazed at the progress that our students are
making.  We have developed class communities and
friendships.  We have a successful tutoring program, a
yearbook, a newspaper, talent shows, clubs, and lunch
bunches.

I teach seventh-grade math.  I log in every day
to find all of my students there for homeroom at 7:45 in
the morning.  We have a wonderful class meeting and roll
right into our lesson.  There are so many days that we
forget what time it is because we are having so much fun
engaging in the lesson, before realizing it's time to

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1  leave.

2       I watch students from all over our school

3  system learning together and developing friendships, and

4  since there are very few distractions, our learning

5  blocks are packed with meaningful instruction.  This is

6  what it's like to learn and teach in the VLP.

7       Throughout my entire career, I have been

8  encouraged to differentiate, to meet the individual needs

9  of my students, to use data to drive my instruction and

10 meet my students where they are and move them forward.

11 Differentiation is good instruction.

12      So imagine my disappointment when I see my own

13 school system failing to see how offering a virtual

14 learning program is differentiating instruction,

15 something that teachers do every day in their classrooms.

16      Many of our students are in the VLP because it

17 is where they learn best.  Their performance demonstrates

18 that this is where they belong.  Many of these students

19 have been successful in a virtual environment for three

20 years now.  This week, we asked our students why they

21 want the VLP, and in just 2 days, over 400 students

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1  responded.  30 percent said the main reason they want the

2  program is that they feel safe in the VLP.  The remaining

3  said all of the above.  They feel safe, they are healthy,

4  and their grades have improved.

5       BCPS students and their families should have

6  the choice to learn in an environment that allows them to

7  be successful.  The VLP can also support schools by

8  supplementing courses and providing a centralized

9  learning environment for our head-and-shoulders students

10 across the county.  As a school system, we need to

11 acknowledge that this program provides equitable access

12 to high-quality instruction and it's beneficial to many

13 of our students, currently over 1,000.

14      The VLP community, its students, families, and

15 teachers, urge the School Board to support and fund the

16 VLP for the next year, and every school year moving

17 forward.  Thank you so much for your time.

18      (Applause.)

19      MS. LICHTER:  Thank you.  Our next speaker is

20 Lloyd Allen.

21      MR. ALLEN:  Good evening, Chair Lichter, Vice

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1  Chair Harvey, Superintendent Williams, and members of the

2  Board.  Thank you for your time.  I am Lloyd Allen,

3  special educator in mathematics, speaking as an

4  individual in support of amending the budget.

5       As a member of #TeamBCPS, I'm noticing that as

6  an organization, we keep looking outside of ourselves for

7  answers.  We want the Wizard of Oz to give us

8  substitutes, an efficiency review, computer technicians,

9  contracted related service providers, and curricula.  We

10 could have all of that, if we were to look within

11 ourselves.  We don't need to hire outside experts to

12 perform our core functions.

13      Our curricula used to show up on the income

14 side of the balance sheet, rather than the expense side.

15 We don't need to hire outside experts to perform our core

16 functions.  We pay $2 million in overhead to administrate

17 substitutes, and there are still buildings where teachers

18 have daily coverage.  We don't need to hire outside

19 experts to perform our core functions.

20      We can't attract speech language pathologists

21 to fill our vacancies, so we end up having to pay an

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1  inflated rate for contractors.  We don't need to hire

2  outside experts to perform our core functions, but we do

3  need to compensate our own people with what they are

4  worth.

5       The surrounding counties are starting to figure

6  that out.  Do you remember when we used to post -- poach

7  teachers from the county to our east, because those

8  teachers felt underpaid and unappreciated?  Now we know

9  folks who are resigning this year to transfer to that

10 place.  I know teachers who are resigning from us to

11 transfer to the south, saying that they'll make another

12 $4,000 or more per year, and that they just can't turn

13 that down to support their family.

14      The president of the Board of Education of the

15 jurisdiction to our west was quoted in the Sun last

16 month.  "We have got to try to maintain and retain these

17 educators, and even with these salaries, we're just going

18 to fight right now with neighboring counties" -- us.  You

19 have got to remember that people were not going into the

20 teaching profession like they used to 20 years ago, and

21 that hurts us, also.  That really hurts.  We are all

1  going to be competing for the same few educators that

2  come out of college every year now.

3      The surrounding counties are fighting over us.

4  Is #Team BCPS fighting to keep us?  If morale had been

5  down before the efficiency study, I mean, last meeting, a

6  parent reported that their kindergarten had class size in

7  the high 20s.  Eliminating vacant positions doesn't

8  eliminate the need for those positions to have been

9  filled.

10      It is not okay that it is important to

11  emphasize that the only salary increases included in the

12  FY '24 budget book are step increases for all eligible

13  employees.  Please receive direct answers to your direct

14  questions about which job titles were affected by the

15  cuts.  Please fix the salary schedule, as was negotiated

16  last year.  Please allow us to succeed with class size

17  small enough that we may lift every voice.  Our core

18  function is learning.  Give us the resources, including

19  the investment in our people, to make that happen.  We've

20  had the ruby slippers all along.  Thank you.

21      (Applause.)

1      MS. LICHTER:  Thank you.  Our next speaker is

2  Darren Badillo.  Mr. Badillo?

3      MR. BADILLO:  (No audible response.)

4      MS. LICHTER:  Our next speaker is Julie

5  Culotta.  Oh, I'm sorry.  Sorry.

6      MR. BADILLO:  Got a little crowd today.  That's

7  a good thing.  Good evening.  My name is Darren Badillo,

8  a concerned father.  But I'm here today as the Director

9  of Operations for the Baltimore Youth Coalition, a youth

10  mentorship program, and I asked one of the senior -- one

11  of the high schoolers this week, how is school going, and

12  it broke my heart.  He said I'm just trying to survive,

13  and I want to share a letter that he wanted me to share

14  with you guys tonight.

15      So, my high school has many problems.  Not

16  every high school is perfect, but mine has many flaws.

17  The hallways are always rowdy and very catastrophic --

18  claustrophobic.  Not many -- not much breathing room, so

19  kids like myself are always bumping into one another, and

20  that can cause a small verbal or physical altercation.

21      Speaking of altercations, my school fights are

1  wild and usually over something that isn't important or

2  serious.  Recently, we had about 9 to 12 fights within

3  the past 2 months, and kids are body-slammed, using brass

4  knuckles to take out their anger towards someone else.

5  And I've seen some of my friends get threatened with

6  knives and weapons.  Kids are also selling drugs, smoking

7  weed, using vapes, cigarettes, drinking hard liquor, but

8  my principal -- my school principal does try to enforce

9  the safety of my fellow students.  He's done hallway

10  sweeps, limit the times you can use the bathroom, and

11  even tried to have our phones put away in envelopes so

12  our attention span is more focused towards our work than

13  our phones.  But it just doesn't work.

14      My school is so badly damaged, especially in

15  the bathroom stalls.  Doors are missing, mirrors are

16  broken.  My school is really understaffed.  My science

17  teacher was a long-term sub, then she got fired because

18  she was not doing anything.  Then we had several short-

19  term subs.  All we did in that class was stuff we already

20  previously learned.  Oh, but we have an actual long-term

21  sub who actually teaches.  We went quite through some

1  time with just doing some basic eighth-grade science.

2      Some students have zero respect for their peers

3  and the teachers, the staff, the administrators.  It's

4  truly a shame that Baltimore County Public Schools have

5  become this way.  I find it truly disturbing.  I can't

6  even imagine what other schools are truly going through.

7  My little sister has just gotten to her first grade, and

8  there are times when I pick her up and I hear these

9  little kids, not even in fifth grade yet, talk about

10  selling drugs, fighting, and threats being made upon

11  them.

12      I share with you.  I'm here speaking at the

13  School Board for the past three years, and sometimes it

14  feels like Groundhog's Day.  I say the same thing.

15  Nothing changes.  I can imagine what these students go

16  through every day.  What's being done?  It seems like

17  nobody is fighting for our children's safety or the

18  learning environment, so I'm just asking you.  Asking

19  somebody here to make safety and the learning environment

20  a top priority.  I haven't seen it yet, but these kids

21  are crying.  Some of these kids are just looking for an

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1 opportunity. They escape the streets to go to school to

2 be somebody. But now, they can't even escape the streets

3 or school because they ain't even safe in school.

4      Please do something. And I'm glad to see all

5 the teachers here today in supporting for themselves, and

6 I want to see them continue to rally for our children's

7 education and safety. Thank you.

8      (Applause.)

9      MS. LICHTER: Our next speaker is Julie

10 Culotta.

11      Good evening.

12      MS. CULOTTA: Good evening. Dr. Williams, Vice

13 Chair Harvey, Board Chair Lichter, and Board

14 representative Ms. Domanowski, my name is Julie Culotta,

15 and I thank you for the opportunity to speak on behalf

16 the parents, teachers, and students at Hampton

17 Elementary.

18      We are extremely grateful to all of you for

19 your attention to our school and the significant

20 overcrowding that our students and teachers are facing

21 every day. This is a serious problem that is weighing on

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1 our community, and we have pleaded with you since January

2 for a long-term solution. Yesterday, as Robin shared, we

3 were notified that we'll be receiving four trailers for

4 the upcoming school year, and this is not a solution, but

5 a Band-Aid for the overcrowding at Hampton.

6      As many of our Board representatives are new,

7 you might not know that Hampton Elementary was in a

8 similar situation 12 years ago, with 150 students over

9 capacity. In 2011, Hampton had a student population of

10 450, in a building with a capacity of 307. We had 10

11 trailers with half of the population outside of the

12 school building. Hampton parents fought hard for the

13 $19-million addition and renovation in 2012, which

14 increased our capacity to 670.

15      While the addition added 24 classrooms, our

16 bathrooms, gymnasium, and cafeteria were untouched, and

17 they do not support our current student population of

18 811. It's extremely disappointing that poor planning has

19 led us back to this place in just 11 years. BCPS must

20 plan better.

21      We have been asking for weeks now for BCPS to

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1 please consider an emergency boundary study for Hampton

2 Elementary, but you haven't. So we've done the research,

3 and we have found that multiple neighboring schools are

4 under capacity. One school in particular that neighbors

5 Hampton's boundary is under capacity by 100 students.

6 Putting up four trailers is extremely expensive and a

7 poor use of funds, when the maps and BCPS school profiles

8 clearly show that a boundary change could offer a

9 solution.

10      As I've said, they are not a solution to this

11 problem. They are a Band-Aid, and our school will surely

12 be over 900 students come September, an unacceptable

13 population for an elementary school, with a gym and

14 cafeteria built for 300.

15      Hampton is not alone in this struggle over

16 overcrowding. BCPS has failed to adequately plan and

17 project accurate student enrollment across the county.

18 Hampton has already surpassed our enrollment projection

19 for 2031 by 60 students.

20      I would ask the Board and the strategic

21 planning committee to carefully consider the facts as you

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1 continue to develop a solution for the overcrowding at

2 Hampton. Hampton has 811 students using a cafeteria and

3 gym for 308. We have kindergarten classes, my son's,

4 that have 27 students, and even with 4 trailers next

5 year, we will have at least 27 students in all of the

6 primary grades. And that doesn't account for any new

7 students.

8      And finally, there are seats available in

9 neighboring schools. Thank you so much for your time.

10      (Applause.)

11      MS. LICHTER: Thank you. Our next speaker is

12 Keith Tabor.

13      MR. TABOR: Good evening, members of the Board.

14 My name is Keith Tabor, and I'm the proud parent of two

15 Baltimore County students. Earlier this year, I began to

16 look into how grades were being assigned and the way

17 Schoology was calculating them. I was immediately

18 concerned, and here is quick example illustrating the

19 concern.

20      A teacher gives 3 math assessments, a 5-

21 question test, a 10-question quiz, and a 50-question math

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1  fact practice.  The teacher enters the scores into the
2  gradebook as 5 out of 5 for the test, 9 out of 10 for the
3  quiz, and 35 out of 50 for the speed drill.  Schoology
4  calculates this by adding all the numerations and
5  dividing it by the denominators.  This equates to a 75.3
6  percent average, using a points-based average.
7      Alternatively, if each of these grades were
8  calculated individually as a percentage, it would be 86.6
9  percent, an 11.3 percent increase and a better
10  representation of a body of work.  As a matter of fact,
11  using the points-based average that Baltimore City -- or
12  County currently uses, they could fail both the quiz and
13  the test completely, ace the speed drill, and have an
14  88.46 percent.
15      As a concrete example, a BCPS middle school has
16  three grades and the major component on one of the core
17  scores out of 10, 10 and 50 points.  The 50-point grade
18  accounts for 71.4 percent of the overall grade.  In
19  another class, a student has 7 As and an assignment that
20  wasn't graded yet, and that showed as a 0 out of 10.  And
21  during that grade, that time was 69.44 percent.  This

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1  score does not represent a whole body of work.  Many
2  other parents I have spoken to throughout the district
3  have stated they have classes that look like this, as
4  well, and I can provide the examples, if needed.
5      I come before you today to explain the
6  importance of fixing this immediately.  Hundreds, if not
7  thousands, of grades are affected by this incorrect
8  implementation.  Over the past four months, I've sent
9  emails to Central Office, School Board members, the CAO,
10  and met with executive directors.  Seemingly, almost
11  nothing has been done to address this.
12      We've now gone through multiple grading cycles
13  where this is being applied incorrectly.  During my last
14  correspondence with Dr. Holmes, I was informed that the
15  district was preparing to plan to train teachers at my
16  daughter's school on the grading policy.  He stated, we
17  are very aware this is not an independent Sudbrook Middle
18  School issue.  Our approach is to begin where the concern
19  was raised.  If the district is aware, this is not a
20  school-level issue.  The first response cannot, and
21  should not, be working with an individual school.  If

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1  this is a district problem, and it is, the immediate
2  steps need to impact all students in the district.
3  Fixing this issue for one of my children, and not for all
4  of the other BCPS students, is unacceptable, inequitable,
5  and insulting to all the other students in the district.
6      There are a multitude of ways to fix this for
7  this year almost immediately.  You can implement a
8  percentage model for each assignment.  You can train all
9  staff on the grading manual, explaining how the points
10  matter in their gradebook.  Many teachers that I've
11  spoken to have stated they haven't received any
12  professional development on grading this century -- or
13  this decade, I apologize.  The BCPS-mandated math
14  assessments are all scored upon the number of questions,
15  as well.  Or three, you could train a multitude of
16  teachers to conduct gradebook audits at every school
17  throughout the county.
18      If Baltimore County Public Schools and the
19  School Board are fighting for equity within the school
20  system, you will fix this immediately.  As a fellow
21  educator, I've spent -- thank you.

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1      MS. LICHTER:  Thank you.
2      (Applause.)
3      MS. LICHTER:  Our next speaker is Shaine Henry.
4      MR. HENRY:  I wish you good evening to the
5  Board of Education, my peers, and county stakeholders.  I
6  am Shaine Henry.  I speak to you today as an experienced
7  educator who has been -- who has seen many initiatives
8  come and go in my 25 years of teaching.  We can analyze
9  data and policy all day long, but if you're listening to
10  public comments this evening, it's to get a sense from
11  the human side of what's happening in our schools, and
12  we're drowning.
13      I am here to ask the Board of Education to
14  fulfill their obligation to our children and the future
15  of Baltimore County, Maryland.  Why, after two audits, do
16  we have -- still have redundancies in mid-level
17  management?  For example, what is the difference between
18  the executive director of Academic Services, one for
19  teaching and learning, and one for academic programs?
20  These positions, pulling in 2,000K-plus a year, seem to
21  overlap in purpose and title.  What is their role?  How

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1  do they directly benefit students?

2       Why, after two audits, do we still employ

3  companies that create redundancy?  For example, we have

4  Performance Matters in Schoology to analyze student data

5  to drive instruction.  Constant testing, surveying, and

6  data analysis proves yet again to students that we see

7  them as numbers, not people.

8       Why, after two audits, do we still implement

9  policies that do not help high-risk students?  Our

10 current Superintendent cut the staff at alternative

11 environment schools.  What he did was he removed

12 consequences.  Students are demonstrating with

13 overwhelming evidence through the number of fights, drug

14 use, sexual misconduct, insubordination, and general lack

15 of regard for adults in the building that they are not

16 afraid of consequences.  They have none.  This has

17 paralyzed teachers' ability to teach.

