

1 BOARD OF EDUCATION

2 BALTIMORE COUNTY

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5 PUBLIC MEETING OF THE BOARD OF EDUCATION

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8 BROADCAST VIA MICROSOFT TEAMS

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12 August 23, 2022

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20 Transcribed by:

21 CRC Salomon

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<p style="text-align: right;">Page 6</p> <p>1 changes to tonight's agenda?</p> <p>2 DR. DARRYL WILLIAMS: Madam Chair Henn,</p> <p>3 Vice Chair McMillion and Members of the Board, I'm</p> <p>4 requesting the removal of Item I, 1. Presentation -</p> <p>5 Interagency Commissions from tonight's agenda.</p> <p>6 CHAIRWOMAN HENN: Thank you. In accordance</p> <p>7 with Board Policy 8314, unanimous consent of the</p> <p>8 board is required to remove an item from the agenda</p> <p>9 at the request of the superintendent.</p> <p>10 May I have a roll call vote?</p> <p>11 MS. GOVER: Ms. Rowe.</p> <p>12 COMMISSIONER ROWE: No.</p> <p>13 MS. GOVER: Ms. Causey.</p> <p>14 COMMISSIONER CAUSEY: No.</p> <p>15 MS. GOVER: Ms. Stolusky.</p> <p>16 COMMISSIONER STOLUSKY: Yes.</p> <p>17 MS. GOVER: Ms. Jose.</p> <p>18 COMMISSIONER JOSE: Yes.</p> <p>19 MS. GOVER: Mr. McMillion.</p> <p>20 VICE CHAIR McMILLION: Yes.</p> <p>21 MS. GOVER: Ms. Hassan.</p>	<p style="text-align: right;">Page 8</p> <p>1 after the board votes on the state capital request.</p> <p>2 COMMISSIONER CAUSEY: Who advised that we</p> <p>3 consider the state capital request before we have</p> <p>4 IAC data?</p> <p>5 CHAIRWOMAN HENN: The state advised that</p> <p>6 the IAC presentation be postponed until after the</p> <p>7 board votes on our capital request.</p> <p>8 Ms. Jose.</p> <p>9 COMMISSIONER JOSE: I move that we remove</p> <p>10 Item I.</p> <p>11 CHAIRWOMAN HENN: Is there a second?</p> <p>12 COMMISSIONER SCOTT: Second, Scott.</p> <p>13 CHAIRWOMAN HENN: Thank you, Ms. Scott.</p> <p>14 Any discussion? Ms. Causey.</p> <p>15 COMMISSIONER CAUSEY: Thank you, Madam</p> <p>16 Chair. So in our brief discussion of this -- of the</p> <p>17 state capital request, there was discussion about</p> <p>18 asking to understand the funding that we've received</p> <p>19 through the Built to Learn program, which was new</p> <p>20 this year, as well as the other aspects of county</p> <p>21 and state funding, and also there's extra grants</p>
<p style="text-align: right;">Page 7</p> <p>1 STUDENT COMMISSIONER HASSAN: Yes.</p> <p>2 MS. GOVER: Mr. Offerman.</p> <p>3 COMMISSIONER OFFERMAN: Yes.</p> <p>4 MS. GOVER: Ms. Scott.</p> <p>5 COMMISSIONER SCOTT: Yes.</p> <p>6 MS. GOVER: Dr. Hager.</p> <p>7 COMMISSIONER HAGER: Yes.</p> <p>8 MS. GOVER: Mr. Kuehn. Mr. Kuehn. Ms.</p> <p>9 Henn.</p> <p>10 CHAIRWOMAN HENN: Yes.</p> <p>11 MS. GOVER: Favor is eight.</p> <p>12 CHAIRWOMAN HENN: The motion fails. Item I</p> <p>13 was a presentation -- I'm sorry. The motion failed.</p> <p>14 However, I'd like to speak to it, or Dr. Williams,</p> <p>15 did you want to speak to it? It requires unanimous</p> <p>16 vote per Board Policy 8314. Therefore the motion</p> <p>17 failed. However, on the advice of the State,</p> <p>18 advised that an IAC presentation prior to the</p> <p>19 board's vote on our state capital request would</p> <p>20 constitute undue influence on the board. They've</p> <p>21 advised that that presentation be delayed until</p>	<p style="text-align: right;">Page 9</p> <p>1 that we've used for HVAC improvements. So, I'm</p> <p>2 wondering when you say the state, was it MSDE</p> <p>3 itself, who is the parent agency -- IAC is part of</p> <p>4 MSDE, or was it some other agency in the state?</p> <p>5 CHAIRWOMAN HENN: So the board will have</p> <p>6 the opportunity to hear Mr. Donahue's presentation</p> <p>7 at a later date. I'm not privy to those details.</p> <p>8 Ms. Rowe.</p> <p>9 COMMISSIONER ROWE: Okay, so I just want to</p> <p>10 make sure before I vote that I actually understand</p> <p>11 this. So for three years, I've been asking for the</p> <p>12 state's facility index scores. And we've been told</p> <p>13 by the state, they're not done yet, they're not done</p> <p>14 yet, they're not done yet. And now we have a</p> <p>15 presentation that would inform our state budget</p> <p>16 request similarly how my iPass is involving</p> <p>17 information that would determine whether the state</p> <p>18 would actually fund our request. And the state is</p> <p>19 telling us we can't have that information because it</p> <p>20 might pose undue -- Don't we need the information to</p> <p>21 make an informed decision?</p>

<p style="text-align: right;">Page 10</p> <p>1 CHAIRWOMAN HENN: So, Ms. Rowe, the</p> <p>2 information --</p> <p>3 COMMISSIONER ROWE: Who did this come from?</p> <p>4 CHAIRWOMAN HENN: The statewide facilities</p> <p>5 assessment model will not be used until 2027 pending</p> <p>6 changes by the General Assembly to make those</p> <p>7 funding decisions.</p> <p>8 COMMISSIONER ROWE: Are those facilities</p> <p>9 index numbers available anywhere?</p> <p>10 CHAIRWOMAN HENN: So that would be</p> <p>11 discussed as part of this presentation.</p> <p>12 Any other questions or comments, board</p> <p>13 members, before I call for the roll call vote?</p> <p>14 Anyone virtually with any comments or</p> <p>15 questions? Please put them in the chat.</p> <p>16 Mr. McMillion.</p> <p>17 VICE CHAIR McMILLION: There was an email</p> <p>18 constructed sent out, correct, from --</p> <p>19 CHAIRWOMAN HENN: Correct.</p> <p>20 VICE CHAIR McMILLION: Yes, where the state</p> <p>21 people said they didn't want to do that. So they</p>	<p style="text-align: right;">Page 12</p> <p>1 So that the information will be provided</p> <p>2 prior -- or if that information is sought, please</p> <p>3 make a request. The board is not voting on this</p> <p>4 this evening. If that information is sought,</p> <p>5 contact information for this contact for the IAC</p> <p>6 will be provided to the full board. As Mr.</p> <p>7 McMillion said, the IAC did not feel comfortable</p> <p>8 presenting prior to the board's vote on our state</p> <p>9 capital request, which is why it's being requested</p> <p>10 to be removed from the agenda. And Mr. Donahue is</p> <p>11 not here to present this evening for that reason.</p> <p>12 Mrs. Causey.</p> <p>13 COMMISSIONER CAUSEY: Thank you, Madam</p> <p>14 Chair. So I did just want to clarify, and I believe</p> <p>15 you just spoke to it, that we are not voting on</p> <p>16 this, any capital request in this meeting; is that</p> <p>17 correct?</p> <p>18 CHAIRWOMAN HENN: That is correct.</p> <p>19 COMMISSIONER CAUSEY: And are there -- my</p> <p>20 understanding this is a work session, so are motions</p> <p>21 anticipated tonight or that would also come at the</p>
<p style="text-align: right;">Page 11</p> <p>1 addressed the issue. When they were invited, Ms.</p> <p>2 Henn invited them to speak and it was on the agenda,</p> <p>3 and then they came back and responded that they were</p> <p>4 not -- they didn't want to do the presentation</p> <p>5 because they were not comfortable considering that</p> <p>6 it was a '27 date and they might influence things</p> <p>7 negatively. So I'm not sure the date, but there is</p> <p>8 an email out that addresses why they didn't want to</p> <p>9 do the presentation.</p> <p>10 COMMISSIONER ROWE: So I think as a duly</p> <p>11 elected official --</p> <p>12 CHAIRWOMAN HENN: Ms. Rowe.</p> <p>13 COMMISSIONER ROWE: -- I'm entitled to</p> <p>14 information to make a decision, whether they want to</p> <p>15 present or not.</p> <p>16 COMMISSIONER SCOTT: Point of order, Ms.</p> <p>17 Henn.</p> <p>18 CHAIRWOMAN HENN: Yes, Ms. Scott.</p> <p>19 COMMISSIONER SCOTT: Ms. Rowe is not</p> <p>20 properly recognized by yourself, the Chair.</p> <p>21 CHAIRWOMAN HENN: Thank you, Ms. Scott.</p>	<p style="text-align: right;">Page 13</p> <p>1 next meeting?</p> <p>2 CHAIRWOMAN HENN: If board members wish to</p> <p>3 make motions tonight, I will entertain those</p> <p>4 motions.</p> <p>5 COMMISSIONER CAUSEY: Okay, thank you.</p> <p>6 CHAIRWOMAN HENN: Thank you.</p> <p>7 May I have a roll call vote, please.</p> <p>8 MS. GOVER: Ms. Rowe.</p> <p>9 COMMISSIONER ROWE: Yes.</p> <p>10 MS. GOVER: Ms. Causey.</p> <p>11 COMMISSIONER CAUSEY: I'm still voting no.</p> <p>12 MS. GOVER: Ms. Mack -- I'm sorry. Ms.</p> <p>13 Stolusky.</p> <p>14 COMMISSIONER STOLUSKY: Yes.</p> <p>15 MS. GOVER: Ms. Jose.</p> <p>16 COMMISSIONER JOSE: Yes.</p> <p>17 MS. GOVER: Mr. McMillion.</p> <p>18 VICE CHAIR McMILLION: Yes.</p> <p>19 MS. GOVER: Ms. Hassan.</p> <p>20 STUDENT COMMISSIONER HASSAN: Yes.</p> <p>21 MS. GOVER: Mr. Offerman.</p>

<p>Page 14</p> <p>1 COMMISSIONER OFFERMAN: Yes.</p> <p>2 MS. GOVER: Ms. Scott.</p> <p>3 COMMISSIONER SCOTT: Yes.</p> <p>4 MS. GOVER: Dr. Hager.</p> <p>5 COMMISSIONER HAGER: Yes.</p> <p>6 MS. GOVER: Mr. Kuehn.</p> <p>7 COMMISSIONER KUEHN: Yes.</p> <p>8 MS. GOVER: Ms. Henn.</p> <p>9 CHAIRWOMAN HENN: Yes.</p> <p>10 MS. GOVER: Thank you.</p> <p>11 CHAIRWOMAN HENN: Thank you. The motion</p> <p>12 carries. The revised agenda is approved and the</p> <p>13 agendas stands as modified.</p> <p>14 Earlier this evening the board met in</p> <p>15 closed session pursuant to the Open Meetings Act for</p> <p>16 the following reasons: To discuss the appointment,</p> <p>17 employment, assignment, promotion, discipline,</p> <p>18 demotion, compensation, removal, resignation or</p> <p>19 performance evaluation of appointees, employees or</p> <p>20 officials over whom it has jurisdiction, or any</p> <p>21 other personnel matter that affects one or more</p>	<p>Page 16</p> <p>1 CHAIRWOMAN HENN: Any discussion?</p> <p>2 COMMISSIONER CAUSEY: Madam Chair, can we</p> <p>3 vote on the item separately, please?</p> <p>4 CHAIRWOMAN HENN: We're voting on D.1.</p> <p>5 COMMISSIONER CAUSEY: Okay, thank you.</p> <p>6 CHAIRWOMAN HENN: That's separate.</p> <p>7 May I have a roll call vote.</p> <p>8 MS. GOVER: Ms. Rowe.</p> <p>9 COMMISSIONER ROWE: Yes.</p> <p>10 MS. GOVER: Ms. Causey.</p> <p>11 COMMISSIONER CAUSEY: Yes.</p> <p>12 MS. GOVER: Ms. Stolusky.</p> <p>13 COMMISSIONER STOLUSKY: Yes.</p> <p>14 MS. GOVER: Ms. Jose.</p> <p>15 COMMISSIONER JOSE: Yes.</p> <p>16 MS. GOVER: Mr. McMillion.</p> <p>17 VICE CHAIR McMILLION: Yes.</p> <p>18 MS. GOVER: Mr. Offerman.</p> <p>19 COMMISSIONER OFFERMAN: Yes.</p> <p>20 MS. GOVER: Ms. Scott.</p> <p>21 COMMISSIONER SCOTT: Yes.</p>
<p>Page 15</p> <p>1 specific individuals; 7. Consult with counsel to</p> <p>2 obtain legal advice; and 9. Conduct collective</p> <p>3 bargaining negotiations or consider matters that</p> <p>4 relate to the negotiations.</p> <p>5 The minutes of the closed session and</p> <p>6 information summary can be found on BoardDocs under</p> <p>7 this board meeting agenda date.</p> <p>8 The next item on the agenda is Personnel</p> <p>9 Matters, and for that I call on Ms. Anderson.</p> <p>10 MS. ANDERSON: Good evening, Chairwoman</p> <p>11 Henn, Vice Chairman McMillion, Superintendent</p> <p>12 Williams and Members of the Board. I would like the</p> <p>13 board's consent for the following personnel matters:</p> <p>14 terminations, retirements, resignations and deceased</p> <p>15 recognition of service.</p> <p>16 CHAIRWOMAN HENN: Thank you. Do I have a</p> <p>17 motion to approve the personnel matters as presented</p> <p>18 in Exhibit D.1.?</p> <p>19 COMMISSIONER OFFERMAN: So moved, Offerman.</p> <p>20 CHAIRWOMAN HENN: Do I have a second?</p> <p>21 COMMISSIONER STOLUSKY: Second, Stolusky.</p>	<p>Page 17</p> <p>1 MS. GOVER: Dr. Hager.</p> <p>2 COMMISSIONER HAGER: Yes.</p> <p>3 MS. GOVER: Mr. Kuehn.</p> <p>4 COMMISSIONER KUEHN: Yes.</p> <p>5 MS. GOVER: Ms. Henn.</p> <p>6 CHAIRWOMAN HENN: Yes.</p> <p>7 MS. GOVER: Thank you.</p> <p>8 CHAIRWOMAN HENN: The motion carries.</p> <p>9 Do I have a motion to approve the personnel</p> <p>10 matters as presented in Exhibits D.2. through D.4.?</p> <p>11 COMMISSIONER OFFERMAN: So moved, Offerman.</p> <p>12 CHAIRWOMAN HENN: Do I have a second?</p> <p>13 COMMISSIONER STOLUSKY: Second, Stolusky.</p> <p>14 CHAIRWOMAN HENN: Any discussion? May I</p> <p>15 have a -- Mrs. Causey.</p> <p>16 COMMISSIONER CAUSEY: Thank you. I wanted</p> <p>17 to ask staff and if the information can come back at</p> <p>18 a later time, but I did want to understand the</p> <p>19 timing of when the retirements and resignations were</p> <p>20 submitted by the employees and whether the</p> <p>21 employees, if they had a certificate, if they were</p>

<p style="text-align: right;">Page 18</p> <p>1 in a position that they left despite not being able</p> <p>2 to use their certificate in the coming school year.</p> <p>3 CHAIRWOMAN HENN: Okay, so could you repeat</p> <p>4 --</p> <p>5 DR. DARRYL WILLIAMS: We will follow up.</p> <p>6 CHAIRWOMAN HENN: Go ahead.</p> <p>7 DR. DARRYL WILLIAMS: Yeah, we'll follow up</p> <p>8 on that, Ms. Causey. Thank you.</p> <p>9 COMMISSIONER CAUSEY: Thank you. And I</p> <p>10 would like to vote on D.2. and D.3. separate from</p> <p>11 D.4., if that's okay with the chair.</p> <p>12 CHAIRWOMAN HENN: Are you okay with voting</p> <p>13 on D.2. and D.3. together, separate from D.4.?</p> <p>14 COMMISSIONER CAUSEY: Yes.</p> <p>15 CHAIRWOMAN HENN: Did I understand that?</p> <p>16 Okay. Do I have a motion to approve the</p> <p>17 personnel matters as presented in Exhibits D.2. and</p> <p>18 D.3.?</p> <p>19 COMMISSIONER OFFERMAN: So moved, Offerman.</p> <p>20 CHAIRWOMAN HENN: Thank you, Mr. Offerman.</p> <p>21 Is there a second?</p>	<p style="text-align: right;">Page 20</p> <p>1 MS. GOVER: Mr. Kuehn.</p> <p>2 COMMISSIONER KUEHN: Yes.</p> <p>3 MS. GOVER: Ms. Henn.</p> <p>4 CHAIRWOMAN HENN: Yes.</p> <p>5 MS. GOVER: Favor is ten.</p> <p>6 CHAIRWOMAN HENN: Thank you. The motion</p> <p>7 carries.</p> <p>8 Do I have a motion to approve the personnel</p> <p>9 matters as presented in Exhibit D.4.?</p> <p>10 COMMISSIONER OFFERMAN: So moved, Offerman.</p> <p>11 CHAIRWOMAN HENN: Is there a second?</p> <p>12 COMMISSIONER STOLUSKY: Second, Stolusky.</p> <p>13 CHAIRWOMAN HENN: May I have a roll call</p> <p>14 vote.</p> <p>15 MS. GOVER: Ms. Rowe.</p> <p>16 COMMISSIONER ROWE: Yes.</p> <p>17 MS. GOVER: Ms. Causey.</p> <p>18 COMMISSIONER CAUSEY: Yes.</p> <p>19 MS. GOVER: Ms. Stolusky.</p> <p>20 COMMISSIONER STOLUSKY: Yes.</p> <p>21 MS. GOVER: Ms. Jose.</p>
<p style="text-align: right;">Page 19</p> <p>1 COMMISSIONER STOLUSKY: Second, Stolusky.</p> <p>2 CHAIRWOMAN HENN: Thank you. May I have a</p> <p>3 roll call vote.</p> <p>4 MS. GOVER: Ms. Rowe.</p> <p>5 COMMISSIONER ROWE: Yes.</p> <p>6 MS. GOVER: Ms. Causey.</p> <p>7 COMMISSIONER CAUSEY: No.</p> <p>8 MS. GOVER: Ms. Stolusky.</p> <p>9 COMMISSIONER STOLUSKY: Yes.</p> <p>10 MS. GOVER: Ms. Jose.</p> <p>11 COMMISSIONER JOSE: Yes.</p> <p>12 MS. GOVER: Mr. McMillion.</p> <p>13 VICE CHAIR McMILLION: Yes.</p> <p>14 MS. GOVER: Ms. Hassan.</p> <p>15 STUDENT COMMISSIONER HASSAN: Yes.</p> <p>16 MS. GOVER: Mr. Offerman.</p> <p>17 COMMISSIONER OFFERMAN: Yes.</p> <p>18 MS. GOVER: Ms. Scott.</p> <p>19 COMMISSIONER SCOTT: Yes.</p> <p>20 MS. GOVER: Dr. Hager.</p> <p>21 COMMISSIONER HAGER: Yes.</p>	<p style="text-align: right;">Page 21</p> <p>1 COMMISSIONER JOSE: Yes.</p> <p>2 MS. GOVER: Mr. McMillion.</p> <p>3 VICE CHAIR McMILLION: Yes.</p> <p>4 MS. GOVER: Ms. Hassan.</p> <p>5 STUDENT COMMISSIONER HASSAN: Yes.</p> <p>6 MS. GOVER: Mr. Offerman.</p> <p>7 COMMISSIONER OFFERMAN: Yes.</p> <p>8 MS. GOVER: Ms. Scott.</p> <p>9 COMMISSIONER SCOTT: Yes.</p> <p>10 MS. GOVER: Dr. Hager.</p> <p>11 COMMISSIONER HAGER: Yes.</p> <p>12 MS. GOVER: Mr. Kuehn.</p> <p>13 COMMISSIONER KUEHN: Yes.</p> <p>14 MS. GOVER: Ms. Henn.</p> <p>15 CHAIRWOMAN HENN: Yes.</p> <p>16 MS. GOVER: Thank you.</p> <p>17 CHAIRWOMAN HENN: The motion carries.</p> <p>18 Thank you, Ms. Anderson.</p> <p>19 MS. ANDERSON: Thank you.</p> <p>20 CHAIRWOMAN HENN: The next item on the</p> <p>21 agenda is Administrative Appointments. And for</p>

<p style="text-align: right;">Page 22</p> <p>1 that, I call on Dr. Williams.</p> <p>2 DR. DARRYL WILLIAMS: Madam Chair Henn,</p> <p>3 Vice Chair McMillion, and Members of the Board. I'm</p> <p>4 bringing forward the following administrative</p> <p>5 appointment for your approval: Senior Operations</p> <p>6 Supervisor.</p> <p>7 CHAIRWOMAN HENN: Thank you. Do I have a</p> <p>8 motion to approve the administrative appointment as</p> <p>9 presented in Exhibit E.1.?</p> <p>10 STUDENT COMMISSIONER HASSAN: So moved,</p> <p>11 Hassan.</p> <p>12 CHAIRWOMAN HENN: Do I have a second?</p> <p>13 COMMISSIONER OFFERMAN: Second, Offerman.</p> <p>14 CHAIRWOMAN HENN: Any discussion? May I</p> <p>15 have a roll call vote.</p> <p>16 MS. GOVER: Ms. Rowe.</p> <p>17 COMMISSIONER ROWE: Yes.</p> <p>18 MS. GOVER: Ms. Causey.</p> <p>19 COMMISSIONER CAUSEY: Yes.</p> <p>20 MS. GOVER: Ms. Stolusky.</p> <p>21 COMMISSIONER STOLUSKY: Yes.</p>	<p style="text-align: right;">Page 24</p> <p>1 Supervisor in the Office of Facilities Maintenance.</p> <p>2 I believe he is here. Please stand.</p> <p>3 (Applause)</p> <p>4 DR. DARRYL WILLIAMS: He brings to us over</p> <p>5 15 years of service. Previously he served as the</p> <p>6 Field Representative in the Office of Facilities</p> <p>7 Management -- Maintenance, excuse me. He also</p> <p>8 served as the Senior HVAC mechanic in the Office of</p> <p>9 Facilities Maintenance and prior experience was at</p> <p>10 the Bibb/Henry Albert Company for over 12 years.</p> <p>11 Congratulations, Mr. Kakel.</p> <p>12 (Applause)</p> <p>13 CHAIRWOMAN HENN: Yes, congratulations.</p> <p>14 Our next item is public comment. This is</p> <p>15 one of the opportunities the board provides to hear</p> <p>16 the views and receive the advice of community</p> <p>17 members. The Members of the Board appreciate</p> <p>18 hearing from interested citizens. As appropriate,</p> <p>19 we will refer your concerns to the superintendent</p> <p>20 for follow up by his staff. The Board of Education</p> <p>21 will conduct the public comment portion of the</p>
<p style="text-align: right;">Page 23</p> <p>1 MS. GOVER: Ms. Jose.</p> <p>2 COMMISSIONER JOSE: Yes.</p> <p>3 MS. GOVER: Mr. McMillion.</p> <p>4 VICE CHAIR McMILLION: Yes.</p> <p>5 MS. GOVER: Ms. Hassan.</p> <p>6 STUDENT COMMISSIONER HASSAN: Yes.</p> <p>7 MS. GOVER: Mr. Offerman. Mr. Offerman.</p> <p>8 COMMISSIONER OFFERMAN: Yes.</p> <p>9 MS. GOVER: Ms. Scott.</p> <p>10 COMMISSIONER SCOTT: Yes.</p> <p>11 MS. GOVER: Dr. Hager.</p> <p>12 COMMISSIONER HAGER: Yes.</p> <p>13 MS. GOVER: Mr. Kuehn.</p> <p>14 COMMISSIONER KUEHN: Yes.</p> <p>15 MS. GOVER: Ms. Henn.</p> <p>16 CHAIRWOMAN HENN: Yes.</p> <p>17 MS. GOVER: Thank you.</p> <p>18 CHAIRWOMAN HENN: The motion carries. Dr.</p> <p>19 Williams.</p> <p>20 DR. DARRYL WILLIAMS: Sure. Our appointee</p> <p>21 is Jeremy W. Kakel as the Senior Operations</p>	<p style="text-align: right;">Page 25</p> <p>1 meeting by allowing those who registered to speak to</p> <p>2 attend in person. Registration was open to the</p> <p>3 public one week prior to tonight's board meeting and</p> <p>4 was closed at 3:00 p.m. yesterday for anyone wishing</p> <p>5 to speak at this evening's meeting.</p> <p>6 Board practice limits to 10 the number of</p> <p>7 speakers at a randomly scheduled board meeting.</p> <p>8 Speakers are selected randomly using an electronic</p> <p>9 selection process from all registrations received</p> <p>10 within the designated timeframe. Each speaker is</p> <p>11 allowed three minutes to address the board. Of</p> <p>12 course, if fewer than 10 registrations are received,</p> <p>13 all who registered will be permitted to speak.</p> <p>14 However, no speaker substitutions will be allowed.</p> <p>15 While we encourage public input on policy,</p> <p>16 programs and practices within the purview of this</p> <p>17 board, and this school system, this is not the</p> <p>18 proper forum to address specific student or employee</p> <p>19 matters or to comment on matters that do not relate</p> <p>20 to public education in Baltimore County. We</p> <p>21 encourage everyone to utilize existing dispute</p>

<p style="text-align: right;">Page 26</p> <p>1 resolution processes as appropriate.</p> <p>2 I remind everyone that inappropriate</p> <p>3 personal remarks or other behavior that disrupts or</p> <p>4 interferes with the conduct of this meeting are out</p> <p>5 of order.</p> <p>6 I ask speakers to observe the three-minute</p> <p>7 clock which will let you know when your time is up.</p> <p>8 Please conclude your remarks when you hear the tone</p> <p>9 or see that time has expired. The microphone will</p> <p>10 be turned off at the end of your time and it could</p> <p>11 be turned off if the speaker addresses specific</p> <p>12 student or employee matters or is commenting on</p> <p>13 matters not related to public education in Baltimore</p> <p>14 County.</p> <p>15 If not selected, the public may submit</p> <p>16 their comments to the board members via email at</p> <p>17 BOE@BCPS.ORG. More information is provided on the</p> <p>18 Board's website at BCPS.ORG under Board of Education</p> <p>19 Participation by the Public.</p> <p>20 I now call on our advisory and stakeholder</p> <p>21 group leaders to speak. Our first speaker is Billy</p>	<p style="text-align: right;">Page 28</p> <p>1 what's right for students with the resources you</p> <p>2 have. And if you don't have the right resources,</p> <p>3 demand them. I can help you with that. And when</p> <p>4 you fall, and you will fall, get up, dust yourself</p> <p>5 off and try again. One of the best models for</p> <p>6 students is to see our mistakes and how we learn and</p> <p>7 change from them. And when you feel disrespected,</p> <p>8 remember that what other people think of you is none</p> <p>9 of your business. Embrace professional development.</p> <p>10 I know I'm biased about professional development.</p> <p>11 But the only way to meet the new challenges that</p> <p>12 students face is to keep learning. You have chosen</p> <p>13 to teach and lead. Have a great year. And when</p> <p>14 it's tough, have a great day, or teach a great</p> <p>15 lesson or have one great conversation or smile at</p> <p>16 someone who needs it. I'm so proud of you and have</p> <p>17 so much respect for you. Surround yourself with</p> <p>18 other teachers and leaders that uplift you. Your</p> <p>19 presence and dedication inspire all of us. Thank</p> <p>20 you.</p> <p>21 CHAIRWOMAN HENN: Thank you. Our next</p>
<p style="text-align: right;">Page 27</p> <p>1 Burke with CASE. Good evening.</p> <p>2 MR. BURKE: Good evening, Chairwoman Mrs.</p> <p>3 Henn, Vice Chairman Mr. McMillion, Superintendent</p> <p>4 Dr. Williams and Members of the Board. Thank you for</p> <p>5 the opportunity to speak tonight on behalf of CASE.</p> <p>6 I'd like to begin by expressing my appreciation to</p> <p>7 the administrators, supervisors, teachers and staff</p> <p>8 here in BCPS. There is no denying that the last few</p> <p>9 years have been the hardest years in education since</p> <p>10 I began 31 years ago. But I want to remind you that</p> <p>11 what you do is the most important job in the world.</p> <p>12 I'd like to humbly offer some advice. There will</p> <p>13 always be haters and critics. Don't let them rent</p> <p>14 space in your head. Take time this week and every</p> <p>15 week to remind yourself of your core values. Ask</p> <p>16 yourself these questions: What do you believe about</p> <p>17 public education? What do you believe all children</p> <p>18 deserve? What kind of teacher do you strive to be?</p> <p>19 Please know that no matter your position, you are a</p> <p>20 teacher. Once you know what you stand for, the</p> <p>21 critics no longer matter. Have the courage to do</p>	<p style="text-align: right;">Page 29</p> <p>1 speaker is Leslie Weber with the PTA Council of</p> <p>2 Baltimore County. Good evening.</p> <p>3 MS. WEBER: Good evening. Good evening,</p> <p>4 Chairperson Henn, Vice Chair McMillion, Board of Ed</p> <p>5 Members and Dr. Williams.</p> <p>6 I'm Leslie Weber, President of the PTA</p> <p>7 Council of Baltimore County. I'm excited about new</p> <p>8 committees, board members and projects we believe</p> <p>9 will dramatically increase PTA councils outreach</p> <p>10 this year. We have new chairs for Advocacy and</p> <p>11 Legislation Committee and Curriculum and Instruction</p> <p>12 Committee and have created a new Exceptional</p> <p>13 Students Subcommittee under Curriculum and</p> <p>14 Instruction. We've expanded our Family School</p> <p>15 Partnerships Committee to become the Family School</p> <p>16 and Community Partnerships Committee, which will</p> <p>17 focus on reaching underserved populations with some</p> <p>18 innovative approaches. We've also expanded our</p> <p>19 Diversity and Inclusion Committee to become the</p> <p>20 Justice Equity Diversity and Inclusion Committee.</p> <p>21 That was news from our August board meeting.</p>