18      He hid behind the inappropriate policies by

19 avoiding disciplinary consequences due to the students'

20 behavior to ensure that suspension rates remain

21 favorable.  This sends a message, yet again, that we care

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1  more about numbers than we do kids.

2       This year, the Superintendent's budget

3  increased the class ratio in high schools from 25 to 1 to

4  29 to 1.  This mathematical semantics are meant to

5  manipulate society into thinking there is not a teacher

6  shortage.  This is appalling.  Increasing class sizes to

7  project an air of confidence that will not solve the

8  staffing crisis.

9       If you're going to throw money at a problem,

10 you're throwing it in the wrong places.  If you want

11 great educators, you need to pay for them.  If the Board

12 does not find the funds for the compressed pay scale to

13 increase career earnings for folks with masters' degrees,

14 then you're going to get what you pay for.  Our society

15 deserves to recruit and retain world-class educators for

16 our students.

17      The data -- there is data that a -- backs the

18 aforementioned.  Stop rubberstamping ineffective

19 policies.  Our students do not need more money thrown at

20 them and executive titles, more technology, and redundant

21 programs that frustrate those forced to use them.  They

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1  need confident, supported people working with them daily

2  in the classroom to see them as individuals, not

3  datapoints.

4       Unfortunately, educators are leaving at

5  unprecedented rates.  We -- do what is right for the

6  current taxpayers that will create a bright future.  Have

7  a great evening, and thank you for your time.

8       (Applause.)

9       MS. LICHTER:  The next item was added to the

10 agenda, which is contract awards, and for that I call on

11 Mr. Hartlove and Ms. Webster.

12      Okay.  Okay, excuse me one sec, but don't move.

13 The next item on the agenda is action taken in closed

14 session, and for that I call on Mr. Brousaides.

15      MR. BROUSAIDES:  Good evening.  Nothing to

16 report from closed session.

17      MS. LICHTER:  Thank you.

18      Next on the agenda is the contract awards, and

19 for that we have Mr. Hartlove and Ms. Webster.

20      MR. HARTLOVE:  And I will turn it over to Ms.

21 Webster, who has done the -- all the work on this, so I'm

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1  not going to take any of the credit.  So Ms. Webster.

2       MS. WEBSTER:  All right.  Good evening.  This

3  is Contract MWE-807-23, Executive Search Firm for

4  Superintendent.  This is a new competitively bid contract

5  for an executive search firm to support the

6  superintendent search for the Board of Education.

7  Approval is requested for a one-year, four-month contract

8  term with one recommended bidder and contract spending

9  authority of $150,000.

10      MS. LICHTER:  May I have a motion to approve

11 the Contract MWE-807-23, Executive Search Firm for

12 Superintendent?

13      MS. PUMPHREY:  So moved, Pumphrey.

14      MS. LICHTER:  May I have a second?

15      MS. HENN:  Second, Henn.

16      MS. LICHTER:  Thank you.  Any discussion?

17      May I have a roll call vote?

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. Jose?

6    MS. JOSE:  (No audible response.)

7    MS. GOVER:  Ms. Harvey?

8    MS. HARVEY:  Yes.

9    MS. GOVER:  Ms. Hassan?

10    MS. HASSAN:  Yes.

11    MS. GOVER:  Dr. Savoy?

12    DR. SAVOY:  Yes.

13    MS. GOVER:  Dr. Hager?

14    DR. HAGER:  Yes.

15    MS. GOVER:  Mr. Kuehn?

16    MR. KUEHN:  Yes.

17    MS. GOVER:  Ms. Lichter?

18    MS. LICHTER:  Yes.

19    MS. GOVER:  Thank you.

20    MS. LICHTER:  Motion carries.  Thank you.

21    The next item on the -- and thank you, Ms.

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1  Webster, for all your work with us.

2    MS. WEBSTER:  Thank you.

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

4  the consideration of the Superintendent's Proposed FY

5  2024 Operating Budget.  And before I call on Dr.

6  Williams, I just wanted to acknowledge that we realize

7  that a survey was created and posted on some of our Board

8  of Ed members' Facebook pages last week to elicit

9  feedback from their communities on their budget

10  priorities.  We appreciate the members of the public who

11  took the time to respond to provide Board members with

12  additional feedback.  It is important to realize that the

13  timing of the survey and the inconsistent distribution of

14  the survey makes it difficult to incorporate the

15  suggestions into the FY '24 budget, which must be sent to

16  the County Executive on March 1st.

17    The Board realizes the value and importance of

18  stakeholder input.  As a Board, we will be working on

19  ways to enhance the budget process and timeline for FY

20  '25.  Increasing community input will be a priority in

21  that work.  And now, I call on Dr. Williams.

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1    DR. WILLIAMS:  Good evening, Chair Lichter,

2  vice Chair Harvey, and members of the Board.  As we

3  prepare for tonight's upcoming final budget session, we

4  will present updates on our virtual learning program,

5  athletic trainers, and compensation.  At the conclusion

6  of each brief presentation, we will respond to questions

7  about the presentation content.  We believe that critical

8  context is important to ensure that all Board members

9  have as much information as possible, and ask that all

10  requested changes and direction to the plan are shared at

11  the conclusion of Mr. Hartlove's budget update.

12    So thank you for allowing us the opportunity to

13  share an update regarding several programs.  I will ask

14  the team to move forward.  Dr. Yarbrough, Doug -- Dr.

15  Elmendorf.  I apologize, and Ms. Julie Forbes at this

16  time.  And Dr. Boswell-Mccomas.  Dr. Boswell-Mccomas,

17  thank you.

18    MS. LICHTER:  Good evening.  So we're starting

19  with virtual learning program, correct?

20    DR. WILLIAMS:  Correct.

21    DR. YARBROUGH:  Good evening, Chair Lichter,

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1  Vice Chair Harvey, member of the Board of Education, Dr.

2  Williams.  We are pleased to be able to provide an

3  update, as requested, on virtual learning programs.  Next

4  slide, please.

5    As you know, Baltimore County Public Schools

6  has a long history of providing virtual learning

7  opportunities to students in secondary schools, primary

8  through eLearning.  All LEAs in the state of Maryland

9  were directed to provide a systematic response to meet

10  the needs of the pandemic.  Our virtual learning program

11  was funded with one-time ESSER funds, and the original

12  plan included funding for FY '22 and FY '23.

13    Although the program was scheduled to sunset in

14  FY '24, options to sustain safe and supportive

15  environments, student support for those with physical and

16  mental health needs, administrative placements, staffing

17  shortages in schools, and family preferences pointed

18  towards the need to continue VLP for FY '24.

19    The cost of our current VLP program is 16.5

20  million.  The proposed cost for FY '24 would be 6.6

21  million.  In a moment, we will share updated details that

1 include enrollment for students and additional supports.

2 We acknowledge that VLP is a program that many

3 families find useful. We are committed to continuing it.

4 As the earlier speaker from VLP mentioned, we, too,

5 support creating an environment that is safe, healthy,

6 and where all students are able to achieve improved

7 grades. Next slide, please.

8 In response to a question posed last meeting

9 regarding the cost of VLP, you'll note on this slide the

10 current cost to fund, the proposed cost. Students that

11 are in the virtual learning program are co-enrolled in

12 both the home school and the virtual learning program.

13 This results in expenditures for the cost of students in

14 the VLP program, as well as paying for the students in

15 brick and mortar. This is because students, currently,

16 may return to their home school at any time.

17 There is no policy that requires placement for

18 a year or more in the VLP. No staffing is taken away

19 from schools. All schools remain fully staffed. Our

20 school enrollment varies anywhere from schools having 1

21 student that attends the VLP to 38 students that attend

1 the VLP, with the exception of the 8 schools that we

2 provide staffing relief to. Those eight schools include

3 two middle schools and six high schools for this current

4 year.

5 As we consider the serious impact of the

6 upcoming federal fiscal cliff, this revised plan that we

7 are providing this evening allows us to meet the needs of

8 all current families and create a reduced staffing model

9 from 126 teacher-level staff to approximately 68 that can

10 be sustained in the future and lessen the impact of the

11 cliff in 2025. Next slide, please.

12 MS. FORBES: This slide reflects the current

13 student enrollment in the secondary levels of the VLP for

14 student placements that include administrative transfers,

15 school conduct hearing officer placements, home and

16 hospital services, approved medical admissions, and

17 program review placements.

18 At this time, there are approximately 54

19 students enrolled in the middle school VLP, and 55 in the

20 high school VLP, for these various placements.

21 Projecting ahead, we anticipate the need to hold at least

1 75 seats per secondary level based on current enrollment

2 trends. Next slide, please.

3 The table on the left shows the current

4 enrollment by grade level. There is a column for

5 students who are enrolled through one of the placements

6 we just discussed, and the voluntary column reflects

7 full-time students who are voluntarily enrolled with the

8 VLP.

9 When looking ahead to the next school year, we

10 look at the enrollment for students in a grade level and

11 project it to the next grade level. For example, the

12 current third-grade students will be enrolled in fourth

13 grade next year. Based on this, there are approximately

14 930 student seats needed. We recognize that some

15 students and families may opt to return to their in-

16 person school, so these enrollment numbers may decrease,

17 but this provides a placeholder. Next slide, please.

18 DR. ELMENDORF: Thank you, Ms. Forbes. Based

19 on the feedback that we received at our last meeting, we

20 are sharing a revised proposal for VLP in '23/'24. The

21 2023/2024 VLP will includes grades 4 through 12, which

1 would allow VLP students who are currently enrolled in

2 grades 3 through 11 to maintain their full-time

3 enrollment in VLP in 2023/2024 school year, if they so

4 choose.

5 VLP students who are currently enrolled in

6 grades 1 or 2 will transition back to in-person learning

7 for the '23/'24 school year. For students who transition

8 back to their schools of primary enrollment, as we shared

9 last time, it was our absolute goal to ensure that they

10 are supported in this process. VLP staff will share

11 articulation information with staff at each child's

12 primary school of enrollment to schedule their classes

13 and related services.

14 The program will also continue to accommodate

15 student placement decisions. Providing staffing support

16 to brick-and-mortar schools has been a critical component

17 of this year's VLP, and is a strategy we plan to continue

18 by working proactively with schools to determine

19 vacancies that are not likely to be filled, and then

20 levering the unique nature of the centralized environment

21 of the virtual learning program to staff the identified

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1  courses, up to 15 teachers.  Next slide, please.

2       This table provides a few more data points

3  related to our proposal.  The top row here shows current

4  class size averages for each level for some context.  In

5  the 2023/2024 school year, the VLP will include 150 seats

6  between 4th and 5th grades, 420 in the middle school, and

7  504 in the high school.  As was mentioned previously, 150

8  seats will be available between middle and high school

9  for student placements related to discipline, health, and

10  other identified needs.

11       The total capacity for the '23/'24 school year

12  is 1,074, which, again, accommodates all VLP students

13  currently in grades 3 through 11 to return, and also

14  provides seats for placement decisions.  Next slide,

15  please.  Thank you.

16       MS. LICHTER:  So, questions?

17       Ms. Domanowski?

18       MS. DOMANOWSKI:  So, this is with the current 6

19  million -- 6.7 budget that we already have?

20       DR. YARBROUGH:  That's correct.

21       MS. DOMANOWSKI:  Okay.

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1       MS. LICHTER:  What is the total enrollment

2  right now?  Or that's --

3       DR. ELMENDORF:  About 1,100 for the full-time

4  students.

5       MS. LICHTER:  And the new proposed is 1,094 or

6  -- I think?

7       MS. YARBROUGH:  1,074.

8       MS. LICHTER:  Right.  Okay.  But for just the 6

9  million?  Okay.

10       MS. HARVEY:  Just a question -- quick question.

11       MS. LICHTER:  There's a question from Ms. --

12  Dr. Hager?  Okay, I'm sorry.  Okay, I thought you were --

13       MS. HARVEY:  I just wanted clarification on the

14  grades that the new proposal will be.  Is it 3rd to 12th

15  or 4th to 12?

16       DR. ELMENDORF:  Good question.  It's a little

17  confusing because our students matriculate into the next

18  grade, so it would be 4th through 12th next year, which

19  would accommodate our current 3rd through 11th students.

20  Sure.

21       MS. LICHTER:  Dr. Hager?

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1       DR. HAGER:  I have a concrete question and a

2  philosophical question.  The first one is the concrete

3  question.  So, does the cost savings come because they

4  are no longer co-enrolled with their brick-and-mortar

5  school?  Is that why we're saving from last time?

6       DR. ELMENDORF:  One of the primary reasons that

7  there is a cost savings is because when we talk about

8  staffing relief, we're talking about working proactively

9  with schools to identify what needs they might have and

10  then using that FTE in the VLP.  Currently, we use VLP

11  staffing to accommodate staffing relief, so we wouldn't

12  have to be -- we wouldn't have to do that.  So that

13  provides a lot more space in the staffing.

14       DR. HAGER:  So, now, if a substitute is needed,

15  and instead of pulling from a teacher from VLP, students

16  would sit in a classroom and log-on online?

17       DR. ELMENDORF:  They do that currently, and we

18  use current VLP staffing to do that.  And next year,

19  we're proposing that we would continue to do that, but we

20  would use the staffing from the school in which we are

21  providing the staffing relief.

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1       DR. YARBROUGH:  Okay, can I -- Dr. Hager, if I

2  could provide a little more additional information?  So,

3  for example, School X has a chemistry vacancy.  This

4  year, we were using ESSER funding to pay for a VLP

5  teacher.  A long-term substitute would supervise the

6  students or, you know, whoever the school identified,

7  would supervise the students daily.  But the VLP teacher

8  that was paid using ESSER funding was providing the daily

9  instruction, was doing the assessments, was providing

10  that feedback.

11       In this revised model, School X, working with

12  the office, would identify we need a chemistry teacher

13  for next year.  They have that chemistry allocation using

14  operating funds, so we would secure that teacher for

15  them.  VLP gives greater flexibility because a

16  neighboring school might also need some chemistry relief,

17  but the funding no longer is coming from the ESSER grant

18  funds.  And so, therefore, we're not contributing to the

19  cliff, and we're using the funding that's already

20  allocated for the students, based on the number of

21  students that attend that school.

1     DR. HAGER: I think I follow that logic. All

2 right, here's my philosophical question that I've been

3 thinking about a lot with this. I appreciate the

4 breakdown between the 150 students with the different

5 medical-need placements and administrative placements.

6 And to me, that's a great way to use the VLP. That makes

7 a lot of sense to me.

8     I get hung up a bit on the 900 choice kids. So

9 these are -- like, we're not a school choice district.

10 Yet, we're allowing families to make a choice about

11 sending their children to school in different settings.

12 And I guess that's my philosophical stance, where I'm not

13 quite sure I feel okay with that concept. Is that how

14 you see it, too, or do you see it in a different

15 rationale?

16     DR. ELMENDORF: I -- that's a great question.

17 Thank you. I would just say that what we're trying to do

18 is make sure that we can continue to provide a virtual

19 opportunity for students who are already enrolled. So

20 the choice that they made was back two -- you know, two

21 falls ago. And we're trying to accommodate the fact that

1 they're currently enrolled and continue with enrollment.

2 So there isn't an open enrollment option at this point

3 where people could choose to come into the virtual

4 learning program.

5     MS. LICHTER: Mr. McMillion?

6     MR. McMILLION: I'm trying to understand this.

7 So the new program is going to cost $10 million less.

8 However, you found a way to provide the service to more

9 students. Is that correct?

10     DR. YARBROUGH: Partially correct. So, we have

11 found a way to -- one of the slides that I think Dr.

12 Elmendorf of, actually, Ms. Forbes went over showed you

13 the current class sizes. Currently, when you're using,

14 you know, ESSER funding, the way that the students went

15 in and that they also had their seats in the traditional

16 classroom, the class sizes were much smaller.

17     If we're aligning the sections to the same

18 guidance that we're using in brick and mortar, we're able

19 to actualize some cost savings there. So, you look at

20 that as a portion of the cost savings. You put that

21 together with the staffing relief that we're providing to

1 identified schools where we were using previously ESSER

2 funding, as opposed to operating budget that we've

3 already included in those budgets for schools, and it's

4 putting those two things together that allows us to serve

5 these students in this way.

6     MR. McMILLION: Thank you.

7     DR. YARBROUGH: You're welcome.

8     MS. LICHTER: Ms. Domanowski?

9     MS. DOMANOWSKI: Just to follow up on Ms.

10 Hager's comment about the choice, the kids that have

11 chosen to be in VLP, this will be their final year, and

12 they will be notified that they will have to go back?

13 You know, this is the final year of VLP for choosing to

14 be in VLP. Will we still be allowed -- will we still --

15 VLP still be allowed for the appointments, as far as, you

16 know, if for medical or administrative or whatever

17 reason? Am I clarifying that well?

18     DR. ELMENDORF: If I'm hearing you correct, Ms.

19 -- Dr. Mccomas. Sorry.

20     DR. BOWELL-MCCOMAS: Thank you. Thank you, Ms.

21 Domanowski. It's a great question, you know, because we

1 really will as -- and we know that there is interest in a

2 virtual option in the -- for the long haul, right? And

3 so, I think Dr. Yarbrough's thoughtful way of finding

4 additional ways to leverage available FTEs to help us

5 with next year is part of the work that we're going to

6 have to do next fall. We're going to have to seriously

7 look at how do we provide a long-term solution that meets

8 the needs of our school system?

9     So, I think it's clear that we have a need. We

10 have something similar to that in eLearning, and we're

11 talking about what is the long-term evolution of these

12 two programs to make sure that we have that versatility?

13     You know, once we have that versatility, which

14 we've learned this year, and we're extending it to next

15 year, we certainly don't want to take that versatility

16 away. But we want to be as forward thinking with our

17 families as possible around their needs and transparent

18 with them around what we have to offer.

19     So, long story short, it's really something

20 we're going to have to determine because that will affect

21 the following budget cycle. And as Dr. Yarbrough said,

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1 and we all know, that we're going to have to reconcile

2 the things that we currently have benefit from the ESSER

3 grant with our FY '25 budget.

4     MS. DOMANOWSKI:  But, I mean, that's kind of

5 why we are here now is because we didn't give warning to

6 the VLP parents that chose to be in there, so we had to

7 extend it.  Are we going to be in the same situation a

8 year from now?

9     DR. BOWELL-MCCOMAS:  No.  Because we need to

10 make -- we need to do that work in the fall.  Right?  So,

11 that -- like, that is the work that we need to do August

12 through October so that we have decisions made and that

13 we're all on the same sheet of music around what

14 financially we're going to allocate, either out of

15 current budget, you know, FTEs, or request in the FY '25

16 cycle.

17     So you'll see, as we work through -- this is

18 your first budget cycle, but as we work through the next

19 budget cycle, you're going to see that there's a lot of

20 decision making that happens in the first quarter of the

21 school year to prepare that budget.  And then you have to

1 decide what of your maintenance-of-effort budget you're

2 willing to allocate towards that, and what are you going

3 to ask for in the upcoming budget cycle.

4     MS. DOMANOWSKI:  Just figuring -- I thought it

5 was part of -- Ms. Lichter said that this was -- we were

6 going to extend this as long as we let the parents that

7 chose to keep their kids in VLP know that this will be

8 the final year of it.  So I'm just confused a little.

9     DR. BOSWELL-MCCOMAS:  Well, I thought your

10 question was, right, we're going to have it for next

11 year.

12     MS. DOMANOWSKI:  Right.

13     DR. BOSWELL-MCCOMAS:  And I thought your

14 question was for the year after.  I thought that was the

15 question I was answering.

16     MS. DOMANOWSKI:  It was, but what I'm saying

17 is, are we going to let the VLP parents know this is the

18 final year of VLP for choosing to be in the program?

19     DR. BOWELL-MCCOMAS:  The communication -- I

20 think that's part of our communication in the fall.

21     MS. LICHTER:  Ms. Domanowski, I think I made

1 the motion last time, but then we stopped that motion,

2 which was just extend it for this year due to

3 communication and then decide the use of virtual.  So, I

4 think that's where you're getting the motion from last

5 time that we didn't pass.

6     But, Dr. Mccomas, I think even November is

7 late.  Like, if we think of our magnet timelines and

8 other timelines, we may need to push that, really, to the

9 start of the school year, as far as bringing back what

10 does we envisioning virtual learning looking like in the

11 future, so we can let parents know as soon as possible so

12 that other options that have timelines don't, you know,

13 collide.

14     DR. BOSWELL-MCCOMAS:  Agreed.  October is a

15 good time.  Thank you.

16     MS. LICHTER:  Dr. Williams, were you going to -

17 -

18     DR. WILLIAMS:  No, I was just going to comment.

19 Thank you for the feedback, just like we do any program.

20 I remember the conversation at the last meeting.  There's

21 some communication timelines we need to provide.  We do

1 recognize how this has benefit -- benefitted some

2 students who needed that additional option.  But the

3 original design of the virtual learning was in response

4 to COVID.  But we saw some progress and so, as Dr.

5 Bowell-Mccomas said, we'll be talking about that and

6 developing a plan of action so we can communicate that --

7 what that will look like the following year.

8     MS. LICHTER:  Thank you.

9     Ms. Henn, did you have a question?

10     MS. HENN:  I did.  Thank you, Madam Chair.  So,

11 what we're hearing from families of the VLP is that they

12 feel is already a permanent option.  And I know we're

13 communicated that the funding was ending, and that's

14 clear.  However, the work seems to have already started

15 when this no longer became an emergency option.

16     And my question is for Dr. Mccomas, then, to

17 hear you say that that work hasn't started, it seems like

18 it started when we started adding resources, and it

19 became a program.  Because it was no longer an emergency

20 response, it now became a program, and it has a website,

21 and it has resources and staffing, and it is a true

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1 educational option.

2      So, while we don't have open enrollment, our

3 families were not expecting it to end.  We've heard that

4 almost universally from people who have been asking for

5 it to continue.  So, my question is, I'm a bit confused,

6 hearing you say that the work has not yet started.  And

7 if that's the case, then it needs to start, and it needs

8 to start immediately.  Because we need to know what's

9 going to happen with this program, and I agree that it

10 feels like it's going to evolve to become a permanent

11 option.  And the Board needs to be part of those

12 discussions, so could you comment on what you see as the

13 next steps and where do we go from here?  And I certainly

14 agree with Ms. Domanowski that we have to set

15 expectations, and we cannot wait until the fall.  Thank

16 you.

17      MS. BOWELL-MCCOMAS:  Absolutely.  Thank you,

18 Ms. Henn, for the opportunity to clarify.  So, when I say

19 the work's not yet begun, I don't mean that -- our team -

20 - we've had many conversations over the last 18 months

21 around the evolution of VLP, and to what extent, and when

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1 -- at what point does VLP become a permanent part of our

2 school portfolio?  Or at what point do we sunset it

3 because the crisis from which it was born is over?

4      So, we have talked about many different

5 evolutions, and we have options that we could discuss.

6 What I mean by that work beginning is it is

7 fundamentally, at this point, a financial decision, and

8 so that annual budget cycle.  Typically, what happens is

9 my teams and I begin discussing budget needs in July each

10 year.  And so, typically, our chiefs work through their

11 budget process requests through the July, August, and

12 September.  In October and November, we're able to then

13 put forward our budget proposals, and that work

14 continues.  The budget process is 12 months long.  And

15 so, when I say that work has not yet begun, it's really

16 the discussion around the financial decisions that would

17 support it.

18      We, as a community, at the end of the day, have

19 two options to think about long-term funding.  Right,

20 because we know our current funding with the grant will

21 go away.  And so, we have fundamentally two budget

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1 actions that we can do.  We can, in each budget cycle,

2 request FTEs to support this program, or we would have to

3 look at how we allocate the staff that's in our

4 maintenance-of-effort budget.  Right?  And so, just as

5 Dr. Yarbrough has used some thoughtful way of saying if

6 we have a school that meant -- a number of their students

7 are participating in VLP, and there's availability, we

8 can tap into part of that FTE to help sustain this.

9      So, we're going to have to decide, you know,

10 what is our budget strategy?  Is it to leverage just the

11 FTEs that we have in our maintenance of effort?  And/or,

12 are we going to request additional FTEs as part of our FY

13 '25 budget cycle?  So, I hope I clarified, Ms. Henn, that

14 that, to me, is what I was referring to when I said that

15 work --

16      MS. HENN:  Thank you.

17      DR. BOSWELL-MCCOMAS:  -- has to begin.  It's

18 really around that long-term financial decision making.

19 In terms of the instructional program, we've had lots of

20 conversations, and we're very proud of how the program

21 has continued to be successful, and we continue to take

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1 very seriously this different format for teaching

2 students.  And I think there's clear support.  You know,

3 families are pleased.  You're seen the data in some of

4 our quarterly reports throughout the last 18 months.

5      And so, we're constantly looking to make sure

6 that we're delivering a high-quality experience and

7 focused on learning in this process.  But fundamentally,

8 as a community, if we are choosing to provide a long-term

9 solution, we're going to have to find a long-term funding

10 solution.  And that's either maintenance of effort and/or

11 asking for additional FTEs to support it.

12      So I hope I clarified, Ms. Henn.

13      MS. HENN:  You did.  Thank you very much for

14 that clarification.

15      DR. BOSWELL-MCCOMAS:  My pleasure.

16      MS. HENN:  And thank you, also, to Mr.

17 Hartlove, because this was a discussion that the budget

18 committee entertained, and I know it's a lot of work

19 that's going to be involved in these discussions.  I

20 would just encourage you to continue to bring these

21 thoughts to the Board, and if you could allow us to

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1  provide input, that would be fantastic.

2       But, yes, it is a success story for the program

3  that we've even having this conversation, so thank you,

4  and thank you to everyone involved in the VLP.

5       MS. LICHTER:  Thank you.

6       And last comment on VLP, and then we're going

7  to move on to another budget topic.  Ms. Hassan?

8       MS. HASSAN:  Thank you.  So, I think the

9  discussion that we're having is absolutely essential,

10  just because we're seeing -- you know, we're beginning to

11  see different students' needs.  We're beginning to see,

12  you know, the importance of the VLP and how we've really

13  evolved the VLP from being, you know, some emergency

14  procedure to something -- to a longstanding program.

15       And on that topic, I think it's also important

16  just to mention the options that we have with alternative

17  education, such as the EDLP, such as eLearning.  Because

18  as we discuss, you know, funding the VLP and watching

19  that almost phase out and shift to what we, you know,

20  what we may intend or what we may, you know, desire, it

21  is important to support students and those opportunities

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1  to pursue alternatives.  Because that need is there, but

2  the solution is more than just one program.  So, I

3  implore you.  I won't be here next year, so I implore you

4  in the next upcoming budget cycle, truly, to consider all

5  of these alternatives that we are very fortunate to have

6  heard from parents, students, teachers, staff about the

7  importance of the VLP and its necessity.  And taking all

8  of those comments and all of those needs and transforming

9  it into this budget cycle, as well as the upcoming budget

10  cycle, with additional alternatives.  Thanks.

11       MS. LICHTER:  Thank you.

12       Dr. Williams, next topic?

13       DR. WILLIAMS:  Yes, so thank you, team, for

14  providing that update.  Thank you, Board, for your

15  clarifying questions.

16       Our next topic is on athletic trainers.  I

17  would like to call up Michael Sye.  Michael Zarchin and

18  Dr. Yarbrough, you may as well stay right where you are.

19       MS. LICHTER:  Good evening.

20       MR. SYE:  Good evening.

21       DR. YARBROUGH:  Good evening, again, Chair

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1  Lichter, Vice Chair Harvey, Dr. Williams, members of the

2  Board.  We are appreciative of the opportunity to share

3  with you information regarding athletic trainers in BCPS.

4  Next slide, please.

5       Baltimore County Public Schools support the

6  philosophy that a quality, equitable, and safe

7  interscholastic athletic program is vital to the positive

8  social-emotional, physical, and educational development

9  of all students.  Our programs enhance and support the

10  mission of the school system to increase student

11  achievement, as evidenced by the countywide all-academic

12  team and the statewide Minds in Motion program.

13       In 1994, BCPS began utilizing certified

14  athletic trainers to provide medical coverage for their

15  interscholastic athletic programs.  At present, Eastern

16  Technical High School is the only school that has an

17  athletic trainer on staff within the school system.  She

18  is a full-time teacher, duly certified and licensed to

19  teach and an athletic trainer.  Her training

20  responsibilities are for 10 hours per week.

21       A certified athletic trainer is a medical

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1  professional who, at minimum, has a bachelor's degree.

2  Now, those requirements have been changed to require a

3  master's, from an accredited college or university and

4  fulfill the requirements for certification.

5       Our current structure includes contracted

6  athletic trainers from hospitals and healthcare

7  providers, as well as EDAs available for staff members to

8  provide coverage for certified staff members.  During

9  this school year, in our 24 high schools, 14 schools have

10  athletic-trainer coverage, and 10 schools do not.

11       MR. SYE:  Next slide.  For years, we have tried

12  to move forward implementation of certified athletic

13  trainers in our schools.  Research supports that athletic

14  trainers can make a significant difference in sports

15  safety.  Schools with an athletic trainer report that

16  their student athletes sustain fewer injuries, both acute

17  and reoccurring, than athletes at schools without

18  athletic trainers.  Having athletic trainers on staff

19  also improves the rate of our early detection of

20  dehydration, head injuries, other sports-related health

21  issues, and general medical health issues.

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1 With this in mind, we began internally
2 exploring the cost of feasibility of transitioning to 24
3 full-time positions, certified athletic trainers, for our
4 high schools. This slide details the costs. In order to
5 hire 24 master-level certified athletic trainers, and one
6 12-month supervisor, the cost would be approximately $3.2
7 million. We acknowledge that this is a big number.
8 We are committed to increasing sports safety in
9 Baltimore County and understand the current fiscal
10 constraints and our shared commitment to prioritize
11 recruitment and retention of student -- of staff members
12 in BCPS.
13 With that in mind, we have identified the
14 following alternative proposal to increase player safety.
15 We are committed to providing funds for all 24 high
16 schools to hire athletic trainer services, increase the
17 number of hours of coverage at each school, and move
18 forward with a 3-year phase-in transition plan for our
19 athletic trainer FTE, with Year 1 starting at 10 trainers
20 and then the remaining 14 over the next 2 years.
21 At the end -- that's the end of our

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1 presentation. We are open to take any questions, and
2 thank you.
3 MS. LICHTER: Questions? Mr. McMillion.
4 MR. McMILLION: Dr. Yarbrough, I'm -- you know,
5 I looked for this presentation, you know, since the
6 agenda came out last week, for the opportunity to study
7 it. And, you know, I'm a little disappointed that people
8 haven't had the opportunity to see this. Some of these
9 charts, you know, they go by so quickly, and you look at
10 it on a screen, and it's really hard to take it in and
11 digest it. And, you know, come up with what that chart
12 really means.
13 It's kind of like watching NFL football. And
14 you're got all these charts, and it's hard to decipher
15 what you mean. So, you're currently got 10 programs, Mr.
16 Sye, and I've got to watch my time. So there's 10 high
17 schools that don't have programs?
18 MR. SYE: Yes.
19 MR. McMILLION: So how many middle schools are
20 there?
21 MR. SYE: Twenty-seven.

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1 MR. McMILLION: Okay, 27. How many middle
2 schools are serviced by a trainer?
3 MR. SYE: None.
4 MR. McMILLION: None. And out of the 14 high
5 schools -- out of the 24 high schools we have, how many
6 thousands of athletes do we have?
7 MR. SYE: Roughly -- between middle and high?
8 MR. McMILLION: No, just high school.
9 MR. SYE: Oh. Roughly 12,000.
10 MR. McMILLION: Twelve thousand. So the middle
11 schools don't have any coverage. Was the plan kind of
12 sort of that if we had full-time trainers, the full-time
13 trainers would go into the middle schools and work with
14 those athletes in some regard?
15 MR. SYE: Yes. So, if we were to go with this
16 model, our hopes would be taking those 24 trainers and
17 then dividing them up amongst the 26 -- 27 middle schools
18 to provide them some type of drop-in coverage, to have
19 both at the middle and at the high school.
20 MR. McMILLION: Is your middle school program
21 growing at all times?