<p style="text-align: right;">Page 30</p> <p>1 In other summer news, a number of BCPS</p> <p>2 students were recognized at the national level this</p> <p>3 year in national PTAs annual reflections arts</p> <p>4 education program. We hope more units consider</p> <p>5 taking part in this amazing program. Students can</p> <p>6 be recognized at the school, county, state and</p> <p>7 national levels.</p> <p>8 We recently applied for National PTA grant</p> <p>9 with an equity focus. We hope to find out soon if</p> <p>10 we received the grant. Even if we don't, we'll</p> <p>11 still carry out facets of the plan we proposed.</p> <p>12 Thanks to Sue Henn from the Office of Family and</p> <p>13 Community Engagement, who sits on our board, for her</p> <p>14 encouragement and support with this.</p> <p>15 We've been busy attending some big events.</p> <p>16 The BCPS partnership fair, the Free State PTA</p> <p>17 convention, which had great participation from</p> <p>18 Baltimore County PTAs, the BCPS Community School</p> <p>19 Symposium and BCPS Fest. All events were superb.</p> <p>20 Our new Family School and Community</p> <p>21 Partnerships Committee chair, Ramona Basilio, and I</p>	<p style="text-align: right;">Page 32</p> <p>1 system and PTAs.</p> <p>2 We're looking forward to an incredible PTA</p> <p>3 year advocating for every child with one voice.</p> <p>4 Thank you.</p> <p>5 CHAIRWOMAN HENN: Thank you. Our next</p> <p>6 speaker is Marietta English with NAACP, Baltimore</p> <p>7 County. Welcome.</p> <p>8 MS. ENGLISH: Good evening, Chairman Henn</p> <p>9 and Vice Chairman and Members of the Board and Dr.</p> <p>10 Williams.</p> <p>11 My name is Marietta English and I'm chair</p> <p>12 of the NAACP, Baltimore County ACT-SO Program. ACT-</p> <p>13 SO stands for Afro-Academic, Cultural,</p> <p>14 Technological, Scientific Olympics. It's a year-</p> <p>15 long program designed to recruit, stimulate and</p> <p>16 encourage high school students to achieve</p> <p>17 academically and culturally. It has 33 categories</p> <p>18 that students can compete in. The program begins in</p> <p>19 September and concludes in April with local</p> <p>20 competitions. The students compete for gold, silver</p> <p>21 and bronze medals, with the gold medal winners going</p>
<p style="text-align: right;">Page 31</p> <p>1 attended the fair and symposium, and our southeast</p> <p>2 area vice president Will Feur (phonetic) attended</p> <p>3 the symposium since he serves on the Community</p> <p>4 School Steering Committee.</p> <p>5 PTAs are a big part of family engagement.</p> <p>6 So many principals and community school facilitators</p> <p>7 have reached out during and after the fair and</p> <p>8 symposium to talk about starting, restarting or</p> <p>9 growing PTAs at their schools. PTA Council has</p> <p>10 advocated for years for the community school model,</p> <p>11 which offers a strategic partnership based whole</p> <p>12 holistic approach to serving students and their</p> <p>13 families through schools becoming community hubs.</p> <p>14 Finally, we're grateful that on July 14th,</p> <p>15 the first meeting between Deputy Superintendent Dr.</p> <p>16 Yarbrough, Chief of Staff Ms. Charley-Greene, Sue</p> <p>17 Hahn, PTA President and PTA council took place. It</p> <p>18 was extremely well received and participants</p> <p>19 indicated an interest in having monthly meetings.</p> <p>20 This is a big step forward in increased</p> <p>21 communications and engagement between the school</p>	<p style="text-align: right;">Page 33</p> <p>1 on to compete at the national level. I would like</p> <p>2 to thank Dr. Williams for his support of the</p> <p>3 program.</p> <p>4 This year we had over 40 students to</p> <p>5 compete, the most ever. I would like to share the</p> <p>6 winners at the local level with you. In Poetry-</p> <p>7 Written, gold medal winner was Couryn Branch, a</p> <p>8 ninth grader. When her poem was heard at the</p> <p>9 faculty appreciation luncheon at Coppin State</p> <p>10 University, the President offered her a full four-</p> <p>11 year scholarship to the University and she's in the</p> <p>12 ninth grade. So you can imagine what the rest of</p> <p>13 them are doing. In drawing -- it deserves an</p> <p>14 applause.</p> <p>15 (Applause)</p> <p>16 In Drawing, gold medal was won by Jada</p> <p>17 McAiley, who went on to the national level to win a</p> <p>18 bronze medal in drawing. Silver was won by Devon</p> <p>19 Iwunha and bronze by Adrian Gilting (phonetic).</p> <p>20 Filmmaking was silver, Imani Powell (phonetic).</p> <p>21 Photography, gold was Jada McAiley and she, again,</p>

<p style="text-align: right;">Page 34</p> <p>1 at the national level won a bronze medal. Silver 2 was Sydney MacDonnell and bronze was Megan Newkirk. 3 Painting was Hamini Lewis; silver, Adrian Gilding; 4 and bronze, Megan Newkirk. Sculpture, Jada Iwunha; 5 silver, Shaylee Lincoln; and bronze, Chloe Monroe, 6 sorry. 7 We were very lucky at the national level 8 because Jada Iwunha won gold for her sculpture; and 9 Jada McAiley won, again, bronze for photography and 10 drawing. These students came from Carver because 11 Ms. Stephanie Powell worked very hard to make sure 12 the students participated. But we're hoping that 13 there will be an increase this year of the students 14 that will participate. 15 I look forward again to partnering with 16 Baltimore County with our ACT-SO Program, with more 17 students participating and more winners at the 18 national level. I would also like to invite anyone 19 that would like to support the program as a 20 volunteer to contact me at MrsEnglish925@gmail.com. 21 Thank you for the opportunity to share this</p>	<p style="text-align: right;">Page 36</p> <p>1 can't pour water from an empty vessel, it's true. 2 Take care of you, so you will have the ability to do 3 all the other things too. We are here for the 4 students. Focus on the positives they bring to your 5 classroom. Focus on the why you got into teaching. 6 I ask BCPS leadership, Dr. Williams and the 7 board to please work with the county executive to 8 find a way to honor the tentative agreement we have 9 for our salary compression. I know there is much 10 back and forth happening around the sustainability 11 of the funding over the five-year plan. I implore 12 all the leadership, Baltimore County Government and 13 Baltimore County Schools, please work with us. 14 Let's come together and find a way to make this 15 work. Our educators have been in limbo long enough 16 about this. And it is one thing, one huge, 17 important thing that we can settle and settle in a 18 way that shows our educators we value them, we want 19 them to come to BCPS and remain in BCPS. It sends a 20 message to our community that we want our students 21 to have a certified educator providing them</p>
<p style="text-align: right;">Page 35</p> <p>1 information. I'd like to give Dr. Williams our ACT- 2 SO t-shirt that I'm wearing that all students get. 3 (Laughter) 4 CHAIRWOMAN HENN: Thank you. Our next 5 speaker is Cindy Sexton with TABCO. Good evening. 6 MS. SEXTON: Good evening, Chair Henn, Vice 7 Chairman McMillion, Dr. Williams and Members of the 8 Board. 9 Where did the summer go? As we have now 10 started another school year, I first want to speak 11 to all the educators. We know last year was a 12 challenge, and there's always angst as we start a 13 new year. Please be sure that while you're planning 14 for your students, trying to juggle the work-home 15 balance and the countless other tasks that educators 16 do every single day, you remember that your own 17 mental, emotional and physical health are a 18 priority. I know there have been pivots and 19 upheavals and last-minute changes and more. I know 20 anxiety is high. I know because I'm hearing from so 21 many of you. And as cliché as it sounds that you</p>	<p style="text-align: right;">Page 37</p> <p>1 instruction. It honors the motion of this board to 2 prioritize the people and it echoes the BCPS Compass 3 that we recruit and retain a qualified, highly 4 effective and diverse workforce. All the parties 5 have publicly stated they want educators to get 6 this. Having these educators will benefit our 7 students. We all want it. Let's find a way to make 8 it happen soon. Our students can't wait. 9 I look forward to seeing our students and 10 all the staff who work with them and for them next 11 week. We need every single one of you to be there 12 for our students. 13 Thank you all and for all you do and have a 14 great school year. 15 CHAIRWOMAN HENN: Thank you. Next is 16 general public comment. And our first speaker is 17 Sharon Saroff. 18 MS. SAROFF: Good evening. This morning I 19 spoke at public comment on the state level. I asked 20 what the Maryland State Department of Education 21 plans to do to address the fact that BCPS has a</p>

<p style="text-align: right;">Page 38</p> <p>1 rating of Needs Intervention. Our school system is 2 one of two school systems in the state that has the 3 second lowest rating. We are not providing what our 4 students need, particularly in the area of special 5 education. There are currently students who are 6 owed services in need of revised IEPs to meet their 7 needs, in need of a placement to start school on 8 Monday. Your own staff has been sought -- has tried 9 on multiple attempts to contact the Office of 10 Special Education to address these and other 11 concerns. The Office of Special Education has been 12 silent and continues in many instances to remain 13 silent. Your office of -- I had to, in one 14 instance, contact my county council rep to get a 15 response from the Office of Special Education. Your 16 office of constituents and government services had 17 to intervene to get answers. This is not acceptable 18 on any level. Your Office of Special Ed provides 19 services to 10 percent of the students in this 20 county. It is not acceptable for us to not be able 21 to reach them and get a response.</p>	<p style="text-align: right;">Page 40</p> <p>1 their wages competitive would create retention and 2 bring a higher educational standard to the 3 classroom. Perhaps BCPS can develop a CTE pathway 4 for high schoolers to take courses to prepare them 5 for teaching and incentivize those who stay and 6 teach in the system. In the future, I feel 7 Superintendent of BCPS should be a Baltimore County 8 resident with at least 10 years of living in the 9 county and their school aged children should be 10 required to attend BCPS schools for the duration 11 that they are superintendent. I also believe that 12 the school administrators and the BOE members should 13 have at least one child attending a BCPS school and 14 they should receive financial compensation for that 15 choice. Whereas, if they choose to send to private 16 school, they would not receive that financial 17 compensation. I bring this up because it has come 18 to my attention that many in administration and our 19 teachers in our school district often send their 20 children to private schools, especially for middle 21 and high school. What kind of message does that</p>
<p style="text-align: right;">Page 39</p> <p>1 I want to know what this board and Dr. 2 Williams intends to do to fix this situation because 3 it is not okay for students to not have a place to 4 go when the start of school is on Monday. It is not 5 okay for a student who is four and five years behind 6 to try to attend class and be successful on grade 7 level in Gen Ed. It is not okay for you to ignore 8 decisions of IEP teams and decide to not give 9 services when the IEP team has decided otherwise. I 10 want to know what the plan is, and I think the 11 parents and students in this county have a right to 12 know what that plan is. 13 CHAIRWOMAN HENN: Our next speaker is 14 Simone Volikas. Good evening. 15 MS. VOLIKAS: Good evening, Dr. Williams, 16 Chairwoman Henn, Vice Chairperson McMillion and 17 Members of the Board. 18 My name is Simone Volikas, and I'm a mother 19 of three students who attend BCPS. I want to thank 20 the Board of Education for coming up with a proposal 21 to increase wages for teachers and staff. Making</p>	<p style="text-align: right;">Page 41</p> <p>1 send to the parents when our own principals or BOE 2 members are not sending their kids to BCPS schools? 3 I believe if a superintendent lived in the community 4 and had children attending the schools, then they 5 would have vested interest and change would happen. 6 Every day one can witness the repercussions 7 of having closed our schools from those two years, 8 as the violence in our schools has increased. We 9 need to use alternative schools for those children 10 who are acting out. There is no equity for the 11 student who is in class behaving while their 12 classmate is wreaking havoc on the class. Perhaps 13 this is why many quality students leave the BCPS 14 system to attend those private schools we speak of. 15 Students need to be held accountable for their bad 16 behavior. If the children do not change their 17 behavior, then the legal guardians must be held 18 accountable for the child's actions. This begins at 19 home. And yes, every child deserves a Free and 20 Appropriate Education, but not at the expense of the 21 other kids who are following the rules. I think if</p>

<p style="text-align: right;">Page 42</p> <p>1 you make the parents accountable for their child's</p> <p>2 misbehavior, then they will be incentivized to</p> <p>3 effectively change their child's behavior. I know</p> <p>4 that there's a lot of community work that can be</p> <p>5 done here in the county. Something has to change</p> <p>6 because your current system of restorative justice</p> <p>7 is not working. And we're coming to these meetings</p> <p>8 time and time again to tell you this, where's the</p> <p>9 equity for the well-behaved student? Well, I can</p> <p>10 answer that, they apply to private schools and leave</p> <p>11 the BCPS system.</p> <p>12 BCPS has an opportunity to make a good name</p> <p>13 for themselves and improve their image in the</p> <p>14 community. I live -- we live in an area where</p> <p>15 attending private schools is part of the culture.</p> <p>16 Take this opportunity to improve your academics at</p> <p>17 BCPS.</p> <p>18 CHAIRWOMAN HENN: Thank you. Our next</p> <p>19 speaker is Peter Brooks. Good evening.</p> <p>20 MR. BROOKS: Okay, good evening, Dr.</p> <p>21 Williams, Chairperson Henn, Vice Chair McMillion,</p>	<p style="text-align: right;">Page 44</p> <p>1 and staff. Thank you, Dr. Williams, for inviting us</p> <p>2 and for everyone associated; the school board; with</p> <p>3 Miss Debbie Phelps, a living legend, to participate</p> <p>4 in the inaugural Play Ball event and for inviting</p> <p>5 our museum to attend the Baltimore County Public</p> <p>6 Schools partnership there where we met over 200</p> <p>7 supporters and partners. And at this fair, Dr.</p> <p>8 William spoke about the successes of the county</p> <p>9 school system but also its challenges coming out of</p> <p>10 the pandemic. School systems around the country</p> <p>11 need more than ever the support of families,</p> <p>12 communities, business partners through mentorship</p> <p>13 programs, hall monitoring, helping in the cafeteria,</p> <p>14 educational support. And it is extremely important</p> <p>15 that our students see that the community cares and</p> <p>16 that we are here to help. We offer your students</p> <p>17 the shoulders of people like Leon Day, Satchel Page,</p> <p>18 Jackie Robinson, Miss Mamie "Peanut" Johnson, and of</p> <p>19 course, Mr. Hubert V. Simmons, for your and our</p> <p>20 young people to stand on.</p> <p>21 And so I just wanted to tell you that these</p>
<p style="text-align: right;">Page 43</p> <p>1 Members of the School Board.</p> <p>2 My name is Peter Brooks, and I am the</p> <p>3 Acting Director of the Hubert V. Simmons Negro</p> <p>4 League Baseball Museum located in Owings Mills. It's</p> <p>5 at the community college site, which is also the</p> <p>6 library site near the Owings Mills subway station.</p> <p>7 So, you know how students who have positive</p> <p>8 mentors and role models, students who know the</p> <p>9 stories of their history and their culture, they</p> <p>10 tend to be less disruptive, more committed to their</p> <p>11 education. Well, the Hubert V. Simmons Museum of</p> <p>12 Negro Leagues Baseball solves that problem for</p> <p>13 Baltimore County school children. We also emphasize</p> <p>14 physical fitness through baseball and good</p> <p>15 sportsmanship to combat childhood obesity and</p> <p>16 depression. And your support helps us to achieve</p> <p>17 that mission.</p> <p>18 So I am here today to say thank you to Dr.</p> <p>19 Williams and the school board for partnering with</p> <p>20 our museum. And we pledge our continued support to</p> <p>21 Baltimore County Public Schools, students, teachers</p>	<p style="text-align: right;">Page 45</p> <p>1 community partnerships which you are committed to</p> <p>2 are making a difference in the community. And we</p> <p>3 hope you enjoy our museum because it is an example</p> <p>4 of when two people came together as one and it is an</p> <p>5 American success story. Thank you.</p> <p>6 CHAIRWOMAN HENN: Thank you. Our next</p> <p>7 Speaker is Stephen Bowley, Sr. Good evening.</p> <p>8 MR. BOWLEY: Good evening, Madam Chair</p> <p>9 Henn, Madam -- not Madam, but Chairperson McMillion,</p> <p>10 Dr. Williams, and school board.</p> <p>11 I am Stephen Bowley and I represent the</p> <p>12 Comprehensive Housing Assistance Incorporated. It's</p> <p>13 a nonprofit organization where we serve Northwest</p> <p>14 Baltimore through community development and housing.</p> <p>15 We believe that schools are the hub for the</p> <p>16 community. And with that, there's an importance</p> <p>17 that should be put on community partnerships. There</p> <p>18 should be opportunities that are created. An</p> <p>19 opportunity like the resource fair that we just had,</p> <p>20 the first of its kind. And it should not have been</p> <p>21 the first of its kind. Because as a former</p>