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1 MR. SYE: Yes. We're -- we've continued to
2 expand over the last three years.
3 MR. McMILLION: How many sports do you offer?
4 MR. SYE: We offer seven.
5 MR. McMILLION: How many kids do you view in
6 the middle school?
7 MR. SYE: Roughly 3 -- 3,500
8 MR. McMILLION: Okay, so you're looking at 15,
9 16,000 total. Okay. I'll pass if I want to come back.
10 MS. LICHTER: Okay. Other questions or
11 comments?
12 Ms. Domanowski?
13 MS. DOMANOWSKI: I just wanted to know if there
14 is, or can be, any communications with outsourced --
15 like, outsourcing funding, maybe, with professional teams
16 around the area or just completely -- like, this could be
17 a national movement. I mean, it's been in the news with
18 Damar Hamlin going down in the middle of the game, the
19 need for IEDs. I mean, and training staff on sports
20 teams and sports field is -- it's a hot topic right now,
21 and I think it's something that could be addressed as,

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1  you know, a funding from the outside, like a grant

2  source, with professional teams.  Has that been looked

3  into?

4      MR. SYE:  We have looked into funding outside

5  of Baltimore County.  It has been difficult, to say the

6  least.  We do currently subcontract with a third-party

7  ATI that provides some of our trainers.  But we will

8  continue to look for other sources of funds to help us

9  provide trainers for our student athletes.

10     MS. DOMANOWSKI:  Have you reached out to maybe

11 the Orioles or the Ravens or anybody in that -- NFL,

12 like, league office or anything?  I mean, I just feel

13 like this is something that nationally would be supported

14 by a lot of sports team to try to get a fund together to

15 make sure that all kids are playing safely at school.

16     MR. SYE:  No, we have not reached out to them

17 regarding funding.  I know that this is going on, not

18 just in Baltimore County, but across the state.  So, we

19 can reach out to them.  I know that, in some of our

20 conversations that we had with members of the

21 organizations, again, that whole trainer thing is just a

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1  big topic right now.

2      MS. LICHTER:  Thank you.  Mr. Kuehn?

3      MR. KUEHN:  Oh, thanks.  I'm just jumping back

4  to, I believe, the second slide, which just kind of

5  illustrates where we currently are with athletic

6  trainers.  Why are there no contract -- contracted

7  athletic trainers for the other 10 schools?  Why is there

8  zero coverage there?

9      MR. SYE:  Okay, I'll answer that one.  So, I

10 want to say, probably five years ago, we entered a

11 contract -- so let me back up.  There's currently two

12 models that we have to outfit Baltimore County in terms

13 of our athletic trainers.  One is with the traditional

14 model, which was EDA, where we hire athletic trainers,

15 and then because of the need, we subcontracted with ATI,

16 which covered the remaining 17 schools.

17     After COVID hit, many of our athletic trainers

18 found other jobs to do, and that's how we went from 17,

19 you know, having all 24 down to only 10.  So it's been a

20 struggle.  We have worked with the organization to try,

21 but again, it's just been difficult to get trainers to

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1  come into the profession with -- one, with the change in

2  requirements, and then also with the pay.

3      MR. KUEHN:  Just to be clear, have we tried to

4  get contract staff back in those other 10 high schools?

5      MR. SYE:  Can you repeat that?

6      MR. KUEHN:  So, the 10 high schools that don't

7  have any support.  Is there -- have you attempted to hire

8  contractors to go back in there, or no?

9      MR. SYE:  No.  What we have done is that we've

10 used our resources in terms of hiring EMTs to go in and

11 to cover those games that we need to cover in terms of

12 our football and lacrosse, which have to start with a

13 medical person on site.  And then we, you know, also

14 reach out to our other trainers at the other schools,

15 when needed, regarding, you know, medical health issues.

16     MR. KUEHN:  Okay, thank you.

17     MS. LICHTER:  Dr. Hager?

18     DR. HAGER:  Thank you.  I want to acknowledge -

19 - Mr. Sye actually gave a presentation to our local

20 schoolhouse council about this a few months ago, and it

21 was a wonderful discussion with a lot of medical

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1  professionals, talking about the importance of this and

2  having these individuals present, certainly in at least

3  the high-school level.  I'm actually going to physical

4  therapy now for an old high school sport's injury, so I

5  get it.  You know, it really is important to address it

6  in the moment for these kids who aren't likely going to

7  raise their hand and say I need to go to the doctor, and

8  having someone who's professional and on site just is so

9  important.

10     And I appreciate this proposal kind of starting

11 where you are.  I know -- I believe we talked about this

12 a few months ago, that the gold standard would be to

13 have, you know, someone in every school.  But first of

14 all, you know, we talk about the budget tonight, but I

15 recall that you said that just finding those individuals

16 right now, I know Ms. Domanowski said, you know, this is

17 just a -- seemed like you were paying attention to this

18 right now.  These individuals are highly sought after, so

19 is that another reason that we're starting smaller, just

20 because of the pool is so tight right now?

21     MR. SYE:  Yes.  Budget being the first thing,

1 but then the pool is small, and we are going to be in

2 competition with other jurisdictions. This -- like

3 everyone has said here tonight, this is a big topic, in

4 light of everything that's happened athletically across

5 the country, and even within our own system. So, with

6 that being said, our goal is to provide the safest

7 environment that we possibly can for our student athletes

8 at the end of the day. And at the end of the day, making

9 sure that they get home to their parents.

10    MS. LICHTER: What would the role of a full-

11 time trainer even look like? Like, if we hired the full

12 time, what would their day look like?

13    MR. SYE: That's a great question. So, I

14 didn't bring the job description with me today, but it

15 would be a little bit different than, like, a teacher,

16 you know, from first thing in the morning until 3:00.

17 They would come in probably around 11:00. I have worked

18 and talked to Debbie Summerville (phonetic) in terms of

19 the coordination with health services. Because many -- I

20 mean, all of our kids are student athletes, so they are

21 in school all day. So, they would come in, meet with a

1 nurse to see if there's any problems as it relates to the

2 health of the students that are athletes, do rehab and

3 training up to the 2:30 hour, which -- and then in

4 preparation for games and stuff like that, prepare for

5 that stuff, which would take you well into practice and

6 then into game situations, and then probably be done

7 sometime around 9:00 in the evening.

8    MS. LICHTER: Okay, so there day's time is flex

9 -- would be flex.

10    MR. SYE: Yeah, it's flex.

11    MS. LICHTER: And then the proposed -- the

12 third option, right? You said there was three options?

13    MR. SYE: Well, I'm sorry, so technically, I

14 mean, it is -- the initial option was all --

15    MS. LICHTER: All, right.

16    MR. SYE: -- and then this would be a phase-in

17 approach where we would look at hiring 10 for FY '24 and

18 then phasing in the remaining over the next -- the

19 following 2 years.

20    MS. LICHTER: So if we just did the 10, we

21 would still use those other models that you're currently

1 using to support schools that didn't have one at the --

2 okay.

3    MR. SYE: Yes, we would continue to -- we would

4 use those 10 to help us with the remaining schools that

5 are not, and then also tie into our EMT and other

6 coverages that we have to make sure that we have

7 coverages at our schools.

8    MS. LICHTER: Okay. Thank you. Any other

9 questions?

10    Mr. McMillion?

11    MR. McMILLION: Is Deb Summerfield (phonetic)

12 on this call? Does anybody know?

13    DR. WILLIAMS: She's not.

14    MR. McMILLION: No?

15    DR. WILLIAMS: No.

16    MR. McMILLION: I'm curious. Does there appear

17 to be -- you know, are young people bringing more medical

18 conditions with them now than they did 10 or 15 years

19 ago? And I'd love to have somebody with a medical

20 background, and maybe Dr. Hager could say to that? No.

21 Okay.

1    MR. SYE: Yeah, I was going to say the same

2 thing. I can't answer that question.

3    DR. WILLIAMS: Mr. Sye, we can't answer that

4 question.

5    MR. SYE: Yeah, I can't answer the question.

6    MR. McMILLION: Okay.

7    MS. LICHTER: Okay.

8    MR. McMILLION: Okay.

9    MS. LICHTER: Okay?

10    MR. McMILLION: Thank you.

11    MS. LICHTER: All right, Dr. Williams, the next

12 topic?

13    DR. WILLIAMS: Yes.

14    MS. LICHTER: We can --

15    DR. WILLIAMS: Thank you, team.

16    MS. LICHTER: I think we're going to come at

17 the end for -- did you say in the beginning we were going

18 to wait and do --

19    DR. WILLIAMS: Yes. We're just trying to get -

20 -

21    MS. LICHTER: Do context --

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1 DR. WILLIAMS: -- some answers --

2 MS. LICHTER: -- and then we'll do --

3 DR. WILLIAMS: -- to your questions.

4 MS. LICHTER: And then do --

5 DR. WILLIAMS: We have -- this is the last one.

6 I'm bringing forth Mr. Hartlove, our Chief Financial

7 Officer. Thank you. So I just want to reference and to

8 thank Mr. Hartlove and team for the ongoing work. Dr.

9 Boswell-Mccomas stepped out, but she said building the

10 budget is a yearlong process.

11 If you recall what I presented during my first

12 budget presentation was to show the needs of our system.

13 But we have to work within the parameters of our county

14 and our partners. So what Mr. Hartlove and team, we have

15 worked ongoing with our County Executive and staff. The

16 budget office has really worked hard to look at ways to

17 prioritize our people. We had a room full of people

18 earlier. We don't have that same room right now.

19 We have worked with our union partners. I see

20 three of them in the audience. It's about partnerships

21 and relationships, but it's also about wins, and they may

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1 be small wins that will lead to bigger wins.

2 So I want to reference that, but I also want to

3 acknowledge Whit Tanlief (phonetic), Chris Hartlove, and

4 the budget team. They have worked nonstop every Board

5 meeting, based on your feedback and questions. I have

6 met with Chris many times with Ms. Charley-Greene to try

7 to address the ongoing questions from this Board. So,

8 what I've asked Mr. Hartlove to do is provide an overview

9 about some recommendations as we move forward, with you

10 making a decision about the Board budget that will move

11 forward to the County Executive.

12 So with that, I'm going to turn it over to Mr.

13 Hartlove. And if you can show that next PowerPoint.

14 MR. HARTLOVE: Thank you, Dr. Williams, and

15 good evening, Board members, Chair Lichter, Vice Chair

16 Harvey, and I just want to echo what you said about the

17 budget office. They have been working, you know, and I

18 don't -- you know, I appreciate the thank you from Dr.

19 Williams, but the bulk of the work is being done by the

20 actual folks in the budget office. So, all the questions

21 and really getting you good, thorough answers, they did a

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1 great job on that.

2 So, with that tonight, you're going to adopt

3 your budget request to the county. And we wanted to just

4 update -- give you some brief -- this'll be a brief

5 presentation, but just some updated information and some

6 background information to help you in your discussions.

7 The important thing to note is that we've had

8 many ongoing positive conversations with our county

9 budget folks, our counterparts, the CE. We've talked to

10 the CE. We've had very good conversations about the

11 budget and trying to find ways to make it all work. And

12 the one thing that has come up in these conversations is

13 the spending affordability committee. This is something

14 that is -- it's a law. There's a spending affordability

15 law in Carroll that ensures the growth in county spending

16 does not exceed the rate of growth of the county's

17 economy. So, that's something that they're very aware

18 of, and it comes -- that's an annual report that comes

19 out on February 15th each year. And it basically sets

20 what the goal is of how much they can spend, or I say --

21 I should say we can spend as a county.

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1 And what we learned in these conversations is

2 that our current revenue request to the county, which is

3 $36 million above last year, that is above what is

4 allowed by the spending affordability committee. So,

5 with that feedback from the county, we worked with the

6 county on a revised revenue request of $23 million above

7 FY 2023, which is proposed to meet the county's spending

8 guidelines, so that's our goal with that.

9 We've also, understanding that, you know, the

10 answers aren't always on the revenue side, we've

11 identified an additional 13.5 million in reductions, so

12 that's over and above the 24.8 million already included

13 in the Superintendent's budget, to balance the budget and

14 to support compensation above the step that is currently

15 funded.

16 So -- and while we're talking about this, we

17 also want to give you an update on the federal funding

18 cliff, because that's something that is certainly on the

19 horizon, and we've been talking about, and planning for,

20 but it actually is much more impactful in the FY '25

21 year. But our plan, as we are in motion right now, is

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1 looking towards the end of the ESSER funding in FY '25,

2 is to evaluate the effectiveness of the programs funded

3 by the ESSER III -- or the ESSER funds in general, and

4 that's in progress. And we have to make a decision on

5 each -- in all that spending and it's whether we're going

6 -- it's either going to sunset individual programs. They

7 will be eliminated/reduced, or they will continue, and

8 the one -- the largest one that we really need to discuss

9 when we get to FY '25 is the 15 minutes that's built into

10 the school day. That's something that's currently being

11 covered by the ESSER funds, and we're good next year, but

12 in FY '25 year, we need to build that into our FY

13 (inaudible) in the general operating fund. That's

14 something that has to continue, because it's built into

15 the -- it's built into salaries and the way we do our

16 work here.

17     Note that we want to be as employee friendly

18 with this as we possibly can. Attrition, when you're

19 talking about reducing positions, is your friend, and

20 we're going to plan to -- any reductions in positions

21 tied to ESSER will be done through attrition, so all

1 these folks -- because we do have some vacancies, all

2 these folks will land in a position.

3     And the one thing that's ongoing is we are

4 currently aligning our expenditures, our budgeted

5 expenditures, to our actual costs. And we also know when

6 we get to next year's budget that we're going to need to

7 limit the requests for new expenditures, because of the

8 absorbing of the federal programs. Next slide, please.

9     So this is a slide you saw at the last Board

10 budget work session. This -- these are updated numbers.

11 They're very close to what we had in the slide. They're

12 just -- they're off -- they're more up to date in their -

13 - the materiality of the change is very small, so these

14 numbers are very similar to what you saw last time.

15     So, as I believe I said last time, is we're on

16 a little bit of a rollercoaster ride. January 20th, we

17 were told -- we received some information from MSDE

18 showing that we were going to get significantly more

19 revenue. We were very pleased about that. Couple weeks

20 later, we learned that we were going to lose some of that

21 revenue, so little bit of the rollercoaster dip. But

1 overall, the net -- there's net additional state aid from

2 state of Maryland to the tune of $27.4 million, and

3 that's good news for our budget overall.

4     These funds will be used to allow us to

5 increase compensation beyond the step for all BCPS --

6 members of Team BCPS. The final amount will be

7 determined during our negotiations process. Our amended

8 proposed FY 2024 operating budget request for county

9 funding will be reduced to $23 million above FY 2023,

10 which is what I talked about on the prior slide.

11     We will use 13.4 million of the additional

12 state revenue to cover the county revenue reduction. So,

13 if you look at the three little tables there, the first

14 one is just showing the net change in state aid. That's

15 the 27.4 million additional, then the county revenue

16 request, the original request of 36.4 million, the

17 reduction down to 23 million. And then the important

18 little table down at the bottom shows that we are going

19 to use that 27.4 million to, one, cover the reduction in

20 county funding up to -- for 13.4 million, and then put

21 the remaining 14 million towards compensation. So,

1 that'll help us to move above the step that's in the

2 current version of the budget. Next slide, please.

3     And this is actually the last slide, so the

4 important thing when you're doing a budget is priorities,

5 and we believe, you know, we're prioritizing people. We

6 want to recruit and retain effective staff members and in

7 order to do that, we really need to look at our salaries

8 and freeing up as much of the dollars as we can for

9 salaries.

10     So, talked about this a little bit in the

11 previous slides, but through collaboration with all

12 divisions, we have identified an additional $13.5 million

13 above the 24.8 again in increased efficiencies and

14 reductions through across-the-board reductions to non-

15 personnel Central Office budgets. We're also very much

16 looking into aligning budgeted expenditures to actual

17 expenditures, and we're looking at reductions of Central

18 Office positions, to include supervisory positions.

19     With regards to how all the dollars are going

20 to be used, within the Board parameter, the specified

21 amount of funding that we have for negotiations, we are -

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1 - through negotiations, we are trying to accomplish --
2 our goal is to accomplish the following items: to
3 increase compensation for all members of Team BCPS; to
4 provide all eligible employees with a step and COLA,
5 which is a cost-of-living adjustment, or the equivalent
6 to that. We -- also a goal of ours is to implement the
7 minimum of $15-per-hour salary rate for AFSCME. A big
8 one here is -- that we're trying to accomplish is to
9 increase the starting salary for teachers to $59,000.
10 That would be really -- make us very, I believe,
11 competitive. Implement the initial phase of BCPS
12 modified enhanced and compressed scales for TABCO and
13 ESPBC, so those are all things that we're trying to work
14 -- with the dollars that we have to accomplish.
15 And with that, I think that's all --
16 DR. WILLIAMS: That's it.
17 MR. HARTLOVE: -- I have. We -- and I -- just
18 to reiterate, I think we have all the questions that have
19 been brought forward to date, we have those answered and
20 available to the public, and we are -- now's the time to
21 pass your approved budget request.

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1 MS. LICHTER: Okay. Questions?
2 Mr. McMillion?
3 MR. McMILLION: I have a motion. I move --
4 DR. WILLIAMS: So, before you make your motion
5 --
6 MR. McMILLION: Excuse me?
7 DR. WILLIAMS: -- before he makes a motion, any
8 questions about what Mr. Hartlove just shared from Board
9 members?
10 I'm sorry, Mr. McMillion. I just want to make
11 sure there were any questions. Okay. Thank you.
12 MS. LICHTER: I had one question about what you
13 said. So, the reduction of Central Office positions to
14 include supervisory positions, to include more
15 supervisory or some of those positions were supervisory?
16 MR. HARTLOVE: No, it's -- the list will have
17 supervisory positions. This 13.5 million in additional
18 reductions will include those types of positions.
19 MS. LICHTER: And I know we already eliminated
20 a lot of resource teachers from CNI (phonetic), so are we
21 now eliminating their supervisors, as well, or how will

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1 that affect our schools?
2 MR. HARTLOVE: We've had a lot of discussions
3 about how to best look at budget reductions, and we're
4 trying to use the scalpel and, you know, and try to make
5 reductions that have the least impact on the
6 instructional core. So, that's what the -- that's what
7 our goal is with these reductions.
8 MS. LICHTER: Okay, thank you.
9 DR. WILLIAMS: Okay.
10 MS. LICHTER: Okay.
11 Okay, Mr. McMillion, back to you.
12 MR. McMILLION: I move that we, the Baltimore
13 County Board of Education, fund in the 2023-24 operating
14 budget 24 athletic directors, 1 supervisor, equipment and
15 supplies totaling $3,249,063.
16 MS. LICHTER: Is there a second to Mr.
17 McMillion's motion?
18 MS. PUMPHREY: Second, Pumphrey.
19 MS. LICHTER: Any discussion?
20 MR. McMILLION: Can I speak to it?
21 MS. LICHTER: Yes.

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1 MR. McMILLION: And please listen to what I'm
2 going to say. I readily understand this is a large sum
3 of money. Trying not to be overly dramatic, out of the
4 topics we discussed, this is about life and death. If we
5 can save one life from a catastrophic accident, injury,
6 or death, we have done our due diligence. Include this
7 in our budget and let County Executive Olszewski and the
8 county council decide if they're going to fund it. At
9 least we have done our job. Thank you.
10 MS. LICHTER: Any further discussion?
11 Dr. Hager?
12 DR. HAGER: I have two questions. If we were
13 to approve this amendment to the budget, above what we
14 have -- so the idea would be to put it on top of our
15 existing request, is that -- didn't you say we were not
16 allowed to do that because of the -- sorry.
17 MR. HARTLOVE: The spending affordability --
18 DR. HAGER: Yeah, that.
19 MR. HARTLOVE: Yes, yes. No, it's not -- it --
20 you know, it's conversations that we've had, trying to
21 stay within that. A request is a request, so you can,

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1  you know, I'm not encouraging requests, but you can

2  request up to, you know, whatever amount you want to

3  request.

4        DR. HAGER:  And so, if we were to move forward

5  -- I'm a little bit concerned about just the availability

6  of trainers.  Like, as we talked about, whether this is

7  even a feasible thing to try to do, but again, trying to

8  do something that is important is still worth trying to

9  do.

10        Would -- do you think from a negotiation

11  standpoint it would negate our ability to do the step-

12  wise proposal that Mr. Sye suggested, or?

13        MR. HARTLOVE:  I don't believe that that's the

14  case, because what would -- if you go down this road, we

15  would add the expenditure.  We'd add the request, the --

16  so the request would (inaudible) .2 would go up to 26.2

17  if that's all we add.  And then the County Executive

18  would come back with questions and, you know, one of the

19  questions could be is there -- or are there alternatives?

20  Or I fully support this, I don't support this, or there

21  are alternatives and that would be what would provide and

1  whatever information he would need to make whatever

2  decisions he'd want to make.

3        DR. HAGER:  And one last, quick question.  What

4  Mr. Sye presented is not in the budget now, though.  It

5  was just a potential --

6        MR. HARTLOVE:  Neither option --

7        DR. HAGER:  -- so even that what -- the smaller

8  option isn't even in there.

9        MR. HARTLOVE:  Neither option is in the budget

10  currently.

11        DR. HAGER:  Thank you.

12        DR. WILLIAMS:  I do want to just comment.  We

13  recognize the need of having these professionals

14  available because of our students and what we have read,

15  so I want to recognize that.  But we also have recognized

16  -- you've heard even from public comments about -- and

17  even this Board, previous Board, talked about and we

18  support that, supporting our people in terms of the

19  compensation.

20        So, in an ideal world, we would love to do

21  both.  That's why I asked the team to look at a model.

1  Here's what the full 27 -- 24 athletic trainers would

2  look like, and here is a phase-in as an option.  We run

3  the risk -- and I just want to put that out there, that

4  Mr. Hartlove said probably in our first Board work

5  session, when we keep adding, we run the risk that

6  someone will either eliminate completely.  That's the

7  risk that we take.  So, therefore, that's why we provided

8  this alternative of a phase-in model, knowing that there

9  was some interest, or at least questions, from the Board

10  from the previous work sessions.

11        But it is now going beyond the proposed budget

12  and looking at the spending affordability as a county.

13  Those are things we have to be concerned about.  But we

14  recognize, these are two equally important and definitely

15  the wellbeing of our students when they're on that court

16  or field.

17        MS. LICHTER:  Mr. Kuehn?

18        MR. KUEHN:  Oh, thank you.  Mr. Hartlove, the

19  current funding that's paying for the contractor

20  resources that are, you know, for those other schools,

21  the part-time athletic trainers, that funding still

1  exists, regardless of whether or not this motion passes.

2  Is that correct?

3        MR. HARTLOVE:  Correct.

4        MR. KUEHN:  Okay.  So, it's not like we're

5  taking it out of.  I mean, it would make sense that we

6  wouldn't need that any longer if we got it, but that

7  funding is still there?  Okay.  Thank you.  That was my

8  question.

9        MS. LICHTER:  Ms. Harvey?

10        MR. KUEHN:  And I'll just --

11        MS. LICHTER:  Oh, sorry.

12        MR. KUEHN:  -- make a comment.  We --

13        MS. LICHTER:  Go ahead.

14        MR. KUEHN:  -- we ask for what we need.  And

15  then, you know, prioritize it.  And they can decide

16  whether or not they want to fund it.  Thank you.

17        MS. LICHTER:  Thank you.  Ms. Harvey?

18        MS. HARVEY:  I just wanted some clarification.

19  Thank you for the proposal.  I do think it's important

20  that we make sure our students are safe when they're

21  participating in athletic events.  Currently, we have 10

1  schools who don't have an athletic trainer.  But they

2  have some kind of coverage?  Are they without any

3  coverage?  And then, can you speak to how the schools

4  that don't, what the difference is in the day-to-day

5  execution?

6          DR. WILLIAMS:  Michael Sye --

7          MS. HARVEY:  For schools that have a athletic

8  trainer and schools that don't.

9          MS. LICHTER:  Here he comes.

10         MR. SYE:  So as you just said, currently, we

11  have 10 schools that do not have athletic trainers.  So,

12  what we do is there are certain sports that have to have

13  medical personnel on staff at the game, for the game to

14  even start.  So, we make sure that we have coverage for

15  those particular games so they can start the game so that

16  we're not holding up the programs and so the kids can

17  play.

18         Outside of that, we try to use our other

19  trainers to do drop-in visits, but, again, there is

20  enough medical issues going on at their own schools that

21  they really don't have the time to be stretched between

1  the high school -- their high school and another high

2  school.  So, we do the best that we can to make sure that

3  we can get the games off.  We do utilize EMTs, to have

4  them come out to games, and when we have championships

5  and stuff like that, again, to provide the safest

6  environment.  But those 10 schools are pretty much on

7  their own outside of that.

8          MS. HARVEY:  Thank you.  That's helpful.

9          MS. LICHTER:  Question.  Is it -- do we ever

10  tier a request to the County Executive, like we send the

11  budget but then these are our other requests for him to

12  look at?  Has that ever been done?  I've.

13         DR. YARBROUGH:  We have.  Last year, we

14  prioritized people that --

15         MS. LICHTER:  That's okay.

16         DR. YARBROUGH:  I apologize.  Last year, what

17  we did was to prioritize people at the direction of the

18  Board.  So, as the County Executive and other funders

19  were looking, if they were making cuts, our request was

20  that the cuts were not in compensation to staff members.

21         MS. LICHTER:  But then did you tier other

1  requests to them or no?

2          DR. YARBROUGH:  We did not.

3          MS. LICHTER:  Okay.

4          DR. YARBROUGH:  Tier up.

5          MS. LICHTER:  Okay.  And then with the spending

6  affordability, that means that the County Executive can't

7  even go beyond a certain number?  Am I understanding that

8  correctly?

9          MR. HARTLOVE:  I don't know how -- I think that

10  it's -- I don't know if it's binding, like, it -- but I

11  think it's something they very much take seriously, and

12  they don't even want to submit a budget --

13         MS. LICHTER:  Okay.

14         MR. HARTLOVE:  -- that is above spending

15  affordability.

16         MS. LICHTER:  What is our spending authority?

17  Do we have a number that we're look?

18         MR. HARTLOVE:  When -- spending -- well, the

19  discussions that we've had with the county and County

20  Executive is that they didn't guarantee us, but they felt

21  -- I feel like they felt more comfortable with the $23

1  million increase over last year.  They very much were not

2  supportive of the 36.4, so they -- we definitely had to

3  come down off of that.  They were looking at a number of

4  10 million above --

5          MS. LICHTER:  Right.

6          MR. HARTLOVE:  -- last year and, you know,

7  we're hopeful that the 23 will be supported.

8          MS. LICHTER:  So, if we send beyond the 23,

9  then we're running the risk that somebody else will say I

10  am taking X out.  That might put -- so that's the risk

11  that we're running if we go above the 23 million above

12  the --

13         MR. HARTLOVE:  No doubt.

14         MS. LICHTER:  -- that somebody else can just

15  start to --

16         MR. HARTLOVE:  No doubt.  The more you put in,

17  the more chance of things getting reduced.  And as much

18  as you can give guidance and prioritization, there's no

19  guarantee.  At that point, it's out of your hands.

20         MS. LICHTER:  Okay.  Thank you.  Other

21  questions?

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1  Ms. Domanowski?

2  MS. DOMANOWSKI:  I just had a question about

3  AEDs and how -- the availability there.  Is there an AED

4  at every high school right now?

5  MR. SYE:  Yes, there's an AED at every single

6  high school.  We work with health services, Debbie

7  Summerville.  We've -- in light of some of the things

8  that've happened, both in the county and outside the

9  county across the country, we have made it a priority to

10  walk the campuses, making sure they're within the

11  appropriate distances so that we can get to them as soon

12  as possible for our student athletes.

13  MS. DOMANOWSKI:  All right.  And also, in light

14  of not going over budget, and as important as I think an

15  athletic trainer in every high school and middle school

16  is very important, I also think we need to find -- be

17  fiscally responsible and put a committee together to find

18  the funding to make this happen.  That would just be my

19  only suggestion.

20  MS. LICHTER:  Other questions?

21  Mr. Kuehn?

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1  MR. KUEHN:  Thank you.  I just -- I want to

2  point out that the County Executive and the staff have

3  had lots of conversations with Mr. Hartlove and he shared

4  that, and that's fantastic that they work closely

5  together.  But in the report that came out, the spending

6  affordability committee report that's available online

7  for fiscal year 2024, it's $114 million is the maximum

8  growth in base spending.  And that is to be spread out

9  over all growth in county spending.  So, he has allocated

10  -- it's an amount based on what he wanted to allocate us

11  on.

12  We can ask for whatever we want, and there is

13  money there.  So, let's not pretend that we can't ask for

14  more because of this arbitrary number that he gave us.

15  It's all about priorities.  And I know there are multiple

16  priorities for the entire county.  I just want to make

17  sure everybody's aware of that.  Thank you.

18  MS. LICHTER:  Thank you.

19  Mr. McMillion?

20  MR. McMILLION:  Mr. Sye, do middle schools have

21  a -- fibrillators (sic)?

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1  MR. SYE:  Yes.

2  MS. LICHTER:  Yeah.

3  MR. SYE:  All 27 middle --

4  DR. WILLIAMS:  To the mic, Mr. Sye, please.

5  MR. SYE:  Yes, Mr. McMillion, all 27 middle

6  schools have them, and all 24 high schools, including a

7  detailed emergency action plan to go along with that, so

8  we're doing the best that we can to make sure the kids

9  are safe.

10  MR. McMILLION:  Thank you.

11  MR. SYE:  You're welcome.

12  MS. LICHTER:  Okay.  Any other discussion on

13  Mr. McMillion's motion?

14  Dr. Williams, is your --

15  DR. WILLIAMS:  No, I was just trying to give

16  Mr. Sye to just be still for a minute.  Thank you, Mr.

17  Sye.

18  MS. LICHTER:  Mr. McMillion, I think in your

19  original motion, you used the term athletic directors?

20  MR. McMILLION:  No.

21  MS. LICHTER:  Okay.

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1  MR. McMILLION:  Trainers.

2  MS. LICHTER:  Okay.  I'm sorry.  That was told

3  to me.  Okay, so any further discussion about the motion?

4  Okay.  Yes, let's restate the motion.

5  Mr. McMillion, can you restate your motion,

6  please?

7  MR. McMILLION:  Sure.  I move that we, the

8  Baltimore County Board of Education, fund in the 2023-24

9  operating budget 24 athletic trainers, 1 supervisor,

10  equipment and supplies totaling $3,249,063.

11  MS. LICHTER:  Okay.

12  Ms. Gover, roll call vote, please?

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: No.

2   MS. GOVER: Ms. Harvey?

3   MS. HARVEY: No.

4   MS. GOVER: Mr. Offerman?

5   MR. OFFERMAN: No.

6   MS. GOVER: Dr. Savoy?

7   DR. SAVOY: No.

8   MS. GOVER: Dr. Hager?

9   DR. HAGER: Yes.

10  MS. GOVER: Mr. Kuehn?

11  MR. KUEHN: Yes.

12  MS. GOVER: Ms. Lichter?

13  MS. LICHTER: No.

14  MS. GOVER: Favor is six.

15  MS. LICHTER: So motion fails, correct?

16  Passes. Motion passes. I'm sorry. Okay. Any other

17  Board members that have a motion or further discussion?

18  Okay. Let me go back to my BoardDoc notes, then.

19  MS. PUMPHREY: I'm sorry, I do have a motion.

20  MS. LICHTER: Okay. Ms. Pumphrey?

21  MS. PUMPHREY: This is on the main motion.

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1   This is -- okay, yes. I move to amend the fiscal year

2   2024 operating budget to support the provision of

3   universal school breakfast and lunch in all Baltimore

4   County Public Schools. Under CEP, approximately 75

5   percent of meals served to students will be fully

6   reimbursed to the food service enterprise fund by the

7   federal government. In order to support the

8   implementation of CEP in all Baltimore County schools,

9   this amendment will allocate an estimated 2 million

10  annually with the exact amount to be determined by the

11  budget office to fund the remaining 25 percent of meals

12  that will be served but not reimbursed by the federal

13  government.

14  DR. HAGER: Second, Hager.

15  MS. HENN: Second, Ms. Henn.

16  MS. LICHTER: Would you like to speak to your

17  motion, Ms. Pumphrey?