<p style="text-align: right;">Page 46</p> <p>1 Community School Coordinator for three years in the</p> <p>2 city, I hosted my own resource fairs and I saw the</p> <p>3 effect that it had in schools. I really appreciated</p> <p>4 the fact that the county is adopting the strategy of</p> <p>5 community schools because it's one that works. I</p> <p>6 was invited by at least four of the eight schools</p> <p>7 that I worked with to attend the resource fair. And</p> <p>8 while I was there, there were several resources</p> <p>9 available for students. As a former city school</p> <p>10 student, I know the strength and the power that</p> <p>11 there is in having resources available to you.</p> <p>12 Having gone to college and saw that my teammates</p> <p>13 that had access to resources, were stronger than me,</p> <p>14 faster than me, better than me at positions that I</p> <p>15 played because I didn't have resources available.</p> <p>16 Resources are everything. It is imperative that</p> <p>17 schools have resources for their kids, for their</p> <p>18 parents, for their teachers and for their</p> <p>19 principals.</p> <p>20 One of the things that we did as a</p> <p>21 community organization is we identified the</p>	<p style="text-align: right;">Page 48</p> <p>1 brow of Zeus. Teachers are grown. And if you ask</p> <p>2 30 teachers, you'll hear 30 paths. When I was in</p> <p>3 high school, I enjoyed learning, I was able to learn</p> <p>4 things in one room and still remember them and think</p> <p>5 that they were true when I was in another room. To</p> <p>6 this day, I think that this is the skill that marks</p> <p>7 what we call good students. In teacher speak, it is</p> <p>8 called transfer, when you can apply what you learned</p> <p>9 in math class to your science quiz and vice versa.</p> <p>10 Lots of folks think that math is math and science is</p> <p>11 science. And the fact that we change little tiny</p> <p>12 words when we change rooms does not help. Several</p> <p>13 of my friends had a hard time in physics, which I</p> <p>14 was taking at the same time as them. I figured out</p> <p>15 that most of the time you needed to set things equal</p> <p>16 to each other or make them sum to make zero but most</p> <p>17 certainly you needed the units to work out. I</p> <p>18 remembered what my geometry teacher had taught me</p> <p>19 about units and helped my peers to do physics. They</p> <p>20 bought me pizza and told me that I should be a</p> <p>21 teacher when I grew up. We were all happy.</p>
<p style="text-align: right;">Page 47</p> <p>1 Mindfulness Program at Holistic Life Foundation and</p> <p>2 had them come in during the pandemic and do</p> <p>3 mindfulness training for some of the students while</p> <p>4 they were home because they are facing some things</p> <p>5 that we've never faced before in having to stay home</p> <p>6 for two years and learn. That can mess a kid's mind</p> <p>7 up. As a parent of two county school students, I</p> <p>8 know what it looks like head on. So I appreciate</p> <p>9 the resource fair and what it was able to bring to</p> <p>10 the community. Thank you for your time.</p> <p>11 CHAIRWOMAN HENN: Thank you. Our next</p> <p>12 speaker is Lloyd Allen. Good evening.</p> <p>13 MR. ALLEN: Good evening. Chair Henn, Vice</p> <p>14 Chair McMillion, Superintendent Williams and Members</p> <p>15 of the Board. Thank you for the opportunity to</p> <p>16 speak tonight. I am Lloyd Allen, he/him, special</p> <p>17 educator in mathematics, speaking solely as an</p> <p>18 individual.</p> <p>19 Where do teachers come from? There is no</p> <p>20 teacher stork, there is no teacher Cabbage Patch.</p> <p>21 Sadly, teachers do not spring full blown from the</p>	<p style="text-align: right;">Page 49</p> <p>1 Baltimore County should be applauded for</p> <p>2 participating in TAM, the Teacher Academy of</p> <p>3 Maryland. I would love to think that five years</p> <p>4 from now a greater fraction of the seniors in TAM,</p> <p>5 than their peers, will complete new educator</p> <p>6 orientation and will spend this week nervously</p> <p>7 putting up bulletin boards. Similarly, when other</p> <p>8 societies offer tutoring, whether it's after school,</p> <p>9 during lunch, or during a specified time during the</p> <p>10 day, this might spark in some students the itch that</p> <p>11 they will one day scratch by joining our ranks.</p> <p>12 Now, these are things we do now. TAM</p> <p>13 hasn't been around long enough to reap rewards, but</p> <p>14 it has potential. But what can we do over the</p> <p>15 shorter term? What are the gateway experiences to</p> <p>16 teaching?</p> <p>17 I know at least one teacher who was an</p> <p>18 instructional assistant not two years ago. Taking</p> <p>19 advantage of the Grow Our Own Program, she now works</p> <p>20 with instructional assistants. But now, as a</p> <p>21 teacher, who writes and delivers lessons, is</p>

<p style="text-align: right;">Page 50</p> <p>1 responsible for grades, prep and communicating with 2 parents. Not every IA wants to become a teacher, 3 and that's fine. I don't want to be an 4 administrator. But it's imperative that we keep 5 this program vital and healthy. When we grow our 6 own, we grow teachers who know what they're getting 7 themselves into. I see that we have a class in the 8 registration system that helps adult assistants to 9 transition into instructional assistants. And I see 10 that that class is full. It will help them to pass 11 the ParaPRO. They will eventually have increased 12 responsibilities and they will also have health 13 insurance and a pension. Not every AA wants to 14 become an IA, and that is fine. Again, I don't want 15 to become an admin. But helping our staff to 16 progress up the lanes, may help us to grow our and 17 their capacity. Thank you.</p> <p>18 CHAIRWOMAN HENN: Thank you. Our next 19 speaker is Darren Badillo. Welcome.</p> <p>20 MR. BADILLO: Good evening, Board of 21 Education members. I thank many of you for your</p>	<p style="text-align: right;">Page 52</p> <p>1 upon for speaking up or trying to suspend or write 2 up a student who continues to break the rules.</p> <p>3 This is important: equity and social 4 emotional, when you put them together, it equals a 5 poor education, failing community and no one's held 6 accountable. It's not about black or white. It's 7 about right or wrong. Towards the end of the year, 8 it only got worse. It went from students bringing 9 weapons to schools, hand guns were found in 10 Baltimore County Schools. One child got airlifted 11 for being seriously injured on school property. One 12 child was hit with a baseball bat on school property 13 and another child was robbed at gunpoint and another 14 child was pistol whipped during a high school after 15 school event.</p> <p>16 Let me ask the board this. Vaping, how are 17 children allowed to vape on school property? Last 18 year one child had a seizure due to strong 19 marijuana. We hear fentanyl all over the county. 20 We need to fight to protect our children with peer 21 pressure and drugs in school. I'm begging you to do</p>
<p style="text-align: right;">Page 51</p> <p>1 service. Your job is the last defense on making 2 sure our children have a quality and safe education. 3 It's not the teachers unions, it's not the county 4 council, and it's not the county executive. The 5 buck stops here.</p> <p>6 Most of you are leaving and have not run 7 for reelection. All of you had many choices to make 8 last year during the pandemic. To the public, many 9 seemed bad and did not put our children's education 10 and safety first, and I can understand why. Let's 11 have a brief recap from last year. Many children 12 with IEPs and 504s have not received the proper 13 education and children with disabilities are seen as 14 a problem rather than a child that needs additional 15 services. In the beginning of the year, many fights 16 were documented on the news. It started as small 17 fights, then big fights, posted on social media and 18 then recordings sent to me and other local leaders. 19 Children being violent, disruptive, disrespectful in 20 class, as well as on a school bus and nothing being 21 done about it. Teachers and bus drivers are frowned</p>	<p style="text-align: right;">Page 53</p> <p>1 something before somebody loses a child. Can we put 2 ideas in place to hold children and parents 3 accountable? Can we put ideas and plans to protect 4 their children's safety while in school, like hire 5 an outside security firm or put cameras in school? 6 Can we have a meeting with the students at the 7 beginning of the school year to discuss what 8 bullying is and what will happen if you bully other 9 students? But most importantly, can we discuss what 10 appropriate touching is and what's not. We need to 11 educate our children on what sexual assault is and 12 what steps will be taken if it happens to them. We 13 had 200 kids walk out of Dundalk High School because 14 of sexual assaults and we had 400 children walk out 15 of Patapsco High School. Last year was a mess. I 16 haven't heard of any plans to address these issues. 17 And some of you will never serve the public again, 18 you still have a chance to make a significant 19 difference. Please do something before you leave. 20 Thank you.</p> <p>21 CHAIRWOMAN HENN: Thank you. Our next</p>

<p style="text-align: right;">Page 54</p> <p>1 speaker is Muhammad Jameel.</p> <p>2 MR. JAMEEL: All right. Good evening and</p> <p>3 blessings to everyone. 46 years ago in 1976, our</p> <p>4 first child was enrolled in elementary school and</p> <p>5 the two younger ones followed four and six years</p> <p>6 later. I had become an active member of the PTA and</p> <p>7 elected as its president in 1984. The hot topics</p> <p>8 throughout those 16 years under Dr. Deville</p> <p>9 (phonetic) were: school vouchers, teacher shortage,</p> <p>10 minority achievement gap, special education,</p> <p>11 budgetary approval, TABCO, AFSME, leaking roofs,</p> <p>12 dysfunctional plumbing systems, deteriorating</p> <p>13 buildings, overcrowding, discipline, and lack of air</p> <p>14 conditioning and heating systems. Dr. Stuart Berger</p> <p>15 in 1992 became very controversial and was let go.</p> <p>16 Dr. Anthony Marchione was hired in 1995, who</p> <p>17 departed in 2000. The persistent issues existing</p> <p>18 since 24 years did not disappear. My children had</p> <p>19 graduated from high school by that time. I had also</p> <p>20 become a community leader and heard from parents</p> <p>21 about the difficulties that children faced and were</p>	<p style="text-align: right;">Page 56</p> <p>1 needs. Many teachers use BCPS as a springboard and</p> <p>2 move to other jurisdictions.</p> <p>3 We have advocated before and today for the</p> <p>4 board to have power to tax and avoid the restricted</p> <p>5 funding necessary. The head of any organization,</p> <p>6 like Dr. Williams, can only produce a quality</p> <p>7 product if he or she is provided good, healthy</p> <p>8 resources and good quality resources.</p> <p>9 In my humble opinion, Dr. Williams is an</p> <p>10 optimum head who has been performing the best as</p> <p>11 possible with what limited powers and resources he</p> <p>12 has been given. And you can compare what all the</p> <p>13 issues I mentioned before and how many of them have</p> <p>14 been taken care of.</p> <p>15 God bless you all. Thank you for</p> <p>16 listening.</p> <p>17 CHAIRWOMAN HENN: Thank you. Next we have</p> <p>18 Dr. Bash Pharoan.</p> <p>19 DR. PHAROAN: Good evening to all. It's</p> <p>20 really a special time of the year. And I really</p> <p>21 thank you all for what you're doing to the school</p>
<p style="text-align: right;">Page 55</p> <p>1 facing. It reinforced similar narratives of my</p> <p>2 children during their school years. Dr. Hairston</p> <p>3 had become the new Superintendent. Seismic change</p> <p>4 in the demographics was taking place. Questions</p> <p>5 about quality and equity became more evident, in</p> <p>6 addition to the issues mentioned earlier. I</p> <p>7 resolved then to never miss and attending meeting of</p> <p>8 the board, if possible, when permissible, and opine</p> <p>9 and also present solutions. Dr. Dance was recruited</p> <p>10 in 2012 and let go in 2017, and Dr. Verletta White</p> <p>11 served as an interim superintendent.</p> <p>12 Dr. Williams, you were recruited in 2020.</p> <p>13 I witnessed a turnover of many board members over</p> <p>14 the last 46 years. It begs the question whether Dr.</p> <p>15 Williams alone is responsible or liable for the</p> <p>16 history of continuous shortcomings in BCPS. Crime</p> <p>17 and gun violence have been increasing every year</p> <p>18 throughout the country. Almost a third of the</p> <p>19 students come from a single parent home, another</p> <p>20 third of food security. SROs have been patrolling.</p> <p>21 Capital budget had been lacking to meet all the</p>	<p style="text-align: right;">Page 57</p> <p>1 system with the restrictions you have.</p> <p>2 I have five concerns I want to share with</p> <p>3 you. Number one, the county executive turned you</p> <p>4 down twice. And in the second time, he described</p> <p>5 your action as irresponsible. Isn't that proof</p> <p>6 enough for you to lobby Annapolis to grant you tax</p> <p>7 levying authority so you can be independent? The</p> <p>8 community is saying that the buck stops here. It</p> <p>9 can't stop with you unless you have control on</p> <p>10 collecting education taxes and spending it. You</p> <p>11 can't be independent.</p> <p>12 Number two, racism against blacks, Latinos,</p> <p>13 Muslims, lesbians, and others still occur inside the</p> <p>14 school and outside. And it really cannot be an</p> <p>15 issue of white and black. This is almost like</p> <p>16 termites, it really needs to be dealt with.</p> <p>17 Number three, there is so much about</p> <p>18 politics in the school system: politics to advance</p> <p>19 political ideology, religious ideology, ethnic</p> <p>20 ideology. If we don't focus on education and leave</p> <p>21 everything out, the students will lose, no doubt.</p>

<p style="text-align: right;">Page 58</p> <p>1 Number four, the school system is focused</p> <p>2 on multitasking. I'll give you an example. You are</p> <p>3 the restaurant that feeds the students in the school</p> <p>4 and even -- well, my time is running out -- and you</p> <p>5 have bussing issues, and you got to focus on</p> <p>6 education, all right. Always remember GE and GM.</p> <p>7 GE was doing everything from space to the pot. You</p> <p>8 need to focus on education. Everything else needs</p> <p>9 to be somewhere else.</p> <p>10 Last. Honestly, I don't think we learned</p> <p>11 the lessons of COVID. If we had unrest tomorrow,</p> <p>12 all right, and our kids cannot go to school, you</p> <p>13 need Virtual Learning Plan program. I think it's</p> <p>14 not a priority anymore to the school system based on</p> <p>15 what I hear and read and talk to people in the</p> <p>16 education system. I think we should be prepared,</p> <p>17 whether it's a virus, violence, shortage of</p> <p>18 teachers, whatever it is.</p> <p>19 I thank you for listening to me.</p> <p>20 CHAIRWOMAN HENN: Thank you. Our next</p> <p>21 speaker is Brent Howard. Good evening.</p>	<p style="text-align: right;">Page 60</p> <p>1 allow additional partnerships to be created with</p> <p>2 other businesses. And that's something that we took</p> <p>3 advantage of and we passed that information on to</p> <p>4 our membership and they were great -- wildly</p> <p>5 enthused by that opportunity.</p> <p>6 When I attended a partnership, on a</p> <p>7 personal note, as a parent of children entering the</p> <p>8 BCPS system, I was encouraged by the number of</p> <p>9 award-winning teachers and administrators that are</p> <p>10 currently employed by BCPS. It spoke to the type of</p> <p>11 individuals that are currently employed at BCPS and</p> <p>12 the support that our current parents and teachers</p> <p>13 are enjoying at this time.</p> <p>14 After a few trying years that all public</p> <p>15 school administrators have been dealing with, we</p> <p>16 stand for continuity and consistency in leadership</p> <p>17 to continue to support the students and parents</p> <p>18 moving forward, as well as create a healthy business</p> <p>19 community. The business community is supported by</p> <p>20 parents and teachers, as well as students. If they</p> <p>21 don't have -- if they're not healthy, if they're not</p>
<p style="text-align: right;">Page 59</p> <p>1 MR. HOWARD: Hello. Excuse me. Hello,</p> <p>2 Madam Chairperson and board members. My name is</p> <p>3 Brent Howard, President of the Baltimore County</p> <p>4 Chamber of Commerce. The Baltimore County Chamber</p> <p>5 has fostered a strong partnership with BCPS</p> <p>6 leadership, creating lines of communication between</p> <p>7 BCPS leadership and Baltimore County businesses in</p> <p>8 general by way of event partnership and general</p> <p>9 outreach. Superintendent Dr. Williams has spoken</p> <p>10 multiple times to our membership. His first visit</p> <p>11 came during his first year during his tenure, to</p> <p>12 chart out his vision and the focus of his</p> <p>13 administration. His subsequent visits provided</p> <p>14 pivotal updates and an avenue to continually engage</p> <p>15 BCPS in illuminating other opportunities to support</p> <p>16 the Baltimore County Public School System by the</p> <p>17 business community.</p> <p>18 I recently attended the BCPS partnership</p> <p>19 fair. It showcased the partnerships BCPS has</p> <p>20 created with business owners of all sides of all</p> <p>21 shapes and sizes, as well as creating a vehicle to</p>	<p style="text-align: right;">Page 61</p> <p>1 set up to be successful, then it has a cascading</p> <p>2 effect on all of us, and that's something that we've</p> <p>3 seen over the last two years.</p> <p>4 So we look forward to this particular year</p> <p>5 of students going back into the schools as well as</p> <p>6 the continued partnerships between BCPS, as well as</p> <p>7 the business community to continue to create and</p> <p>8 foster partnerships that we think are going to have</p> <p>9 an impact on our students as well as our community</p> <p>10 in general. Thank you.</p> <p>11 CHAIRWOMAN HENN: Thank you. Our final</p> <p>12 speaker is Jean Milstein. Good evening.</p> <p>13 MS. MILSTEIN: Good evening. Good evening,</p> <p>14 Dr. Williams and Members of the Board. Imagine this</p> <p>15 scenario: You're sitting in an airport terminal</p> <p>16 eagerly awaiting your flight home after a week long</p> <p>17 vacation when you hear an announcement, your flight</p> <p>18 is oversold. You feel an uncomfortable uncertainty</p> <p>19 as they ask for volunteers to move to a different</p> <p>20 flight. Monetary compensation is offered. You take</p> <p>21 stock of your situation, can you afford a five-hour</p>

<p style="text-align: right;">Page 62</p> <p>1 delay? Sometimes arriving late isn't an option, 2 family, work and other obligations prevent it. 3 Other times, arriving home five hours late with 4 airline vouchers during the summer means that you're 5 able to attend your friends international wedding in 6 France the following winter. An inconvenience 7 becomes an asset. People like to think that they 8 are gaining something rather than losing something. 9 Would you rather fly on the airline that suddenly 10 decides to charge you to check your luggage after 11 years of doing things for free or the airline that 12 allows you to pay a premium for early boarding? 13 Both are monetary transactions, but in one, it feels 14 like you're having something taken away, the other 15 feels like you're paying for a perk. The same 16 concept works for a school system as well. One 17 county is offering bonuses for dual certified staff 18 to fill roles in harder to fill areas, another 19 reassigns teachers two weeks before school starts. 20 Which system would you rather work for? 21 Raising compensation rates for providing</p>	<p style="text-align: right;">Page 64</p> <p>1 on the agenda is Action Taken in Closed Session, and 2 for that I call on Mr. Brousaides. 3 MR. BROUSAIDES: Good evening. 4 CHAIRWOMAN HENN: Good evening. 5 MR. BROUSAIDES: Previously the board met 6 in closed session in its quasi-judicial capacity to 7 render decisions in the following cases: HE22-11, 8 HE22-16, 22-26, 22-28, 22-29, 22-30, 22-32, 22-33, 9 22-37 and 22-38. Now would be an appropriate time 10 to confirm the votes taken in closed session. 11 CHAIRWOMAN HENN: Thank you. May I have a 12 motion to approve the action taken in closed session 13 on hearing examiner's case HE 22-11 in which oral 14 argument was held and authorize Ms. Gover to sign 15 for those board members not physically present? 16 STUDENT COMMISSIONER HASSAN: So moved, 17 Hassan. 18 CHAIRWOMAN HENN: Second. 19 COMMISSIONER ROWE: Second. 20 CHAIRWOMAN HENN: Any discussion? May I 21 have a roll call vote, please.</p>
<p style="text-align: right;">Page 63</p> <p>1 special education services, paying support staff to 2 cover classes when they know the students and the 3 content, both are examples of using resources wisely 4 and creatively. Let's ask ourselves, are there 5 other ways that we can leverage our large system in 6 creative ways? Can we combine sections of courses 7 and have teachers teaching electives and other 8 classes virtually to students in more than one 9 building? Can we ask for volunteers to go back into 10 the classroom based on factors that allow staff some 11 control over where and how they return? Can we find 12 and encourage support staff who may have been in the 13 roles for years to take the leap to become certified 14 teachers while also filling in blanks in the 15 schedule? 16 As we move forward in yet another 17 unprecedented year, let us hold on to these concepts 18 and more as we support each other. And for the 19 record, I wrote this before the email came out this 20 afternoon. So thank you. 21 CHAIRWOMAN HENN: Thank you. The next item</p>	<p style="text-align: right;">Page 65</p> <p>1 MS. GOVER: Ms. Rowe. 2 COMMISSIONER ROWE: Yes. 3 MS. GOVER: Ms. Causey. 4 COMMISSIONER CAUSEY: (No response.) 5 MS. GOVER: Ms. Stolusky. 6 COMMISSIONER STOLUSKY: Yes. 7 MS. GOVER: Ms. Jose. 8 COMMISSIONER JOSE: Yes. 9 MS. GOVER: Mr. McMillion. 10 VICE CHAIR McMILLION: Yes. 11 MS. GOVER: Ms. Hassan. 12 STUDENT COMMISSIONER HASSAN: Yes. 13 MS. GOVER: Mr. Offerman. 14 COMMISSIONER OFFERMAN: Yes. 15 MS. GOVER: Ms. Scott. 16 COMMISSIONER SCOTT: Yes. 17 MS. GOVER: Dr. Hager. 18 COMMISSIONER HAGER: Yes. 19 MS. GOVER: Mr. Kuehn. 20 COMMISSIONER KUEHN: Yes. 21 MS. GOVER: Ms. Henn.</p>

<p>1 CHAIRWOMAN HENN: Yes.</p> <p>2 MS. GOVER: Thank you.</p> <p>3 CHAIRWOMAN HENN: The motion carries.</p> <p>4 Thank you.</p> <p>5 May I have a motion to approve the action</p> <p>6 taken in closed session on hearing examiner's cases</p> <p>7 HE22-16, 22-26, 22-28, 22-29, 22-30, 22-32, 22-33,</p> <p>8 22-37, and 22-38, and authorize Ms. Gover to sign</p> <p>9 for those board members not physically present.</p> <p>10 COMMISSIONER ROWE: So moved, Rowe.</p> <p>11 CHAIRWOMAN HENN: Is there a second?</p> <p>12 STUDENT COMMISSIONER HASSAN: Second,</p> <p>13 Hassan.</p> <p>14 CHAIRWOMAN HENN: May I have a roll call</p> <p>15 vote.</p> <p>16 MS. GOVER: Ms. Rowe.</p> <p>17 COMMISSIONER ROWE: Yes.</p> <p>18 MS. GOVER: Ms. Stolusky.</p> <p>19 COMMISSIONER STOLUSKY: Yes.</p> <p>20 MS. GOVER: Ms. Jose.</p> <p>21 COMMISSIONER JOSE: Yes.</p>	<p>Page 66</p> <p>1 CHAIRWOMAN HENN: Thank you. The next item</p> <p>2 on the agenda is the Fiscal Year 2023 Negotiation</p> <p>3 Teams. For that I call on Ms. Charley-Greene and</p> <p>4 Mr. Duque. Good evening.</p> <p>5 MS. CHARLEY-GREENE: Good evening. Good</p> <p>6 evening, Chair Henn, Vice Chair McMillion Dr.</p> <p>7 Williams and Members of the Board of Education.</p> <p>8 I'm here this evening with Mr. George</p> <p>9 Duque, Manager of Staff Relations, requesting your</p> <p>10 approval for proposed FY2023 Negotiating Teams.</p> <p>11 I'll turn it over to Mr. Duque at this time.</p> <p>12 MR. DUQUE: Good evening, Madam Chair, Vice</p> <p>13 Chair McMillion, Dr. Williams and Members of the</p> <p>14 Board.</p> <p>15 As Ms. Charley-Greene stated, this evening</p> <p>16 I'm requesting the board's consideration and</p> <p>17 approval of the recommendations made for the</p> <p>18 Negotiation Teams that will represent the board in</p> <p>19 the 22-23 negotiation cycle with our collective</p> <p>20 bargaining units.</p> <p>21 CHAIRWOMAN HENN: Thank you. May I have a</p>
<p>Page 67</p> <p>1 MS. GOVER: Mr. McMillion.</p> <p>2 VICE CHAIR McMILLION: Yes.</p> <p>3 MS. GOVER: Ms. Hassan.</p> <p>4 STUDENT COMMISSIONER HASSAN: Yes.</p> <p>5 MS. GOVER: Mr. Offerman.</p> <p>6 COMMISSIONER OFFERMAN: Yes.</p> <p>7 MS. GOVER: Ms. Scott.</p> <p>8 COMMISSIONER SCOTT: Yes.</p> <p>9 MS. GOVER: Dr. Hager.</p> <p>10 COMMISSIONER HAGER: Yes.</p> <p>11 MS. GOVER: Mr. Kuehn.</p> <p>12 COMMISSIONER KUEHN: Yes.</p> <p>13 MS. GOVER: Ms. Henn.</p> <p>14 CHAIRWOMAN HENN: Yes.</p> <p>15 MS. GOVER: Thank you.</p> <p>16 CHAIRWOMAN HENN: Thank you. The motion</p> <p>17 carries.</p> <p>18 Thank you, Mr. Brousaides.</p> <p>19 MR. BROUSAIDES: Thank you, board members.</p> <p>20 And please remember to sign the decisions before you</p> <p>21 leave tonight. They are on the table. Thank you.</p>	<p>Page 69</p> <p>1 motion to approve the Fiscal Year 2023 Negotiation</p> <p>2 Teams as presented in Exhibit H.</p> <p>3 COMMISSIONER OFFERMAN: So moved, Offerman.</p> <p>4 CHAIRWOMAN HENN: Is there a second?</p> <p>5 COMMISSIONER ROWE: Second.</p> <p>6 CHAIRWOMAN HENN: Okay. Mr. Offerman with</p> <p>7 the motion, Ms. Rowe with the second. Any</p> <p>8 discussion? May I have a roll call vote.</p> <p>9 MS. GOVER: Ms. Rowe.</p> <p>10 COMMISSIONER ROWE: Yes.</p> <p>11 MS. GOVER: Ms. Causey.</p> <p>12 COMMISSIONER CAUSEY: Yes.</p> <p>13 MS. GOVER: Ms. Stolusky.</p> <p>14 COMMISSIONER STOLUSKY: Yes.</p> <p>15 MS. GOVER: Ms. Jose.</p> <p>16 COMMISSIONER JOSE: Yes.</p> <p>17 MS. GOVER: Mr. McMillion.</p> <p>18 VICE CHAIR McMILLION: Yes.</p> <p>19 MS. GOVER: Ms. Hassan. I'm sorry.</p> <p>20 CHAIRWOMAN HENN: Student member does not</p> <p>21 vote.</p>

<p style="text-align: right;">Page 70</p> <p>1 MS. GOVER: Sorry.</p> <p>2 MS. GOVER: Mr. Offerman.</p> <p>3 COMMISSIONER OFFERMAN: Yes.</p> <p>4 MS. GOVER: Ms. Scott.</p> <p>5 COMMISSIONER SCOTT: Yes.</p> <p>6 MS. GOVER: Dr. Hager.</p> <p>7 COMMISSIONER HAGER: Yes.</p> <p>8 MS. GOVER: Mr. Kuehn.</p> <p>9 COMMISSIONER KUEHN: Yes.</p> <p>10 MS. GOVER: Ms. Henn.</p> <p>11 CHAIRWOMAN HENN: Yes.</p> <p>12 MS. GOVER: Thank you.</p> <p>13 CHAIRWOMAN HENN: Thank you. The motion</p> <p>14 carries.</p> <p>15 MS. CHARLEY-GREENE: Thank you.</p> <p>16 CHAIRWOMAN HENN: Thank you both.</p> <p>17 The next item on the agenda is the Work</p> <p>18 Session on the Proposed Fiscal Year 2024 State</p> <p>19 Capital Budget request. For that I call on Mr.</p> <p>20 Hartlove and Mr. Dixit.</p> <p>21 MR. DIXIT: So good evening, Chair Henn,</p>	<p style="text-align: right;">Page 72</p> <p>1 venture for state and local government to build and</p> <p>2 renovate buildings. Funds for these are generally</p> <p>3 predominantly from bonds, as compared to regular</p> <p>4 taxes for the operating budget. And there is limit</p> <p>5 depending on the counties or states credit</p> <p>6 worthiness as to how much money can be raised by</p> <p>7 each entity. All of these budgets must be submitted</p> <p>8 one year in advance to obtain funding before the</p> <p>9 project can be initiated. Historically, state has</p> <p>10 given us 40 to \$50 million per year and county has</p> <p>11 given us 100 to \$120 million per year. Two</p> <p>12 different cycles, they complement and support each</p> <p>13 other, but they are totally two different cycles.</p> <p>14 For a new person, it appears to be confusing and</p> <p>15 complex. But as you go into it, as you go through</p> <p>16 one cycle, you understand how one system supports</p> <p>17 the other to make it happen.</p> <p>18 Last year, Built to Learn Act provide</p> <p>19 another \$420 million over a period of 10 years in</p> <p>20 addition to county and state funds. In addition to</p> <p>21 that, there are time to time grants from state for</p>
<p style="text-align: right;">Page 71</p> <p>1 Vice Chair McMillion, Dr. Williams, Members of the</p> <p>2 Board.</p> <p>3 My name is Pete Dixit. I'm Executive</p> <p>4 Director of Facilities Management and Strategic</p> <p>5 Planning. Today we are here for a work session on</p> <p>6 state submission of capital budget.</p> <p>7 For the benefit of new members of the board</p> <p>8 and a refresher for the veteran member of the board,</p> <p>9 I have a little bit of background information about</p> <p>10 what it is and what we are going to be talking about</p> <p>11 so that we you have a better understanding.</p> <p>12 The Capital Budget is primarily to</p> <p>13 construct, renovate, improve our building system and</p> <p>14 learning environment. Operating Budget, on the</p> <p>15 other side, is to maintain, operate, repair and</p> <p>16 clean our buildings. So there's a major</p> <p>17 distinction, and I wanted the new members to know</p> <p>18 about it.</p> <p>19 There are two funding sources for the</p> <p>20 capital budget. One is the state and the other is</p> <p>21 county. In the state of Maryland, it's a joint</p>	<p style="text-align: right;">Page 73</p> <p>1 aiding schools, for healthy schools and safety and</p> <p>2 security program. They are small in amount, but</p> <p>3 they are very useful. And they have been helpful to</p> <p>4 us.</p> <p>5 For a typical project, state portion is 33%</p> <p>6 and 33 to 60%, depending on the project. The county</p> <p>7 provides 40 to 60-70% of the project. So major</p> <p>8 share of the funding is counties funding. But,</p> <p>9 state has detailed guidelines about what should be</p> <p>10 done, when it should be done in any project, even if</p> <p>11 they don't fund, but it exceeds \$350,000, they</p> <p>12 monitor, they review and they approve.</p> <p>13 So these are some of the things that I've</p> <p>14 thought Board should know before we start the work</p> <p>15 session.</p> <p>16 You have three attachments, and I'll be</p> <p>17 talking about the attachment that is Fiscal Year</p> <p>18 2024 State Capital Budget Request. It should be</p> <p>19 mentioned, in the top left corner, second line of</p> <p>20 the of the document in the top left-hand corner.</p> <p>21 For those of you who are here, you have the benefit</p>