18  MS. PUMPHREY: Okay, so newly released data

19  indicates that our entire school district is now eligible

20  to elect the community eligibility provision for a four-

21  year cycle beginning in the '23/'24 school year. I

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1   apologize. I lost my note. Two-thirds of all students,

2   which is 73,000 students, now qualify for free and

3   reduced meals in BCPS. But there are thousands more who

4   need food and are invisible in these statistics. Their

5   families make too much money to qualify, but not enough

6   to make ends meet.

7   MS. LICHTER: Any discussion? Questions?

8   DR. WILLIAMS: Yes. I'm going to ask Dr.

9   Yarbrough to come to the table and provide an update

10  about this motion.

11  MS. LICHTER: Dr. Yarbrough. Good evening.

12  DR. YARBROUGH: Good evening, again. Thank

13  you, Ms. Pumphrey. The update for all members. We are

14  currently working on a plan to transition to a full

15  system CEP based on the guidelines that you just

16  mentioned, as well as all of the work that we've done

17  through our enterprise funds with Ms. Hessler (phonetic)

18  as the director of food and nutrition services. And so,

19  essentially, you don't need the motion because we're

20  already moving in that direction because of the funds

21  that we have available through enterprise.

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1   MS. PUMPHREY: Okay, fantastic, and this would

2   include 100 percent of --

3   DR. YARBROUGH: Absolutely.

4   MS. PUMPHREY: -- thank you.

5   DR. YARBROUGH: Yes.

6   MS. PUMPHREY: So do I need to withdraw my

7   motion at this point?

8   MS. LICHTER: You can. No, no.

9   MR. BROUSAIDES: (Indiscernible) unanimous

10  consent to withdraw. Is there any objection to

11  withdrawing the motion?

12  DR. HAGER: Can I just ask a quick question?

13  MS. LICHTER: Yes.

14  DR. HAGER: Is it -- will that go into effect,

15  then, next year?

16  DR. YARBROUGH: Yes.

17  DR. HAGER. Okay.

18  DR. YARBROUGH: So just --

19  MS. LICHTER: Okay, any -- I'm sorry. Any

20  objection to the motion to rescind the motion?

21  MR. BROUSAIDES: Withdraw.

1  MS. LICHTER: Withdraw the motion. I couldn't

2  think of the word.

3  MR. McMILLION: Why not vote on it?

4  MS. LICHTER: Vote on Ms. Pumphrey's motion?

5  MS. PUMPHREY: To withdraw?

6  MS. LICHTER: Are you objecting to withdrawing

7  her motion? Mr. McMillion?

8  MR. McMILLION: I (indiscernible) you but --

9  MS. LICHTER: Are you objecting to --

10  MS. PUMPHREY: Can we just have a point of

11  clarification? I just asked --

12  MS. LICHTER: Yes.

13  MS. PUMPHREY: -- this question, but I'm just

14  going to ask again, just to clarify. And maybe you can

15  comment if you think I'm incorrect, also. Do we just --

16  I just want to verify that CEP will be implemented in 100

17  percent of Baltimore County Public Schools for fiscal

18  year '23/'24.

19  DR. YARBROUGH: For fiscal year '24? We're

20  currently in fiscal year --

21  MS. PUMPHREY: Yeah, sorry.

1  DR. YARBROUGH: -- school year '23/24.

2  MS. PUMPHREY: Yes, yes, yes, yes.

3  DR. YARBROUGH: Yes, you are correct, and you

4  just announced it.

5  MS. PUMPHREY: Thank you.

6  MS. LICHTER: Congratulations, Ms. Pumphrey.

7  All right. So, do you still wish to withdraw your --

8  MS. PUMPHREY: Yes, I withdraw my motion.

9  MS. LICHTER: Are there any objections to the

10  withdraw?

11  MR. McMILLION: No.

12  MS. LICHTER: Okay. Hearing none, the motion

13  is withdrawn.

14  Okay. Any --

15  MR. McMILLION: Good for you.

16  MS. LICHTER: -- other motions before? Okay.

17  MS. HENN: I have a motion, Madam Chair.

18  MS. LICHTER: Yes, Ms. Henn?

19  MS. HENN: Thank you. I'll put it in the chat.

20  And thank you to Mr. Hartlove for providing updated

21  language for this. I move to amend the fiscal year 2024

1  operating budget by restoring a total of 10 Central

2  Office resource teacher FTEs at an approximate cost of

3  $1,360,000 as follows: advanced academics, 4 FTEs;

4  English language arts, 3 FTEs; mathematics, 2 FTEs; and

5  social studies, 1 FTE. The positions will be funded by

6  reallocating planned increases in non-instructional

7  Central Office expenditures, to be determined by the

8  Superintendent.

9  MS. LICHTER: Is there a second to Ms. Henn's

10  motion?

11  MS. PUMPHREY: Second, Pumphrey.

12  MS. LICHTER: Thank you.

13  Ms. Henn, would you like to speak to your

14  motion?

15  MS. HENN: Sure, briefly. We've heard

16  consistently from our educators how vital it is that we

17  have resource teachers to assist them. My motion

18  restores the positions that were eliminated in this

19  budget. In addition, it adds an additional resource to

20  the English language arts area, given that we will be

21  rolling out new ELA curriculum. And it restores some of

1  those positions, not all. My intent would be to fully

2  restore them in next year's budget. However, I think

3  it's reasonable to expect that we restore at least 10 for

4  next year.

5  MS. LICHTER: Thank you.

6  MS. HENN: Thank you.

7  MS. LICHTER: Ms. Jose, did you have a

8  question?

9  MS. JOSE: Yes, I did. When I first came on

10  board, this Board made a motion to remove resource

11  teachers, so I'm glad that we're adding resource

12  teachers. But my question really is to the people that

13  do the work, Dr. Mccomas, Dr. Williams. Is this

14  something that can be funded if there's something you

15  needed? I'm just trying to understand, because these

16  motions are sent, like, five minutes before they're read.

17  There are fiscal impacts. There are budgetary impacts,

18  and operational impacts. And there's only a limited pool

19  of money we have, so to add something, we have to take

20  something away, and I don't know where that money's going

21  to come from.

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1  So if somebody, Dr. Williams or Dr. Mccomas,
2  could explain this.  But I'm going to be voting no on
3  this because I didn't get a chance to even understand
4  this motion, which was sent a few minutes ago.
5  MS. LICHTER:  Thank you.
6  Dr. Williams, do you want staff to respond or?
7  DR. WILLIAMS:  Why I'm looking at the motion is
8  to restore FTEs.  I see the motion, and, again, their job
9  is to really support schools.  I think we presented kind
10  of like where we were earlier when Mr. Hartlove presented
11  the amendments.  So, other than that, we will have to
12  figure out, if this is additional, above the Board's
13  operating budget, that's one thing.  If this is saying to
14  restore and find funds within the current budget, that
15  means we have to do some reduction.  And we're talking
16  about people, so I'm a little nervous about the time
17  frame at this time.  Okay, if I'm understanding the
18  motion as written.
19  MS. HENN:  Madam Chair, may I clarify?
20  MS. LICHTER:  Yes.
21  MS. HENN:  Thank you.  Earlier today, I sent a

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1  tentative motion.  I was waiting for clarification and
2  numbers from Mr. Hartlove, and thank you, Mr. Hartlove,
3  for providing those.  He shared with me that my proposed
4  reductions in other areas to fund this were also being
5  considered for use in salary increases for our educators,
6  so rather than including my original motion, which
7  specified the same areas of reductions, I modified it to
8  allow discretion to our team to determine where those
9  funds would be sourced.
10  So, originally, my motion did specify areas,
11  and I learned later -- much later in the day that those
12  were being tapped for other needs.  So, it does allow for
13  discretion to that.  In terms of what these positions
14  are, these are current either vacancies or currently
15  filled positions in the current year's budget that are
16  not included in next year's.  With the exception of one
17  FTE in ELA.  Thank you.
18  MS. LICHTER:  Ms. Jose, did you have a follow-
19  up question?
20  MS. JOSE:  Yes.  My follow-up question is, with
21  all due respect to Mr. Hartlove, you're a budgetary

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1  person.  You're not somebody that's out there in the
2  schoolhouse, like Dr. Mccomas, Ms. Shay, Dr. Williams, or
3  Dr. Yarbrough, who really would be the people that I
4  would look to for these kind of funding resource
5  allocation budget things.
6  So, I really cannot support this motion because
7  it's irresponsible for us to vote on something without
8  fully understanding the impacts of this and how it would
9  impact other areas in our educational system.  It's not
10  just resource teachers.  We have very many needs, so I
11  can't support this.
12  MS. LICHTER:  Thank you.
13  Dr. Hager?
14  DR. HAGER:  I'm struggling a bit, as well.  I
15  do like -- I think your point about the new curriculum
16  being rolled out, you know, makes it more important to
17  have folks who can help train others.  Is this in
18  addition to existing positions, or are we -- does the
19  current budget eliminate all resource -- Central Office
20  resource staff?  Or is -- are there people in house now
21  in the current budget, and this is just adding on?

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1  DR. WILLIAMS:  So --
2  MS. HENN:  May I respond, Madam Chair?
3  DR. WILLIAMS:  -- this is --
4  MS. HENN:  Oh, sorry.
5  MS LICHTER:  No.
6  MS. HENN:  Okay, sorry.
7  DR. WILLIAMS:  -- to -- based on the
8  presentation that we shared about compensation, this is
9  to look at what we had planned to do and then restore
10  these positions.  But as I'm reading it, it's non-
11  instructional, so there's some flexibility.  Non-
12  instructional, office, Central Office expenditures, et
13  cetera, so whether we can get up to $1.3 million, I'm not
14  sure at this time.
15  DR. HAGER:  And this is --
16  DR. WILLIAMS:  Based on what we are to save and
17  continue to trend a little bit to then look at the
18  compensation that we presented.
19  DR. HAGER:  No, and that's really helpful.  So,
20  are there currently any advanced academic resource folks?
21  DR. YARBROUGH:  There are --

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1    DR. WILLIAMS:  We --

2    DR. HAGER:  These positions exist?  This would

3  be adding.

4    MS. LICHTER:  There's one.

5    DR. WILLIAMS:  Dr. Boswell-Mccomas.  She can

6  give you the details.

7    DR. BOSWELL-MCCOMAS:  Thank you, Dr. Williams.

8  So, we do currently have resource teachers, and in

9  putting forward a more conservative request, we, of

10  course, proposed fewer for next year.  And if I

11  understand Ms. Henn, she -- to Dr. Williams' point, she's

12  asking to not cut as many, if you will, in plain

13  language; not reduce as much.

14    MS. LICHTER:  Thank you.

15    Ms. Domanowski?

16    MS. DOMANOWSKI:  I just wanted to comment on

17  the need for resource teachers, just from going around to

18  different schools and these positions are needed.  These

19  -- I think the curriculums, when they're rolled out, they

20  -- our teachers need help implementing them, and they're

21  used.  I will support this, because I've been out there

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1  and I've seen, you know, especially with the advanced

2  academics, going down from, what was it, six to two or --

3  it's just -- I think that we are trying to fund our

4  people, and these are our people, and they're helping our

5  students, and they're helping our teachers.

6    MS. LICHTER:  I just want to make a comment.  I

7  desperately want more resource teachers.  My worry is

8  that $13.5 million in reductions that was (inaudible) and

9  we're not quite -- I don't know where those reductions

10  are coming from, but you had said they were Central

11  Office.  So, I'm worried we're going in a circle.  We

12  just reduced people from Central Office to get us

13  something else, and now we're going to add.  Are we

14  adding people that aren't going to have a supervisor

15  because we've just removed their supervisor?  I don't

16  feel like I have enough -- I mean, I really want more

17  resource help in CNI.  So -- but my problem is I don't

18  feel like I have the information right now to say what

19  that 13.5 took away, and are we just making a puzzle that

20  says that the pieces aren't going to even fit together?

21  So I'm having --

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1    MS. HENN:  Madam Chair?

2    MS. LICHTER:  Yes, Ms. Henn?

3    MS. HENN:  I'm sorry.  It's not 13 million.

4  It's 1 million.

5    MS. LICHTER:  No, no, no.  We -- there was --

6  in the presentation made, there was $13.5 million and

7  more reductions made to allow us to do what we needed to

8  do in some other areas.  So, I'm just saying that that

9  13.5 indicated it was Central Office staff.  This motion

10  is to put back Central Office staff.  I don't know how

11  all of that fits together.  Are we letting some people go

12  while adding more people?  So, I'm struggling with not

13  having all of that information to make a good decision.

14    Any other questions or -- about the motion?  Or

15  discussion?

16    Can we have a roll call vote, please?

17    MS. GOVER:  Ms. Domanowski?

18    MS. DOMANOWSKI:  Yes.

19    MS. GOVER:  Ms. Pumphrey?

20    MS. PUMPHREY:  Yes.

21    MS. GOVER:  Mr. McMillion?

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1    MR. MCMILLION:  Yes.

2    MS. GOVER:  Ms. Henn?

3    MS. HENN:  Yes.

4    MS. GOVER:  Ms. Jose?

5    MS. JOSE:  No.

6    MS. GOVER:  Ms. Harvey?

7    MS. HARVEY:  No.

8    MS. GOVER:  Mr. Offerman?

9    MR. OFFERMAN:  No.

10    MS. GOVER:  Dr. Savoy?

11    DR. SAVOY:  Wait a minute.  No.

12    MS. GOVER:  Dr. Hager?

13    DR. HAGER:  No.

14    MS. GOVER:  Mr. Kuehn?

15    MR. KUEHN:  Yes.

16    MS. GOVER:  Ms. Lichter?

17    MS. LICHTER:  A very sad no.

18    MS. GOVER:  Favor is five.

19    MS. LICHTER:  Okay, motion fails.  Okay.

20    May I have a motion to approve the

21  Superintendent's Proposed FY 2024 Operating Budget?

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1      MR. BROUSAIDES: As amended.

2      MS. LICHTER: As amended.

3      MR. OFFERMAN: So moved, Offerman.

4      MS. LICHTER: Thank you. Do I have a second?

5      MS. JOSE: Second, Moalie.

6      MS. LICHTER: Any further discussion?

7      May I have a roll call vote, please?

8      MS. GOVER: Ms. Domanowsk?

9      MS. DOMANOWSKI: Yes.

10      MS. GOVER: Ms. Pumphrey?

11      MS. PUMPHREY: Yes.

12      MS. GOVER: Mr. McMillion?

13      MR. MCMILLION: Yes.

14      MS. GOVER: Ms. Henn?

15      MS. HENN: No.

16      MS. GOVER: Ms. Jose?

17      MS. JOSE: Yes.

18      MS. GOVER: Ms. Harvey?

19      MS. HARVEY: Yes.

20      MS. GOVER: Mr. Offerman?

21      MR. OFFERMAN: Yes.

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1      MS. GOVER: Dr. Savoy?

2      DR. SAVOY: Yes.

3      MS. GOVER: Dr. Hager?

4      DR. HAGER: Yes.

5      MS. GOVER: Mr. Kuehn?

6      MR. KUEHN: Yes.

7      MS. GOVER: Ms. Lichter?

8      MS. LICHTER: Yes.

9      MS. GOVER: Favor is 10.

10      MS. LICHTER: So the FY '24 budget just passed.

11 So thank you.

12      (Applause.)

13      And I know we've said it before, but we really

14 have to thank staff. We -- as a lot of new Board

15 members, with a lot of questions, we really sent them

16 fast and furious to get our understanding, so I

17 appreciate your patience and your responses and all of

18 the work that you've done. So, thank you very much.

19      Moving on, the next item on the agenda -- we

20 are right on time, too. Woo, is the consideration of

21 Board Resolution 2023-01, Mental Health, and for that I

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1 call on our student member, Ms. Hassan.

2      MS. HASSAN: Thank you. Madam Chair, Board

3 members, at the last Board meeting, the Board voted to

4 postpone this resolution to tonight's meeting. Since

5 then, we've amended the resolution as presented to you

6 under Executive Content in BoardDocs, and I will read to

7 you later in this statement.

8      This resolution and mental health action is

9 absolutely essential for our students. It is essential

10 for our staff. My resolution speaks for itself, but I

11 must stress to you the impact of such a resolution.

12      In the past few years, we've experienced a

13 crisis. But just as we've experienced trauma and this

14 crisis, we've additionally seen a call to action. This

15 is our call to act.