<p style="text-align: right;">Page 74</p> <p>1 of what was submitted in the past. This is very 2 similar to what we did before. I'll highlight the 3 difference where we have changed, and it is just 4 additional projects. Again, I remind that this 5 process is about getting the funding so that we can 6 start the project.</p> <p>7 Lansdowne High School replacement was fully 8 funded in Fiscal Year 23. Built to Learn Act helped 9 us to fully fund Deer Park Elementary School, Scotts 10 Branch Elementary School, Dundalk High School 11 addition, and Towson High School. When I say they 12 are fully funded, they are based on the best 13 estimate that we have. If there are any additional 14 amount needed later on, we will work on that with 15 county and state as needed.</p> <p>16 All of those systemic projects that we had 17 included in last year's request -- and for the 18 benefit of new board members, systemic projects are 19 projects that are major systems of the building, it 20 could be roof, it could be boilers, it could be air 21 conditioning systems, as compared to major</p>	<p style="text-align: right;">Page 76</p> <p>1 all of this comes under the category of 2 Infrastructure Improvement. These systems have 3 priority because they impact classroom environment.</p> <p>4 All of these documents, in all of these 5 projects, and you will find in some cases, they are 6 open space classrooms. So when we take this 7 project, we will make sure that those open spaces 8 are closed. We also look at if there is any un- 9 airconditioned space in the building. And within the 10 constraints of funds, we take care of those spaces 11 that are not air conditioned.</p> <p>12 This document is an evolving document. The 13 entire capital improvement program submission that 14 you're seeing, it requires additional information 15 that the state requires. And the submission is of 16 the size of the old telephone books with dozens and 17 dozens and hundreds of forms to comply with state 18 regulations. That entire program has to be 19 submitted in the first week of October.</p> <p>20 So as you will see in the schedule, there's 21 another attachment there, we have detailed as to</p>
<p style="text-align: right;">Page 75</p> <p>1 construction and renovation, which entails the 2 entire building. So all of the systemic projects 3 that we included in request and board approved it, 4 they were funded, some with the state and county 5 funds and some 100% county funds. I do want to take 6 this opportunity to express our gratitude to county 7 authorities, to county executives and their fiscal 8 folks in supporting our program and especially 9 providing fundings when we do not get a state 10 funding.</p> <p>11 The following projects that you see, they 12 have been added for this year's program. Priority 13 6, 7, 8 and 9 are for intercom systems. They are old 14 and obsolete and they are extremely important for 15 communication with students. They have been added. 16 And I wouldn't read every project, but you see 17 Priority 10 through 33 are predominantly mechanical 18 systems upgrade. So, there is a lot of emphasis on 19 making sure that mechanical system function. We 20 have old systems. They have lived their useful life 21 and probability of failure is exceedingly high. So</p>	<p style="text-align: right;">Page 77</p> <p>1 when what step, what action has to be taken place. 2 So just as a reminder, key dates. The state's 3 submission was introduced to board in the August 8th 4 meeting, which was rescheduled. So we had presented 5 it again on the rescheduled meeting. Today is the 6 work session, which is August 23rd. And in order to 7 meet state deadline of first week of October, will 8 require your approval in the next board meeting, 9 which is September 13. We had asked the board to 10 submit any questions to Superintendent, and we have 11 not received any questions indicating that the 12 information we provided was clear enough and did not 13 require any clarification. But if there is any 14 question that you have, I'll try to answer. If I 15 don't have the answer, I'll get back to you later 16 on.</p> <p>17 So with that, the floor is yours.</p> <p>18 CHAIRWOMAN HENN: Thank you, Mr. Dixit.</p> <p>19 And I'll get us started with one question. 20 And that's regarding the template for the state 21 request. Is that an internal document, or within</p>

<p style="text-align: right;">Page 78</p> <p>1 the telephone book, is this something we submit in</p> <p>2 the format that the board is reviewing to the state?</p> <p>3 MR. DIXIT: So the details of the program</p> <p>4 are not reviewed by the state prior to submission,</p> <p>5 but you get a copy of it.</p> <p>6 CHAIRWOMAN HENN: Okay, let me be clearer</p> <p>7 in my question.</p> <p>8 MR. DIXIT: Okay.</p> <p>9 CHAIRWOMAN HENN: The specific state</p> <p>10 capital requests document that we the board receives</p> <p>11 and approves, is that document an internal template,</p> <p>12 or is that a state template? And if the board</p> <p>13 wanted to see additional data points, is that</p> <p>14 something we could request to see on that? For</p> <p>15 instance, it would be helpful to see the state</p> <p>16 funding source, for instance, if it's a Built to</p> <p>17 Learn project, if it's an Aging Schools or Healthy</p> <p>18 Schools project to identify that. And is that</p> <p>19 something that's considered when prioritizing that</p> <p>20 whether or not funds are available for each</p> <p>21 particular project?</p>	<p style="text-align: right;">Page 80</p> <p>1 know which source of funding the remaining projects</p> <p>2 were to come from because they have different</p> <p>3 requirements. And the last piece of my question,</p> <p>4 then, had to do with does the funding source --</p> <p>5 because they're different criteria, right, for which</p> <p>6 project qualifies for which funding?</p> <p>7 MR. DIXIT: Yeah.</p> <p>8 CHAIRWOMAN HENN: Is that a factor in your</p> <p>9 prioritization based on which funding is available</p> <p>10 in any given year?</p> <p>11 MR. DIXIT: So, if I understand your</p> <p>12 question right, what Board is really approving is</p> <p>13 the priority of these projects. So as the funds</p> <p>14 become available, if the Built to Learn Act came to</p> <p>15 us, you will see that we follow the same priority</p> <p>16 that Board has approved. Once 1, 2, 3, 4, 5,</p> <p>17 whatever is funded by Built to Learn, then there's</p> <p>18 all one source of fund for state and one source of</p> <p>19 fund for county. So we keep following that priority</p> <p>20 that Board has approved. We do not change any</p> <p>21 priority than what we are sharing with you and what</p>
<p style="text-align: right;">Page 79</p> <p>1 MR. DIXIT: So, in your attachment for the</p> <p>2 -- it's a good question, so let me see if I can get</p> <p>3 to my attachment. If you look at the spreadsheet --</p> <p>4 let me answer the first part. This format is our</p> <p>5 own format. And from time to time, Board has added</p> <p>6 additional requests that we provide. For example,</p> <p>7 FARMS Percentage was an item that Board had</p> <p>8 requested, and we had included that. About the</p> <p>9 source of funding, if you look at the attachment,</p> <p>10 there is a number in front of that school and then</p> <p>11 there is a footnote indicating what that. So all of</p> <p>12 the Built to Learn Act project have four in front of</p> <p>13 them, okay. So four indicates that these projects</p> <p>14 will not be submitted to state in October because</p> <p>15 they have already been funded by Built to Learn.</p> <p>16 And when we submit it to them, we'll take those</p> <p>17 projects out.</p> <p>18 Did I answer your question?</p> <p>19 CHAIRWOMAN HENN: Mostly, yes.</p> <p>20 MR. DIXIT: Okay.</p> <p>21 CHAIRWOMAN HENN: It would be helpful to</p>	<p style="text-align: right;">Page 81</p> <p>1 you will approve. So once the Built to Learn funding</p> <p>2 is exhausted, we will go to state, and state and</p> <p>3 county is a formula that those forms will indicate</p> <p>4 the calculation. And if the project is important</p> <p>5 enough or urgent enough, and state did not fund it,</p> <p>6 then we request county partners to help us fund that</p> <p>7 and in lot of cases they do.</p> <p>8 CHAIRWOMAN HENN: So in any given year --</p> <p>9 you said we received 40 to 50 million.</p> <p>10 MR. DIXIT: That's right.</p> <p>11 CHAIRWOMAN HENN: If an additional 40 to 50</p> <p>12 million were made available and the cut off were</p> <p>13 that Projects 1 through 10 were funded, would we</p> <p>14 then fund 11 and so forth down the line if</p> <p>15 additional funds were available?</p> <p>16 MR. DIXIT: That's right. Yes.</p> <p>17 CHAIRWOMAN HENN: Thank you.</p> <p>18 MR. DIXIT: We will not change board</p> <p>19 approved priority.</p> <p>20 CHAIRWOMAN HENN: Okay. Other questions,</p> <p>21 board members? Ms. Rowe, and then Ms. Jose, and</p>

<p style="text-align: right;">Page 82</p> <p>1 then I'll --</p> <p>2 COMMISSIONER ROWE: Mr. Dixit.</p> <p>3 CHAIRWOMAN HENN: -- check the chat.</p> <p>4 COMMISSIONER ROWE: So I see in a lot of</p> <p>5 these, in 10 and below, it says Open Space</p> <p>6 Improvement. Can you explain what that is? And is</p> <p>7 that open space money that's being used for the open</p> <p>8 space improvement, or is that school system</p> <p>9 construction program fund? Because I know there's an</p> <p>10 open space grant. I'm just trying to figure out --</p> <p>11 MR. DIXIT: Okay. It's an excellent</p> <p>12 question. A lot of schools that were designed and</p> <p>13 built in '70s, architect used open floor program.</p> <p>14 If you if you are a teacher or if you have been a</p> <p>15 teacher, you understand what it was, that was a</p> <p>16 trend in education, where open space was provided</p> <p>17 with a bunch of classes could be conducted in the</p> <p>18 same space. Later on, we found that the instruction</p> <p>19 process or the learning environment is not as</p> <p>20 conducive and the architectural trend was not the</p> <p>21 right thing to do for students. The challenge</p>	<p style="text-align: right;">Page 84</p> <p>1 COMMISSIONER ROWE: Okay, so this has</p> <p>2 nothing to do with like the Open Space Grant Program</p> <p>3 that has to do with like parks facilities --</p> <p>4 MR. DIXIT: No. No, it does not.</p> <p>5 COMMISSIONER ROWE: -- exterior land? This</p> <p>6 is the actual whether or not a building was</p> <p>7 constructed to have open classrooms or individual</p> <p>8 classrooms? Okay.</p> <p>9 MR. DIXIT: That's right.</p> <p>10 COMMISSIONER ROWE: That's helpful because</p> <p>11 that if you're familiar with all the grant programs,</p> <p>12 the name is confusing.</p> <p>13 Has the county agreed to fund Priorities 10</p> <p>14 to 33 if the state does not?</p> <p>15 MR. DIXIT: So, county does not take any</p> <p>16 action until the board approves it. So we have</p> <p>17 talked to them. They are aware of our submission,</p> <p>18 but they have not said yes or no. But if you go by</p> <p>19 the prior experience, they have been extremely</p> <p>20 supportive of our request. I'd like to acknowledge</p> <p>21 Dr. Williams' leadership in that, that whenever his</p>
<p style="text-align: right;">Page 83</p> <p>1 became that once you had that, it is difficult to</p> <p>2 update the building. It is not simply a matter of</p> <p>3 just providing a partition. The building has to be</p> <p>4 practically redesigned to convert that spaces into</p> <p>5 individual classroom or as close to individual</p> <p>6 classrooms as you can get. Because the lighting</p> <p>7 system, the mechanical system, the ventilation</p> <p>8 system, all have to be redesigned. There was never</p> <p>9 funding for that additional work because of the</p> <p>10 needs. As you know, our needs far exceed the</p> <p>11 available fund, \$4.7 billion is need and \$2.5</p> <p>12 billion is the available funding over a period next</p> <p>13 15 years. So what we are trying to do with the</p> <p>14 approval of our superintendent and with the support</p> <p>15 of our fiscal partners, that whenever we get a</p> <p>16 chance to get into a building where some funding is</p> <p>17 available for other part of the program, for</p> <p>18 example, air conditioning or mechanical system, we</p> <p>19 use that opportunity to redesign the spaces to</p> <p>20 change open space to do an enclosed space as close</p> <p>21 as we can get.</p>	<p style="text-align: right;">Page 85</p> <p>1 team submits something, he gets total support from</p> <p>2 county fiscal partners.</p> <p>3 COMMISSIONER ROWE: Okay. And so, also my</p> <p>4 understanding is that the IAC has come up with their</p> <p>5 facilities conditions index scores. And I wanted to</p> <p>6 know if any of these items in 10 to 33, if we</p> <p>7 perform these items and those facilities conditions</p> <p>8 index scores show that that school would have been</p> <p>9 better off to rebuild, will any of these projects,</p> <p>10 if we do them, prevent the rebuilding of the school</p> <p>11 in the next 20 years?</p> <p>12 MR. DIXIT: So, let me try to give you a</p> <p>13 little bit --</p> <p>14 COMMISSIONER ROWE: Do you understand what</p> <p>15 I'm asking, right?</p> <p>16 MR. DIXIT: Yes, I know exactly what you're</p> <p>17 asking. So any assessment that is done is helpful,</p> <p>18 but nothing beats the knowledge of staff and team</p> <p>19 inside our own organization. So we have an</p> <p>20 assessment done by independent consultant that</p> <p>21 county funded. We have another assessment that the</p>

<p style="text-align: right;">Page 86</p> <p>1 state has funded. And there's bound to be some 2 deviation in their assessment. These systems have 3 lived their useful life, regardless of who's 4 assessing it. So, if for some reason the condition 5 comes that they do not fund it because their 6 assessment indicates they do not, it doesn't change 7 the fact that the system is ready to fail. So this 8 is not an exact science. It is the best experience. 9 They spend a certain number of hours in assessment. 10 We spend 24 hours fixing it when they fail. So 11 really our team, the maintenance team, the design 12 team, and the operating team combined, that 13 institutional knowledge is very valuable to us. 14 COMMISSIONER ROWE: Okay, so if we fix, for 15 instance, the mechanical spring system at one of 16 these schools and then we decide within 20 years 17 based on our information and the state's facilities 18 index scoring, which will change the funding 19 qualifications in 2027, that we wanted to rebuild 20 this school, would that mechanical system have to be 21 deducted from the state share because it's been</p>	<p style="text-align: right;">Page 88</p> <p>1 MR. DIXIT: Okay. 2 CHAIRWOMAN HENN: Thank you. Ms. Jose, you 3 are next in the chat. 4 COMMISSIONER JOSE: Thank you. 5 Mr. Dixit, first of all, thank you for the 6 presentation. I see that there's a lot of funding 7 for Capital CIP infrastructure improvements, and 8 that's good to see, what is important for capital -- 9 for capital facilities, as you know. I also like 10 that you included the FARM percentages for the state 11 capital budget request. 12 Can you explain how the priorities that 13 were approved by the board and how BCPS does its 14 assessment as opposed to the state assessment for 15 funding? 16 MR. DIXIT: So, good question. I'll take 17 the last part first. The state's assessment is 18 mainly for the condition of the system. Our 19 evaluation supported by Baltimore County, which is 20 known as Multi-Year Improvement Plan for all the 21 school, we looked at three factors: the condition</p>
<p style="text-align: right;">Page 87</p> <p>1 newly replaced? 2 MR. DIXIT: Another very good question. So 3 anytime you have bond money for a project and then 4 you demolish that school, on a prorated basis, that 5 amount has to be -- we have to reimburse state for 6 that amount. But keep in mind, that the average 7 lifetime of that system is 15 years -- 8 COMMISSIONER ROWE: Uh-huh. 9 MR. DIXIT: -- and state assessment will 10 not start on certain projects to 27, Fiscal 27. 11 COMMISSIONER ROWE: That's three years from 12 now. 13 MR. DIXIT: Yeah. 14 COMMISSIONER ROWE: So in, you know, 12 15 years, we have to wait 12 years before replacing a 16 building? 17 MR. DIXIT: Yes. So we have been very 18 careful in looking at it that none of these schools 19 are for renovation at this time or in the next 5, 10 20 year horizon. 21 COMMISSIONER ROWE: Okay, thank you.</p>	<p style="text-align: right;">Page 89</p> <p>1 of the building, the capacity utilization of the 2 building, and educational adequacy and equity. So 3 the system that we have used goes far beyond just 4 the condition of the building. So we have lot more 5 trust in what we have, but also respect the state 6 system because they also fund part of the project. 7 So the priority of the major project is based on 8 consideration of those three factors. And they have 9 been vetted with the Board before, Multi-Year 10 Improvement Plan for all schools are presented here. 11 They have been shared with the with the county folks 12 and with our administration. 13 I didn't miss any part of your question, 14 did I? 15 COMMISSIONER JOSE: No, you answered it, so 16 thank you. I understand that the state is looking 17 at it at a very high level, so it's looking at 18 condition. 19 MR. DIXIT: That's right. 20 COMMISSIONER JOSE: We are down, the ground 21 boots on the ground. So you're looking at it</p>

<p style="text-align: right;">Page 90</p> <p>1 holistically and it's a more wholesome approach. So</p> <p>2 thank you and also for putting the FARMS Percentage.</p> <p>3 CHAIRWOMAN HENN: Thank you.</p> <p>4 Mr. McMillion.</p> <p>5 VICE CHAIR McMILLION: Good evening, Mr.</p> <p>6 Pete.</p> <p>7 MR. DIXIT: Good evening.</p> <p>8 VICE CHAIR McMILLION: Let's -- I probably</p> <p>9 need to turn one of these off. The third attachment</p> <p>10 FY23, County Capital Budget Request and the priority</p> <p>11 number, No. 9 is the Northeast Area New, slash,</p> <p>12 Addition, slash, Renovation and No. 10 is the</p> <p>13 Southeast Area New, slash, Addition, slash,</p> <p>14 Renovation. Can you share with the public when are</p> <p>15 you going to release the results of the overcrowding</p> <p>16 analysis, the Northeast and the Southeast?</p> <p>17 MR. DIXIT: So, as we indicated to you in</p> <p>18 our response to your question before, we are in the</p> <p>19 final stages of completing that. The need for that</p> <p>20 information will be in the county's capital budget</p> <p>21 when we come to you later on in November-December</p>	<p style="text-align: right;">Page 92</p> <p>1 all accurate information so that we can support it.</p> <p>2 Our consultant is working very diligently on it.</p> <p>3 VICE CHAIR McMILLION: Okay, thank you.</p> <p>4 MR. DIXIT: Thank you.</p> <p>5 CHAIRWOMAN HENN: Thank you. And as a</p> <p>6 follow up, Mr. Dixit, those two projects, the</p> <p>7 planning have been funded by the county and that's</p> <p>8 why those are on the FY23 county --</p> <p>9 MR. DIXIT: That's right.</p> <p>10 CHAIRWOMAN HENN: -- request --</p> <p>11 MR. DIXIT: You got that right.</p> <p>12 CHAIRWOMAN HENN: -- not the FY24 state</p> <p>13 request that we're discussing?</p> <p>14 MR. DIXIT: That's right. That's right.</p> <p>15 CHAIRWOMAN HENN: So I just wanted to</p> <p>16 clarify for those at home.</p> <p>17 MR. DIXIT: No, that helps. And that</p> <p>18 information, which will come out of those studies,</p> <p>19 they'll take us further into how much money is</p> <p>20 needed from county to start design. Right now we</p> <p>21 don't know what to design.</p>
<p style="text-align: right;">Page 91</p> <p>1 time period. So it is our hope at this time that</p> <p>2 those reports will be completed prior to that. We</p> <p>3 have said early fall to you before, and we still</p> <p>4 hope that we can meet that timeline.</p> <p>5 VICE CHAIR McMILLION: Okay, because, you</p> <p>6 know, the public is anxious to hear that, as I am,</p> <p>7 too.</p> <p>8 MR. DIXIT: So from little bit that I know,</p> <p>9 is very supportive of what public had requested in</p> <p>10 our community meetings. Some of the final details</p> <p>11 are still being worked out. And as we find it,</p> <p>12 we'll share that with you.</p> <p>13 VICE CHAIR McMILLION: Okay, so can you</p> <p>14 give me approximate month when you can do this?</p> <p>15 MR. DIXIT: If I give you, it will not be</p> <p>16 accurate information. So that's my concern, okay.</p> <p>17 VICE CHAIR McMILLION: Okay, okay. I'm</p> <p>18 sorry.</p> <p>19 MR. DIXIT: No, I know. And we are just as</p> <p>20 excited and anxious to release it as you'd like to</p> <p>21 see it. But we want to have complete document with</p>	<p style="text-align: right;">Page 93</p> <p>1 CHAIRWOMAN HENN: So we're not requesting</p> <p>2 anything from the state for those two projects as of</p> <p>3 now?</p> <p>4 MR. DIXIT: That's right.</p> <p>5 CHAIRWOMAN HENN: Thank you.</p> <p>6 MR. DIXIT: Thank you.</p> <p>7 CHAIRWOMAN HENN: Dr. Hager. Thank you.</p> <p>8 Also, I always appreciate your explanation, so</p> <p>9 everything, the refresher is always good.</p> <p>10 So since I've been on the board for two and</p> <p>11 a half years now, we've seen a lot of really</p> <p>12 ambitious building, you know, capital budget</p> <p>13 requests, and which I think is wonderful because</p> <p>14 there's a great need. So, for example, Lansdowne,</p> <p>15 you mentioned, has been taken off of us because it's</p> <p>16 fully funded, but it won't be done for a number of</p> <p>17 years.</p> <p>18 MR. DIXIT: That's right.</p> <p>19 COMMISSIONER HAGER: So for the projects in</p> <p>20 that boat, that money is protected and will</p> <p>21 certainly -- it can't be taken away from that</p>

<p>1 project?</p> <p>2 MR. DIXIT: That's right. Absolutely</p> <p>3 right.</p> <p>4 COMMISSIONER HAGER: Okay. Just wanted to</p> <p>5 make sure I heard you say that.</p> <p>6 MR. DIXIT: Yes, for example, Lansdowne</p> <p>7 High School, that has been funded. That means now</p> <p>8 the challenge is on us to complete the design as</p> <p>9 soon as we can and build it. The money is there.</p> <p>10 We can write checkbooks -- checks from the</p> <p>11 checkbook.</p> <p>12 COMMISSIONER HAGER: That's good to know.</p> <p>13 Again, because it can't happen in a year, and I</p> <p>14 understand that, for sure.</p> <p>15 And I wasn't able to attend the last board</p> <p>16 meeting, but I listened to it and I heard you say</p> <p>17 that there wasn't money budgeted in the state</p> <p>18 request for Dulaney because it had been funded as</p> <p>19 well. But when I looked at the county requests,</p> <p>20 Towson and Dulaney seemed to have the same funding</p> <p>21 amount set aside for them. So could you just</p>	<p>Page 94</p> <p>1 available, but no comparison has been made to date.</p> <p>2 We are quite comfortable with the information in my</p> <p>3 iPass, and we even refined the information in my</p> <p>4 iPass for systemics based on additional knowledge</p> <p>5 that we have. So the information that you are</p> <p>6 getting, it is about as good as you can get</p> <p>7 anywhere.</p> <p>8 CHAIRWOMAN HENN: So you have not seen the</p> <p>9 state's facility assessment?</p> <p>10 MR. DIXIT: I have not seen state</p> <p>11 assessment. But I wouldn't be concerned about it</p> <p>12 because we already did a detailed study. We did the</p> <p>13 detailed study, we compared with our own information</p> <p>14 that we had before. And not only that, we know from</p> <p>15 day to day which equipment fails more frequently,</p> <p>16 which equipment needs replacement. And so when you</p> <p>17 put all of that information together -- see, the</p> <p>18 common notion and perception is that there is a</p> <p>19 numerical way of saying that this boiler or this</p> <p>20 chiller is the worst, the second worst, the third.</p> <p>21 There is no way. You know, it's like you take 200</p>
<p>1 explain that a little bit more.</p> <p>2 MR. DIXIT: Yes. So, county has approved</p> <p>3 design funds for Dulaney. So we are starting design</p> <p>4 of that. Once we get to the stage that the design</p> <p>5 is ready or ready to bid, we'll ask for construction</p> <p>6 funding at that time. Now, where would that be in</p> <p>7 line, I don't know. Okay.</p> <p>8 COMMISSIONER HAGER: Okay. That makes</p> <p>9 sense. Thank you.</p> <p>10 CHAIRWOMAN HENN: Thank you.</p> <p>11 Mr. Dixon, I have a follow up. I think we</p> <p>12 get through all the board members that had -- other</p> <p>13 board members that had questions -- and that has to</p> <p>14 do with the state facility assessment scores. I</p> <p>15 understand those were released to LEAs when that</p> <p>16 process was finished, and there were some stops and</p> <p>17 starts. Have we compared those to the my iPass</p> <p>18 scores and is this -- were there any red flags to --</p> <p>19 I guess that's my first question.</p> <p>20 MR. DIXIT: I've not seen a complete report</p> <p>21 from them. And I can check them when they will be</p>	<p>Page 95</p> <p>1 cars with different miles, different years, unless</p> <p>2 you drive, unless you own, unless you operate, you</p> <p>3 wouldn't know which one you want to replace, and</p> <p>4 just the age or just any one assessment cannot help</p> <p>5 you determine that. So have faith in our skills,</p> <p>6 our knowledge. And we supplement that with all of</p> <p>7 these studies that we are getting.</p> <p>8 CHAIRWOMAN HENN: Sure. So it's my</p> <p>9 understanding that even though the IAC won't be</p> <p>10 making funding decisions using their assessment</p> <p>11 until 2027, that they will be using the results of</p> <p>12 their assessment to inform their process and to</p> <p>13 provide that information to LEAs so that if anything</p> <p>14 does seem out of line in terms of the priorities on</p> <p>15 our CIP, that they will be sharing that information</p> <p>16 with LEAs --</p> <p>17 MR. DIXIT: Yes.</p> <p>18 CHAIRWOMAN HENN: -- to say, this seems out</p> <p>19 of line with alignment with what we think your</p> <p>20 priorities should be based on our assessment. So</p> <p>21 proactively, what -- the reason I ask is because it</p>

<p style="text-align: right;">Page 98</p> <p>1 -- should have we done, you know, or are we 2 planning to do that comparison to ensure that prior 3 to any IAC review, we've identified that gap 4 analysis or those concerns? 5 MR. DIXIT: Absolutely, we'll do that once 6 we get it, we'll take a look at that. Just like we 7 took a look at my iPass' recommendation. So the 8 more knowledge, the more information we have about a 9 system from different evaluation, it helps us. The 10 goal is to take care of the worst rated systems 11 first. And we know -- you know, this is the fifth 12 or sixth evaluation in my professional career by 13 different groups in different organization. So we 14 have a good idea of how important they are and how 15 much knowledge that we have as our own institutional 16 knowledge that can supplement it. So because we 17 have to live with it, we have to live with it 24 18 hours a day. 19 CHAIRWOMAN HENN: Sure. And the state's 20 writing a check, so they have a vested interest in 21 it as well.</p>	<p style="text-align: right;">Page 100</p> <p>1 And the Northeast is Perry Hall, Loch Raven, and 2 what's the -- 3 VICE CHAIR McMILLION: Kenwood. 4 MR. DIXIT: Kenwood, Overly, which one -- 5 I'm missing -- 6 CHAIRWOMAN HENN: Loch Raven. 7 MR. DIXIT: Loch Raven, I said that, yeah. 8 Parkville. 9 CHAIRWOMAN HENN: Parkville. 10 MR. DIXIT: Yeah, those. 11 COMMISSIONER CAUSEY: Thank you. And so 12 the board -- I dovetail with my other board members 13 that it would be helpful for all of us to see that 14 in our communities are certainly anxious. That 15 being said, I'm glad to see the Loch Raven High 16 School, the boiler chiller replacement is moving 17 forward. 18 There are other capital projects that I 19 know have been discussed that are not on this list 20 that are being approved, some for similar dollar 21 amounts. Can you speak to why all of the capital</p>
<p style="text-align: right;">Page 99</p> <p>1 MR. DIXIT: But if the system is failing -- 2 and let me give you that in an example. If the 3 system is failing and we know it's going to fail, if 4 they don't pay us, then we go to county to say can 5 you help us because that system has to be replaced. 6 CHAIRWOMAN HENN: Thank you. Any other 7 questions, board members? Mrs. Causey? 8 COMMISSIONER CAUSEY: Thank you for the 9 presentation. 10 Could you please just list the names of the 11 -- all of the schools that are being considered in 12 the northeast area, new addition renovation study 13 and also the southeast area new addition or 14 renovation study that was mentioned by Mr. McMillion 15 earlier? 16 MR. DIXIT: Southeast area is Dundalk High 17 School, Patapsco High School and Sparrows Point High 18 School. Okay. Right? Did I -- 19 VICE CHAIR McMILLION: And the middle 20 school, Sparrows Point Middle. 21 MR. DIXIT: Yeah, middle school is, yes.</p>	<p style="text-align: right;">Page 101</p> <p>1 projects that are being worked on are not on the 2 list, such as Hereford High School's historic barn, 3 and Hereford High school's track and the tennis 4 court, and there's also a number of these other 5 schools that have other projects. 6 MR. DIXIT: So these projects that we 7 submit to state, the program you have in front of 8 you for approval in the next board meeting, is for 9 state submission. A lot of other projects that 10 you're mentioning, they are either county projects 11 from one of the categories that you approve or they 12 are one of the grant projects. That's why they are 13 not on this list. 14 COMMISSIONER CAUSEY: Okay, because the 15 grants that are coming from the state, either 16 through the governor's office or the legislature -- 17 MR. DIXIT: That's right. That's right. 18 COMMISSIONER CAUSEY: -- are already 19 approved? 20 MR. DIXIT: Yes. 21 COMMISSIONER CAUSEY: So it's not on the</p>