16      I had a student share with me a statement on a

17 school visit that I want to share with you before I read

18 to you my resolution and the motion. But he simply said,

19 I just want us to be okay. We need help, and we need

20 support.

21      So, I move to adopt Board Resolution 2023-01,

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1 Mental Health, which states, "Whereas the safety and

2 wellbeing of Baltimore County Public Schools (BCPS)

3 students is a high priority of the Board of Education of

4 Baltimore County (Board), as demonstrated through and in

5 Board policy, and whereas the Board prioritizes school

6 safety as integral to school climate and student success,

7 and acknowledges that social-emotional wellness is at the

8 core of school safety and climate. And whereas quality

9 mental health supports for BCPS students and staff are

10 crucial in supporting young people within our school

11 communities, many of whom navigate a plethora of complex

12 social-emotional issues, and whereas mental health is a

13 prevalent challenge for many young people, but is often

14 misunderstood by educators and student peers, and

15 research from the National Alliance on Mental Health

16 shows that one in five youth experience mental health

17 issues. And whereas rates of mental health issues,

18 specifically depression in youth age 12 to 17, has

19 drastically risen within the last 10 years, according the

20 National Survey on Drug Use and Health. And whereas

21 school psychologists, social workers, counselors, and

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1 school personnel are critical to supporting the needs of
2 students, and Baltimore County Public Schools continues
3 to strive to meet recommended professional ratios and
4 supporting the mental health needs of students. And
5 whereas BCPS students and staff have experienced a unique
6 set of challenges since the COVID-19 pandemic, for some
7 students and staff, this experience has had an impact on
8 mental health and has increased the importance of
9 providing education, care, and the resources to support
10 the ever-changing social-emotional needs of students and
11 staff. Now, therefore, be it resolved that the Board of
12 Education herewith assembled in regular session on the
13 28th day of February in the year 2023 shall direct the
14 Superintendent to establish a standing student seat on
15 the BCPS mental health advisory council (MHAC) to elevate
16 the presence of the student perspective and that the
17 student representative shall be selected by the student
18 member of the Board. And be it further resolved that the
19 2022 to 2023 student member of the Board will be tasked
20 with establishing the public-facing web page on the BCPS
21 website communicating the work of the mental health

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1 advisory council to all stakeholders, and that such web
2 page shall be created in collaboration with the
3 Superintendent or his designee and respective staff. And
4 be it further resolved that the Board, through the
5 Superintendent of Schools, will work with the Office of
6 Student Support Services and partner organizations to
7 develop long-term solutions to improve significantly
8 mental health services in Baltimore County's K-through-12
9 public schools. And be it further resolved that the
10 Board prioritizes and values equitable access to mental
11 health resources for all individuals, and be it further
12 resolved that the Board commits to the provision of
13 widespread and accessible resources towards social and
14 emotional wellness and mental health support for students
15 and staff alike, and will continue to seek opportunities
16 to do so."
17      MS. LICHTER: It's not easy to read out loud,
18 right?
19      May I have a motion to adopt Board Resolution
20 2023-01, Mental Health, as presented?
21      MS. HASSAN: So moved, Hassan.

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1      MS. LICHTER: Do I have a second?
2      DR. SAVOY: Second, Savoy.
3      MS. LICHTER: Dr. Savoy. Thank you.
4      Any discussion?
5      Okay. May I have a roll call vote, Ms. Gover?
6      MS. GOVER: Ms. Domanowski?
7      MS. DOMANOWSKI: Yes.
8      MS. GOVER: Ms. Pumphrey?
9      MS. PUMPHREY: Yes.
10      MS. GOVER: Mr. McMillion?
11      MR. MCMILLION: Yes.
12      MS. GOVER: Ms. Henn?
13      MS. HENN: Yes.
14      MS. GOVER: Ms. Jose?
15      MS. JOSE: Yes.
16      MS. GOVER: Ms. Harvey?
17      MS. HARVEY: Yes.
18      MS. GOVER: Ms. Hassan?
19      MS. HASSAN: Yes.
20      MS. GOVER: Mr. Offerman?
21      MR. OFFERMAN: Yes.

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1      MS. GOVER: Dr. Savoy?
2      DR. SAVOY: Yes.
3      MS. GOVER: Dr. Hager?
4      DR. HAGER: Yes.
5      MS. GOVER: Mr. Kuehn?
6      MR. KUEHN: Yes.
7      MS. GOVER: Ms. Lichter?
8      MS. LICHTER: Yes.
9      MS. GOVER: Thank you.
10      MS. LICHTER: Motion passes. Congratulations,
11 Ms. Hassan.
12      (Applause.)
13      MS. HASSAN: Thank you. And a huge thank you
14 to Ms. Howie and Dr. Ferguson for helping me perfect this
15 resolution. This would not be on your desks without
16 them, so thank you to the both of them, and thank you,
17 Board, for approving this. I cannot wait to see the
18 impact that it creates for our school system.
19      MS. LICHTER: Thank you.
20      The next item on the agenda is the report on
21 the Blueprint for Maryland's Future implementation plan,

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1 and for that I call on Dr. Mccomas and Dr. Whisted.

2      DR. BOSWELL-MCCOMAS:  So, good evening, members

3 of the Board.  I'm joined this evening by Dr. Holmes and

4 Dr. Whisted to bring you an update on our Blueprint for

5 Maryland's Future.  Next slide, please.

6      Our objective for this evening is to provide an

7 update on where we are with our preparing for our

8 submission to the Maryland State Department of Education

9 with our implementation plan, which is due March 15th.

10 Next slide, please.

11      As you're aware, there are five major policy

12 categories in the Blueprint, as you can see on the screen

13 before you, keeping in mind that there's two fundamental

14 goals of the Blueprint.  First and foremost is to ensure

15 that school systems across the state of Maryland are

16 matching and modeling after the highest-performing school

17 systems around the world.  And second is to create a

18 career ladder for our educators which fundamentally

19 incentivizes our best teachers staying close to the

20 classroom and supporting instruction throughout their

21 career.  Teachers on this career ladder can progress and

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1 gain more compensation autonomy and instructional

2 leadership opportunities as they gain expertise in their

3 field.  Next slide, please.

4      As always, we anchor our work and our own

5 strategic plan, the Compass, and there is natural

6 intersection points between the Maryland Blueprint and

7 our BCPS Compass.  For example, the areas of learning

8 accountability and results align very clearly with early

9 childhood education and college and career pathways.

10 Another example is how high-performing workforce aligns

11 with human capital and high quality, diverse teachers and

12 leader section.

13      Next, you will see in the next few slides more

14 specific components of our Blueprint implementation,

15 which align to each of our focus areas.  At this point,

16 I'll now turn it over to Dr. Holmes, who will walk us

17 through the five pillars.

18      DR. HOLMES:  Good evening.  So, Pillar 1 -- in

19 Baltimore County Public Schools, Pillar 1 focuses on

20 early childhood instruction and the points of contact and

21 the individuals who develop this section of our

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1 implementation plan was Dr. Whisted, Ms. Dingle, and Ms.

2 Paula Boykin.

3      So this section of the plan explains the

4 expansion of high quality publicly funded pre-

5 kindergarten, including how we will expand access to

6 full-day pre-kindergarten for Tier 1, 3 and 4 year olds,

7 and Tier 2, 4-year-old children and implement a high

8 quality, mixed delivery, public and private, pre-

9 kindergarten system.

10      As a result of this expansion, paraeducators

11 will be added to every class, every pre-kindergarten

12 classroom for '23/'24 school year, and the contract will

13 be coming forward, with approval from you, to implement

14 our new pre-kindergarten curriculum.

15      Additionally, we have -- we will also, in the

16 '23/'24 school year, be adding 810 full-day seats.  BCPS

17 has entered into a memorandum of understanding with

18 Maryland State Department of Education and eligible

19 private providers participating in publicly funded pre-

20 kindergarten in Baltimore County, and other applicable

21 government agencies.

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1      The plan outlines how MSDE requires public and

2 private providers to meet high-quality standards to

3 receive public funding, and how BCPS plans to meet that

4 high-quality standard to receive public funding.

5      Baltimore County Public Schools administers an

6 unbiased kindergarten-readiness assessment to all

7 incoming kindergarten students, as required by

8 legislation, and will expand family supports to include

9 the expansion of Judy Centers.  Next slide, please.

10      The next slide focuses on Pillar 2.  The POCs

11 are leaders in our human resource division, including Ms.

12 Carla Simons, Ms. Liz Burquest, and our negotiator, Ms.

13 Joelle Balisky (all phonetic), manager of staff

14 relations.

15      So, this section of the plan -- the

16 implementation of this section of the plan, BCPS will

17 recruit and support high quality and diverse teachers to

18 meet workforce needs.  This includes how we will monitor

19 quality and diversity of state teacher candidates and

20 existing teacher workforce.  And how the state will

21 increase the rigor of teacher preparation programs and

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1  licensure requirements, revise teacher preparation

2  programs to meet those new requirements, and develop and

3  implement pathways for paraprofessionals, excuse me, to

4  become certified teachers.

5      The legislation also establishes new statewide

6  educator career ladder and professional development

7  system.  BCPS will be required to implement a new program

8  to support and encourage teachers to obtain and maintain

9  national board certification, particularly teachers from

10 historically underrepresented populations.  We will

11 implement an educator career ladder on or before July 1,

12 2024.  We will also encourage teachers to obtain masters'

13 degrees in fields that require special expertise, have

14 shortage areas, and enhance teachers' professional skills

15 and qualifications so that teachers are able to teach

16 dual-enrollment courses as adjunct faculty at post-

17 secondary institutions.  Including providing additional

18 financial compensation as appropriate through collective

19 bargaining.

20     BCPS will implement initial 10 percent salary

21 increase by June 30, 2024.  By July 1, 2026, we must

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1  implement a minimum $60,000 starting teacher salary.

2  Next slide, please.

3      Pillar 3, college and career readiness.  This

4  section is written and led by Dr. Heather Woodridge, Dr.

5  Michael Grubbs, and Ms. Sherry Fisher, Ms. Jennifer

6  Craft, Ms. Casaly Mishinda (all phonetic), Ms. Shay, and

7  Dr. Whisted.

8      This part of the plan describes how BCPS will

9  ensure students have equitable opportunities to become

10 college and career ready and shall meet the CCR standard

11 at an equal rate in English language arts and

12 mathematics.  BCPS must implement a fully aligned

13 instructional system in consultation with experienced and

14 highly effective teachers, including high-quality

15 curriculum frameworks and instruction materials that

16 build on one another in a logical sequence in English and

17 mathematics.  This includes sharing a comprehensive plan,

18 a training and professional development plan, and the use

19 of high-quality content-rich instructional materials.

20     We're also required to keep students on track

21 to meet CCR in English and language arts, as well as

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1  mathematics.  The plan shows how BCPS provides intensive

2  intervention services to students who are not on track to

3  become a CCR by the end of 10th grade, to include

4  progress monitoring and interventions.  We must also keep

5  students on track to meet CCR and create and implement a

6  ninth-grade student tracker system to measure progress

7  toward on-time graduation in order to report data

8  annually to Maryland State Department of Education.

9      We must implement career -- a college and

10 career pathways for students by providing the CCR support

11 pathway that allows students who are not CCR by the end

12 of 10th grade to graduate high school CCR.  This includes

13 intervention programming and supports, individualized

14 college and career readiness plans, ensuring each high

15 school offers post-secondary pathways to all students who

16 are college and career ready in grades 11 and 12 to earn

17 early college credits and career and technical education

18 credentials at no cost to the students' parents,

19 including the cost of any fees.

20     Baltimore County Public Schools has open access

21 for all students to participate in CCBC and youth

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1  apprenticeship opportunities.  We've also paid for the

2  first AP exam for all students, and continue to fund all

3  AP exams for students who are economically disadvantaged.

4  This includes exploring post-CCR pathways, college

5  preparatory programs, middle-and-early college dual-

6  enrollment programs, and aligning state funding to the

7  cost.

8      We must provide high-quality career counseling

9  in CTE programs by offering a robust set of CTE programs

10 that allow students to earn industry-recognized

11 credentials or post-secondary certificate, or complete

12 high-school-level registered apprentice programs approved

13 by Division of Workforce Development and adult learning

14 with the Maryland Department of Labor.  Next slide,

15 please.

16     Pillar 4.  The points of contact for Pillar 4

17 speaks to more resources to ensure all students are

18 successful.  The points of contacts are Ms. Melissa

19 Forrester and Ms. Michelle Stansbury (phonetic), and

20 staff from Dr. Ferguson's department, including Mrs.

21 Patricia Mustipher, along with Mrs. Allison Myers, Dr.

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1 Erin Sullivan (phonetic), and along with Ms. Jennifer
2 Hernandez.
3        This portion of the plan describes how
4 Baltimore County Public Schools will improve the
5 education of English language learners, to include
6 implementing English language workshops, recommendations,
7 and increase per-pupil funding for English learners.  It
8 also describes how Baltimore Public Schools will improve
9 education for students with disabilities by using
10 increased per-pupil funding.
11        Additionally, the law requires to provide
12 support for students attending schools with high
13 concentrations of students from low-income households.
14 Personnel grants awarded to schools where at least 55
15 percent of students are eligible for free and reduced
16 meals.  Community school coordinators will be added to
17 these schools and establish a community school and
18 conduct a school-level needs assessment in partnership
19 with local entities and agencies.
20        BCPS will have 56 schools in the '23/'24 school
21 year.  This is a change to the slide show that was

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1 posted, which listed 71.  Principals were informed of the
2 change made by the Maryland State Department of Education
3 last week.
4        This includes providing enhanced student
5 services, employing behavioral health coordinators and
6 developing a plan to enhance and expand school behavioral
7 health supports.  As part of the required annual
8 training, behavioral health coordinators and LEAs teach
9 school staff to recognize behavioral health issues in
10 students.
11        The last pillar is Pillar 5.  This is our
12 governance and accountability section.  The points of
13 contact are Dr. Melissa Whisted and Mr. Whit Tanlief, who
14 drafted the section of this -- of the plan, excuse me.
15        So, this section of the plan describes how we
16 will support the Blueprint implementation planning.  The
17 AIB and MSDE will review implementation plans submitted
18 by BCPS and will approve or disapprove plans.  This
19 section lists overall stakeholder engagement and the
20 planning committee, which drafted the implementation
21 plan.  BCPS is required to monitor Blueprint outcomes and

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1 report on them to MSDE and the AIB.
2        At this time, I'll turn the part of the
3 presentation over to my colleague, Dr. Whisted.
4        DR. WHISTED:  Thank you.  The implementation
5 plan began as a template provided by MSDE and the AIB for
6 the LEAs to complete.  So, we put together a smaller
7 implementation planning team, and they drafted the
8 documents that you got to see.  The staff that Dr. Holmes
9 listed as the plan point of contact, they actually
10 drafted each of those sections and then we had another
11 group of school leaders, teachers, and the supervisors of
12 the principals, those executive directors which reviewed
13 each section of the plan.  And then finally, Dr. Holmes
14 and I reviewed the entire plan.
15        So, the larger stakeholder group that we have
16 with internal and external stakeholders, they were able
17 to provide feedback to us when we were explaining what's
18 in each section of the plan and what would be required.
19 And then we also had other small groups, like BOE
20 advisory committees and our reengagement planning group,
21 where we received some feedback.  All these presentations

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1 are on the website.  And these feedback sessions formed
2 the responses, so when you look at the plan, you'll see
3 narrative responses.  You'll see data charts.  You'll see
4 artifacts, which are supplemental things linked to the
5 plan to support the responses that we provided.
6        And we presented this plan to the
7 Superintendent and cabinet members and then we sent you
8 all a Superintendent update which had an executive
9 summary and then there was a link to the full plan for
10 your review.
11        The -- once we receive all the feedback back,
12 we had a draft meeting with MSDE and so there's couple
13 little tweaks that they want us to make.  It was,
14 overall, a very positive meeting with their feedback.
15 We'll be posting the plan publicly, as well as the
16 executive summary.  The Maryland State Department of
17 Education is saying they'll translate the plan.  We sent
18 them the languages, our top languages, and we're going to
19 be translating the executive summary to be posted.  And
20 all this will be available on the website.  Next slide,
21 please.

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1 You may recall from the last time we talked,

2 there will be two submissions of the implementation plan.

3 The one that you're seeing now, which is due March 15th,

4 you'll see that they wanted information about last year

5 what we did, this school year, and next school year. And

6 then there'll be a new submission next March, which will

7 include school years 2024 through 2027. And as Dr.

8 Holmes stated before, we'll be monitoring the plan

9 quarterly. Those people, those points of contact, will

10 be on team to ensure that the outcomes we are required to

11 meet.

12 We'll have information for our data points for

13 that, and when we get the plan back from MSDE, they'll be

14 marking us and grading us on, you know, do our responses

15 meet their criteria, partially meet their criteria, or

16 does not meet the criteria. And so, you know, we say all

17 this to say that the plan we post for the public may have

18 changes to it and then we'll repost any modifications

19 that we're required to make with the plan.

20 And at this time, last slide, we're here for

21 questions or comments, and we thank you for being part of

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1 this journey for the Blueprint for Maryland's Future.

2 MS. LICHTER: So thank you for your work. I

3 know it's a tremendous lift to implement all the pillars.

4 So, Ms. Harvey, you have a question?

5 MS. HARVEY: Yes. Just a clarification. I'm

6 looking at the list (inaudible) and the -- in the

7 Blueprint, and it talks about funding via concentration

8 of poverty grants. What accounted for the reduction?

9 DR. WHISTED: So the Maryland State Department

10 of Education provided a list to us in January of who the,

11 you know, proposed schools would be. And then they had a

12 meeting with us last week where it was a new list of

13 schools, and so the calculations that they were using

14 changed, so that caused a reduction in the number of

15 schools identified for the '23/'24 school year.

16 MS. HARVEY: So, it's based on the fiscal

17 calculation of what -- what's considered concentration of

18 poverty? What --

19 DR. WHISTED: Correct. So, well, the fiscal is

20 the amount that we received based on the number of

21 schools. But the calculation, and I don't if Whit's

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1 still here or not, but we had several meetings with the

2 principals today. So, the calculations that we had

3 always used in the past, and all the other LEAs used, as

4 well, included the -- I'm going to say the CEP number.

5 Usually, we use this direct certification number times a

6 1.6 multiplier, and so they take, like, a 3-year average

7 of that. And what they did a month later was they took

8 two of those years in that way and then the third year,

9 they did not use the multiplier. So, am I saying that

10 correct? I think, okay. So, yeah, so they just kind of

11 -- they changed the formula.

12 MS. HARVEY: Thank you.

13 MS. LICHTER: Other questions?

14 Ms. Domanowski?

15 MS. DOMANOWSKI: It's not really a question,

16 but the link in the executive Blueprint where -- to the

17 implementation plan is not working. So just -- I

18 probably could've put that in the chat.

19 MS. LICHTER: I think it --

20 DR. BOSWELL-MCCOMAS: Yeah, thank you for

21 letting us know. We'll follow up.

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1 MS. LICHTER: Let me see. I think -- which one

2 --

3 DR. BOSWELL-MCCOMAS: Here's the plan, you

4 know, when you print it out so (indiscernible) by.

5 DR. WHISTED: So, yes, we can check on that.

6 MS. DOMANOWSKI: (Inaudible) initial

7 comprehensive implementation plan. It's on page 5. The

8 executive --

9 DR. BOSWELL-MCCOMAS: And that's in the

10 BoardDocs?

11 MS. DOMANOWSKI: Yeah.

12 DR. BOSWELL-MCCOMAS: Okay. We'll work with

13 Ms. Gover to get that link activated.

14 DR. WHISTED: I thought it was an attachment to

15 -- that's the --

16 DR. BOSWELL-MCCOMAS: That's the full plan.

17 MS. DOMANOWSKI: Yeah. But then there's

18 another -- it says there's a link. Sorry --

19 DR. BOSWELL-MCCOMAS: The link will take you to

20 the --

21 MS. DOMANOWSKI: The link, is it just to this?

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1  Okay, so then it's the attachment.  Okay.  That makes
2  sense.
3       DR. BOSWELL-MCCOMAS:  Okay.
4       MS. LICHTER:  That was an easy one.  Other
5  questions?
6       DR. WILLIAMS:  If there are no questions, I
7  just, once again, must thank this team for the arduous
8  work that they have been doing to submit this plan.  And
9  a part of the requirement is to present our Blueprint,
10 knowing that there will be some changes, but I must thank
11 Dr. Boswell-Mccomas, Dr. Whisted, Dr. Holmes, and all the
12 individuals that you named, Dr. Holmes.  And their work,
13 including our school principals.
14      I will say, this is like a system school
15 improvement plan that's being developed, and feedback is
16 provided.  And this is in addition to their other
17 responsibilities, so I do want to acknowledge Dr.
18 Whisted, Dr. Holmes, Dr. Boswell-Mccomas.  Thank you.
19      (Applause.)
20      MS. LICHTER:  Thank you.
21      The next item on the agenda is informational

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1  items, including Revised Superintendent's Rule 1300,
2  College and Career Assessments, financial report for the
3  month ending December 2022, PSA 2 -- PSAT 2022 assessment
4  results, second quarter audit report, students' count
5  2022 report update, system improvement team mid-year
6  report, 2022 to 2023, and an update on key school
7  legislation.  Wait a second.  Let me go through.  Okay,
8  we're almost there.  Stick with me.
9       The next item on the agenda is Board committee
10 updates and agenda setting, and for the first item, I
11 will call on our chair of the legislative and
12 governmental relations committee, Ms. Hassan.
13      MS. HASSAN:  Thank you.  Good evening, once
14 again, Board members.  Today I bring for your approval
15 our Board legislative priorities for 2023 from the
16 legislative and governmental relations committee.  The
17 legislative and governmental relations committee
18 unanimously approved these priorities.  I will read to
19 you the introduction and simply just the titles of each
20 of our priorities.  The legislative priorities are
21 provided to you in BoardDocs.

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1       "The Board of Education of Baltimore County
2  serves as one of the voices for public education in
3  Baltimore County Public Schools.  Unequivocally, the
4  members of the Board are committed to the academic and
5  social-emotional success and wellbeing of the students in
6  Baltimore County.  The priorities we have adopted reflect
7  an equity foundation and core values which undergird the
8  academic, social-emotional, and economic supports
9  necessary to give each student a rigorous education,
10 preparing them for post-high-school success in a 21st
11 century world.
12      Our priorities outline measures which will
13 support our students and staff to offer the best possible
14 education.  Our priorities include 11 categories:  local
15 Board of Education governance; education funding;
16 facilities funding; funding and maintenance of effort;
17 special education; student assessment and curriculum;
18 student health, nutrition, and fitness; student behavior
19 and discipline; school safety and security; charter
20 schools; and federal education funding and policy."
21      MS. LICHTER:  Do I have a motion to approve the

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1  Board's legislative priorities for 2023?
2       MS. PUMPHREY:  So moved, Pumphrey.
3       MS. LICHTER:  No second is needed, since the
4  recommendations come from the committee.  Discussion?
5       Sorry, do you have a question.
6       MS. HARVEY:  Is there -- are there particular
7  bills that are currently before the General Assembly that
8  correlate to these listed priorities?
9       MS. HASSAN:  So, I can answer that one.  There
10 are currently bills in the General Assembly that do echo
11 many of our priorities.  We've seen bills regarding
12 special education, students' assessment and curriculum.
13 I've actually met with the main legislative committee,
14 and they did go into depth on bills that they support,
15 which align with many of our priorities.  So, those bills
16 are existent, and it is why we also include them in our
17 legislative priorities.
18      MS. LICHTER:  Follow-up, Ms. Harvey?  You look
19 like you --
20      MS. HARVEY:  I'm sorry.  I'm reading the
21 comments.

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1    MS. LICHTER: Okay.

2    MS. HARVEY: There was a comment, I think --

3    MS. LICHTER: From Mr. Kuehn.

4    MS. HARVEY: -- Mr. Kuehn, but I'm not clear,

5  that there's a list? Okay. Thank you.

6        MR. KUEHN: In information, there's a list of

7  key school legislation, if you want to see what's in

8  front of the House and the Senate right now. It's in

9  Information.

10    MS. LICHTER: Any other questions?

11  May I have a roll call vote, Ms. Gover?

12    MS. GOVER: Ms. Domanowski?

13    MS. DOMANOWSKI: Yes.

14    MS. GOVER: Ms. Pumphrey?

15    MS. PUMPHREY: Yes.

16    MS. GOVER: Mr. McMillion?

17    MR. MCMILLION: Yes.

18    MS. GOVER: Ms. Henn? Ms. Henn?

19    MS. HENN: (No audible response.)

20    MS. GOVER: Ms. Jose?

21    MS. JOSE: (No audible response.)

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1    MS. GOVER: Ms. Jose?

2    MS. JOSE: Sorry, yes.

3    MS. GOVER: It's all right. Ms. Harvey?

4    MS. HARVEY: Yes.

5    MS. GOVER: Ms. Hassan?

6    MS. HASSAN: Yes.

7    MS. GOVER: Mr. Offerman?

8    MR. OFFERMAN: Yes.

9    MS. GOVER: Dr. Savoy?

10    DR. SAVOY: Yes.

11    MS. GOVER: Dr. Hager?

12    DR. HAGER: Yes.

13    MS. GOVER: Mr. Kuehn?

14    MR. KUEHN: Yes.

15    MS. GOVER: Ms. Henn?

16    MS. HENN: (No audible response.)

17    MS. GOVER: Ms. Lichter?

18    MS. LICHTER: Yes.

19    MS. GOVER: Thank you.

20    MS. LICHTER: Okay, motion passes.

21    The next item on the agenda is Board committee

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1  updates and agenda setting. First is committee updates.

2  The links to the February committee meetings can be found

3  on BoardDocs under this agenda item.

4        So, are there any chairs that have an update?

5        Audit committee, Mr. McMillion? Any updates?

6        MR. McMILLION: Just our next meeting is

7  Tuesday, March 21st at 4:30 p.m. Thank you.

8        MS. LICHTER: Okay, thank you.

9        Ms. Domanowski, budget committee?

10        MS. DOMANOWSKI: No updates. The budget

11  meeting is still set tentatively right now for March

12  22nd. I haven't changed it yet.

13        MS. LICHTER: Okay. Thank you.

14        Building and contracts, Ms. Jose? Any updates?

15        MS. JOSE: No updates. The next building and

16  contract committee will be held on March, Monday, 13th at

17  5:00 p.m.

18        MS. LICHTER: Okay, thank you.

19        As far as curriculum committee, we just met

20  this week. I want to thank staff for the way they

21  presented us information about the different topics, so

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1  if anybody needs more information about curricular

2  topics, that PowerPoint which is recorded is included on

3  BoardDocs.

4        Ms. -- Dr. Savoy, equity committee?

5        DR. SAVOY: Yes, good evening. On Friday,

6  February 23rd at 4:00 p.m., the equity committee met

7  virtually to discuss the disparities of hiring practices

8  as they pertain to the hiring of teachers and

9  administrators of color to the Baltimore County Public

10  School System.

11        A careful review of the disaggregated data

12  revealed that although some progress has been made since

13  2017, the gap is most alarming. 84 percent of all

14  teaching staff are white, while only 12 percent are

15  black, and 4 percent other. Currently, there's 7,748

16  white teachers, as opposed to 1,006 black teachers. It

17  is suggested that Baltimore County Public Schools begin

18  recruiting from the three area HBCU universities in

19  Baltimore. Thank you.

20        MS. LICHTER: Thank you, Dr. Savoy.

21        And I think, Ms. Hassan, you already gave us

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1 your update, right?

2 　　MS. HASSAN:  Yes.  The only thing I can add is

3 that our next committee meeting is on March 16th at 4:00

4 p.m.

5 　　MS. LICHTER:  Thank you.

6 　　And policy review committee, Ms. Pumphrey?

7 　　MS. PUMPHREY:  Yes, just our next meeting is

8 March 20th at 4:30.

9 　　MS. LICHTER:  Thank you.

10 　　Next is Board member agenda items.  Rather than

11 going around, I'll just ask for anybody who has a request

12 at this time.

13 　　Dr. Hager?

14 　　DR. HAGER:  I've said this before, but I only

15 have two meetings left, so hopefully, maybe, so I won't

16 have to say it again.  you never know.  So, we've talked

17 before about healthy school start times, and another

18 local school district just adopted healthy school start

19 times for their students.  So, I would really like to

20 hear an update.  I know we've talked about potentially

21 looping that into our transportation consultant and kind

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1 of understanding the costs and how that might happen, so

2 I'd love to hear an update on where we are with those

3 discussions as a school system.

4 　　MS. LICHTER:  Thank you.  Anybody else have

5 another -- Ms. Domanowski?

6 　　MS. DOMANOWSKI:  I mentioned this last meeting.

7 I want to mention it again that we get the restricting

8 and boundary surveying for the overcrowding in our

9 schools.  We need to start talking about that.  We need

10 long-term solutions, not these short-term solutions that

11 keep making us move our kids over and over again.  And I

12 just -- I really think that's important to get on the

13 schedule or agenda.

14 　　MS. LICHTER:  Thank you.

15 　　Mr. McMillion, did I see your hand?  No?

16 　　Mr. Kuehn?

17 　　MR. KUEHN:  Thank you.  I would like to see a

18 facilities, basically, a new construction-type of an

19 update before the Board on an ongoing, repetitive

20 timeline so that, you know, we understand where all these

21 projects stand.  Because we spend a significant amount of

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1 money on building new schools.  We approve them at the

2 front end and that's about it until somebody's cutting a

3 ribbon to open a door.  So, there's a lot of in between

4 there, and it would be great to know more about it.

5 Thank you.

6 　　MS. LICHTER:  Thank you.

7 　　Ms. Harvey?

8 　　MS. HARVEY:  Thank you.  I would like to, one,

9 make a comment and thank Superintendent Williams and his

10 team for all the work on the budget.  But specifically

11 for being responsive to what this Board identified as

12 priorities.  That's greatly appreciated, and I think it

13 will go far to improve our system and help retain our

14 staff, which we say we value, and that is a demonstrative

15 way to say that, so thank you.

16 　　I also would like to, at some time, add to the

17 agenda the use of professional development staff and the

18 allocation and the way in which we allocate and assign

19 professional development staff across our school systems.

20 　　MS. LICHTER:  Thank you.

21 　　Ms. Pumphrey, did you have your hand up?  Okay.

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1 　　MS. PUMPHREY:  Ms. Lichter, Chair Lichter, you

2 mentioned this somewhat, but I do think that we need to

3 work on a plan to -- for the Board to receive the budget

4 sooner and earlier.  It will allow for more stakeholder

5 input.  And Ms. Jose mentioned that some of the motions

6 that were brought forward today were last minute, and I

7 think part of that is because we are working through this

8 budget, and we don't have enough time to look at the

9 detail and obtain the information that we need to invite

10 motions sooner or to look at changes that need to be done

11 earlier in the process.

12 　　MS. LICHTER:  Okay, thank you.

13 　　And Ms. Henn, I saw you had a item?

14 　　MS. HENN:  Thank you, Madam -- yes, thank you,

15 Madam Chair.  I would like a recommendation regarding the

16 status of Golden Ring Middle, with the opening of the new

17 Northeast Middle School and the expansion of Pine Grove

18 Middle School.  That has not come to the Board.  The

19 Board has requested status updates on Golden Ring Middle.

20 It's currently slotted for repurposing.  I'm not sure

21 what that means, but the Board needs to approve any

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1  action that is taken regarding Golden Ring Middle, so

2  that needs to come to the Board on a future agenda.

3  Thank you.

4       MS. LICHTER:  Thank you.  Anybody else?  Okay.

5  All right.  Wait a second.

6       The last item on the agenda is announcements.

7  The Board will hold a public hearing on the Deer Park

8  Middle Magnet School capacity relief boundary study

9  tomorrow, March 1st, at 6:30 at New Town High School in

10  the auditorium.  Sign-up for speakers will begin at 5:30

11  p.m.

12       The Board's next meeting will be held on

13  Tuesday, March 14, 2023 at 6:30 p.m.  Thank you for

14  everybody who's done everything for us this evening, and

15  thank you for joining.  The meeting at 9:34 is now

16  adjourned.

17       (Applause.)

18       (Meeting adjourned.)

19

20

21

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1         TRANSCRIBER'S CERTIFICATE

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5  in the foregoing-entitled matter; and I further certify that

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