<p style="text-align: right;">Page 102</p> <p>1 request.</p> <p>2 MR. DIXIT: Yes.</p> <p>3 COMMISSIONER CAUSEY: Thank you for that</p> <p>4 clarification.</p> <p>5 MR. DIXIT: I think the final grant for the</p> <p>6 barn project is still in the works. They have</p> <p>7 approved a grant, but there's still more money</p> <p>8 needed. So I didn't want to -- there's still</p> <p>9 efforts being made by the local elected officials to</p> <p>10 get the additional fund for that. That's my</p> <p>11 recollection. But we are actively working on it,</p> <p>12 you know, on that, so.</p> <p>13 COMMISSIONER CAUSEY: Okay.</p> <p>14 MR. DIXIT: But my presentation today is</p> <p>15 for the state's submission. That's what I prepared</p> <p>16 for.</p> <p>17 COMMISSIONER CAUSEY: Thank you.</p> <p>18 So what is the rationale for -- Well, I</p> <p>19 think it would be helpful to separate the planning</p> <p>20 and funding that's combined, so I don't know if that</p> <p>21 can be -- request can be facilitated. Also, Towson</p>	<p style="text-align: right;">Page 104</p> <p>1 COMMISSIONER CAUSEY: And was Dulaney High</p> <p>2 School not submitted to the Built to Learn?</p> <p>3 MR. DIXIT: By the time we got to Towson</p> <p>4 High School, all of the Built to Learn is depleted.</p> <p>5 That's the last project, Towson. And at this point,</p> <p>6 we are not ready for Dulaney's, you know, the design</p> <p>7 work has just started.</p> <p>8 COMMISSIONER CAUSEY: Towson also does not</p> <p>9 have its design work completed.</p> <p>10 MR. DIXIT: That's right.</p> <p>11 COMMISSIONER CAUSEY: So someone made a</p> <p>12 decision to --</p> <p>13 MR. DIXIT: You have no funds from the</p> <p>14 county side to support the Dulaney project yet for</p> <p>15 the construction of it.</p> <p>16 COMMISSIONER CAUSEY: I'm out of time, but</p> <p>17 I'll send in additional questions because --</p> <p>18 MR. DIXIT: Yes.</p> <p>19 CHAIRWOMAN HENN: Thank you.</p> <p>20 COMMISSIONER CAUSEY: -- that doesn't make</p> <p>21 sense to me.</p>
<p style="text-align: right;">Page 103</p> <p>1 High School and Dulaney High School both received</p> <p>2 requests for state funding at the same time, and yet</p> <p>3 Towson has over 66 million in a request and Dulaney</p> <p>4 has zero. How can -- what is the explanation for</p> <p>5 that?</p> <p>6 MR. DIXIT: Well, Dulaney's design is</p> <p>7 already -- the design funds are already approved.</p> <p>8 No state funds are being requested for construction</p> <p>9 because we are not ready for construction yet.</p> <p>10 COMMISSIONER CAUSEY: Is Towson High School</p> <p>11 ready for construction?</p> <p>12 MR. DIXIT: No, the Towson's -- the county</p> <p>13 -- where is -- is there more than design funds for</p> <p>14 the -- let me make sure that I understand your</p> <p>15 question. 23. I'm trying to get a better</p> <p>16 attachment. Just give me a second.</p> <p>17 Yeah, the Towson funds, as I indicated to</p> <p>18 you in the earlier part, they were from the Built to</p> <p>19 Learn funding. That's what you're looking at. So</p> <p>20 the Towson funds are for Built to Learn funds that</p> <p>21 are available.</p>	<p style="text-align: right;">Page 105</p> <p>1 CHAIRWOMAN HENN: So thank you for the</p> <p>2 presentation. Mr. Dixit.</p> <p>3 MR. DIXIT: Okay.</p> <p>4 COMMISSIONER SCOTT: Excuse me, I had a</p> <p>5 question.</p> <p>6 CHAIRWOMAN HENN: Yes, Ms. Scott.</p> <p>7 COMMISSIONER SCOTT: Sorry, I put it in</p> <p>8 chat.</p> <p>9 CHAIRWOMAN HENN: That's okay.</p> <p>10 COMMISSIONER SCOTT: Thank you for the</p> <p>11 presentation. It was very informative.</p> <p>12 I just wanted to say one, I was glad to see</p> <p>13 that two schools from the northwest, Deer Park and</p> <p>14 Scotts Branch Elementary Schools are on there. It</p> <p>15 looks like two replacement schools that are much</p> <p>16 needed. I think that -- and I just wanted to</p> <p>17 confirm that you had said these recommendations came</p> <p>18 out of the my iPass report, or did that factor into</p> <p>19 the decision making a little bit? How did that</p> <p>20 work?</p> <p>21 MR. DIXIT: So, yeah, these</p>

<p style="text-align: right;">Page 106</p> <p>1 recommendations, they were part of the Schools for</p> <p>2 the Future Program that was even before my iPass.</p> <p>3 COMMISSIONER SCOTT: Oh, wow.</p> <p>4 MR. DIXIT: Yeah.</p> <p>5 COMMISSIONER SCOTT: Okay. Yeah, I think</p> <p>6 that's important to know that we live in a large</p> <p>7 county, a diverse county that's comprised of a lot</p> <p>8 of different schools. So I think that the work that</p> <p>9 your office does and that you do to look at the</p> <p>10 county and our schools from a holistic approach</p> <p>11 based on need, is what's needed and very important.</p> <p>12 Thank you.</p> <p>13 MR. DIXIT: No, you raise a good point.</p> <p>14 Like my iPass indicated, our needs are far greater</p> <p>15 than the available resources. So we have -- we have</p> <p>16 to be careful about how we spend and where we spend</p> <p>17 to meet all the needs.</p> <p>18 COMMISSIONER SCOTT: Thank you.</p> <p>19 CHAIRWOMAN HENN: Thank you. Ms. Hassan.</p> <p>20 STUDENT COMMISSIONER HASSAN: Thank you.</p> <p>21 Thank you, Mr. Dixit, for your report for</p>	<p style="text-align: right;">Page 108</p> <p>1 condition of the building, educational adequacy and</p> <p>2 equity, and the capacity needs. Those three factors</p> <p>3 combined, then we make a qualitative decision. So</p> <p>4 many times, you know, it's a judgment call. But</p> <p>5 that judgment call is assisted by studies like my</p> <p>6 iPass study, so we get an independent opinion, and</p> <p>7 make the best decision we can. So once the priority</p> <p>8 is established, then there is a formula, a complex</p> <p>9 set of formula that decides how much of that is</p> <p>10 going to be funded by state and how much of that is</p> <p>11 going to be funded by county and at what time do</p> <p>12 they decide to fund it. So we are dependent on the</p> <p>13 benevolence of state and county to fund those</p> <p>14 projects. But, we need to justify that as to why.</p> <p>15 And then you will get to see the submission that we</p> <p>16 make from state. I hope you spent some time on</p> <p>17 that. That would be the best educational piece for</p> <p>18 a new board member to understand how it is done.</p> <p>19 CHAIRWOMAN HENN: Thank you. Any other</p> <p>20 questions or comments, board members? Ms. Rowe.</p> <p>21 COMMISSIONER ROWE: Mr. Dixit, I'm familiar</p>
<p style="text-align: right;">Page 107</p> <p>1 sharing all of this with us and answering all of our</p> <p>2 questions. I really appreciate that.</p> <p>3 I just had one clarification, just for my</p> <p>4 sake, just to help me understand a little bit more.</p> <p>5 So when it comes to the difference between county</p> <p>6 and state capital budget, I guess so I understand</p> <p>7 that part of it has to do with how much a project</p> <p>8 costs. Are there any other, I guess, parameters</p> <p>9 that would differentiate something to be a county,</p> <p>10 something that we address with the county versus</p> <p>11 something we address to the state? I know that we</p> <p>12 have, you know, grants and legislation that would</p> <p>13 cause some state capital budget requests. But then,</p> <p>14 like, is there any other parameters that I'm</p> <p>15 missing, that I should be aware of when examining</p> <p>16 both of these documents?</p> <p>17 MR. DIXIT: So let me try to simplify it</p> <p>18 for you. The task here is to come up with the</p> <p>19 priority of the project, okay, so that we can all</p> <p>20 agree upon that this is how we are going to</p> <p>21 prioritize. Those priorities are based upon the</p>	<p style="text-align: right;">Page 109</p> <p>1 with some of the schools in my area, and I would</p> <p>2 just like you to review those FARMS --</p> <p>3 CHAIRWOMAN HENN: Sorry, Ms. Rowe. I am</p> <p>4 told you're out of time.</p> <p>5 COMMISSIONER ROWE: Okay.</p> <p>6 CHAIRWOMAN HENN: I apologize. Board</p> <p>7 members could -- should submit any additional</p> <p>8 questions regarding this request to Dr. Williams</p> <p>9 with a copy to Ms. Gover or Ms. Stiffler in</p> <p>10 preparation for the September 13 vote.</p> <p>11 Mr. Dixit, thank you for the presentation.</p> <p>12 MR. DIXIT: Thank you very much. Thank you</p> <p>13 for your questions.</p> <p>14 CHAIRWOMAN HENN: The next item on the</p> <p>15 agenda is the Report on Fourth Quarter Results, and</p> <p>16 for that I call on Dr. McComas and Dr. Zarchin.</p> <p>17 Good evening.</p> <p>18 UNKNOWN SPEAKER: The gang's all here this</p> <p>19 evening.</p> <p>20 CHAIRWOMAN HENN: Welcome.</p> <p>21 DR. MCCOMAS: Okay. So, good evening Dr.</p>

<p style="text-align: right;">Page 110</p> <p>1 Williams, Chair Henn, Members of the Board. I'm</p> <p>2 Mary McComas, the Chief Academic Officer and I'm</p> <p>3 joined this evening by Dr. Zarchin, our Chief of</p> <p>4 Schools; Mr. Eric Wilson, our Executive Director of</p> <p>5 Schools; Principal Kourtesis; and Dr. Elmendorf; and</p> <p>6 also, Mr. Connelly.</p> <p>7 So we're here this evening to bring forward</p> <p>8 our fourth quarter reports for the last academic</p> <p>9 year.</p> <p>10 Can I -- Oh, thank you. Could you go to</p> <p>11 the next slide, please?</p> <p>12 You know, our Compass: The Pathway to</p> <p>13 Excellence provides us a system wide focus on</p> <p>14 raising the bar, closing gaps and preparing our</p> <p>15 students for their future. Our dedication to</p> <p>16 ensuring that our students to graduate college and</p> <p>17 career ready is a thoughtful and research-based</p> <p>18 approach to understanding key metrics of our student</p> <p>19 progress along their trajectory of learning,</p> <p>20 attendance, suspension, and course performance data,</p> <p>21 inform our decisions that we make as we advocate for</p>	<p style="text-align: right;">Page 112</p> <p>1 skills, our student engagement, and our content. It</p> <p>2 is important to understand that throughout each</p> <p>3 academic year, the instructional leadership teams at</p> <p>4 schools examine school performance based on their</p> <p>5 targeted student work. And in professional learning</p> <p>6 communities, our teachers and school leadership</p> <p>7 choose actionable data to make instructional</p> <p>8 decisions to raise the achievement and prepare every</p> <p>9 student for success. Each component on the screen</p> <p>10 before you works synergistically to create a cycle</p> <p>11 that is data driven and targets resource allocation</p> <p>12 for the continuous improvement process.</p> <p>13 At this point, I'll be followed by Mr.</p> <p>14 Connelly, who will share with you the data for our</p> <p>15 fourth quarter.</p> <p>16 MR. CONNELLY: Thank you, Dr. McComas.</p> <p>17 Promoting attendance rates that meet or</p> <p>18 exceed the attendance rates state Standards for MSDE</p> <p>19 for all students is an important part of their</p> <p>20 growth and achievement over time and a critical</p> <p>21 factor in having access to The Compass pathways to</p>
<p style="text-align: right;">Page 111</p> <p>1 equity and student access, opportunity and</p> <p>2 achievement. This is just one example of how our</p> <p>3 Compass intentionally raises the bar, closes gaps</p> <p>4 and prepares students for their future.</p> <p>5 This Quarterly Results Report provides</p> <p>6 insight into student progress and climate conditions</p> <p>7 at the system level by student group and for</p> <p>8 students participating in the VLP for attendance,</p> <p>9 suspension rate, and course performance. The</p> <p>10 purpose is to use data as a flashlight to ask</p> <p>11 questions and to make informed collaborative</p> <p>12 decisions that support our students and staff moving</p> <p>13 forward.</p> <p>14 Next slide, please.</p> <p>15 Academic Achievement is the current level</p> <p>16 of student progress as indicated by multiple</p> <p>17 measures, including classroom, district and external</p> <p>18 assessments that evaluate our student learning. Key</p> <p>19 elements of improving achievement include three</p> <p>20 interdependent components in the instructional</p> <p>21 course, specifically, our teacher knowledge and</p>	<p style="text-align: right;">Page 113</p> <p>1 success for college, career and service. Our Board</p> <p>2 of Education has identified specific attendance</p> <p>3 goals as part of the focus on Safe and Supportive</p> <p>4 Learning Environments. And we recognize the impact</p> <p>5 of COVID-19 on the attendance rate at different</p> <p>6 intervals of time during the previous school year.</p> <p>7 The homeschool partnership is critical to supporting</p> <p>8 student attendance and is a high priority initiative</p> <p>9 across all schools. The National Center for</p> <p>10 Educational Statistics note students who attend</p> <p>11 school regularly have been shown to achieve at</p> <p>12 higher levels than students who did not have regular</p> <p>13 attendance. The chart shown displays school</p> <p>14 attendance rates by grade span for all four marking</p> <p>15 periods. Across all grade spans, attendance rates</p> <p>16 decline from Marking Period One to Marking Period</p> <p>17 Two, rebounded slightly in Marking Period Three but</p> <p>18 declined again in Marking Period Four.</p> <p>19 Mr. Wilson, we'll share some strategies</p> <p>20 schools utilize to maintain high levels of</p> <p>21 attendance over the course of the school year.</p>

<p>1 MR. WILSON: Thank you, Mr. Connelly. And</p> <p>2 we know we're sharing a lot of data with you this</p> <p>3 evening, so I wanted to front load some of the</p> <p>4 strategies ahead of time and can't wait until</p> <p>5 Principal Kourtesis gets to share from her</p> <p>6 perspective. But when you think about attendance,</p> <p>7 we know the past couple of years were very</p> <p>8 challenging for many of our students. So all of our</p> <p>9 schools initiated what we call School Wellbeing</p> <p>10 Teams. So it's a compilation of school counselors,</p> <p>11 PPW, principal administrators, social workers and</p> <p>12 psychologists that would meet regularly on our</p> <p>13 students that had very low or questionable</p> <p>14 attendance to make sure we can provide some</p> <p>15 strategies to support them. These monitoring teams</p> <p>16 would make phone calls home to families, just</p> <p>17 address different concerns depending on the needs of</p> <p>18 the student. We would hold family conferences,</p> <p>19 review attendance plans, and then we would also</p> <p>20 assign adult mentors to students, when possible, to</p> <p>21 check in and motivate students to help them with</p>	<p>Page 114</p> <p>1 counselors; PPW's and social workers; school and</p> <p>2 parent caregiver conferences; and student attendance</p> <p>3 plans.</p> <p>4 Next slide, please. Thank you.</p> <p>5 System-wide, the suspension rate for all</p> <p>6 students was less than 3% across all marking</p> <p>7 periods. Student suspension rates by grade level</p> <p>8 for Marking Periods One through Four are displayed</p> <p>9 in the chart shown. The overall suspension rates</p> <p>10 are comparable to the pre-pandemic 2019-2020</p> <p>11 suspension rate data by school level. Overall,</p> <p>12 suspension rates increased from Marking Period One</p> <p>13 to Marking Period Three and declined to Marking</p> <p>14 Period Four. Elementary schools had the lowest</p> <p>15 overall suspension rate, followed by high schools,</p> <p>16 then middle schools.</p> <p>17 School teams and central office support</p> <p>18 staff implement a variety of preventative,</p> <p>19 responsive and restorative practices to support</p> <p>20 positive student behavior and safe and supportive</p> <p>21 learning environments. Prevention involves</p>
<p>Page 115</p> <p>1 some of these attendance concerns.</p> <p>2 Next slide.</p> <p>3 DR. McCOMAS: Actually --</p> <p>4 MR. CONNELLY: Okay, well, thank you, Mr.</p> <p>5 Wilson. Oh, we went --</p> <p>6 DR. McCOMAS: We went too far. Could you</p> <p>7 go back one slide? Thank you.</p> <p>8 MR. CONNELLY: Thank you so much. This</p> <p>9 chart shown displays rates of chronic absenteeism by</p> <p>10 grade span for all four marking periods. A student</p> <p>11 is considered chronically absent when their</p> <p>12 attendance rate is at or below 90%. Consistent with</p> <p>13 attendance rate patterns, chronic absenteeism was</p> <p>14 highest in Marking Periods Two and Four across all</p> <p>15 grade spans. Schools and central office staff work</p> <p>16 with parents and care providers to promote</p> <p>17 consistent on-time attendance. Strategies include,</p> <p>18 beyond what Mr. Wilson had shared, ongoing</p> <p>19 communication and family partnerships, such as</p> <p>20 notification through automated messaging;</p> <p>21 personalized phone calls; direct support from school</p>	<p>Page 117</p> <p>1 proactive school wide strategies such as the BCPS</p> <p>2 Code of Conduct, Character Education, Conscious</p> <p>3 Discipline, Mentoring and Positive Behavior</p> <p>4 Interventions and Supports. Responsive strategies</p> <p>5 are an additional layer of students support to</p> <p>6 students incorporated across the school environment</p> <p>7 and flexible in use. School supports may include</p> <p>8 specific peer mentors for specific purposes, staff</p> <p>9 mentors, therapeutic services, student support</p> <p>10 teams, and pupil personnel services. Logical</p> <p>11 consequences are followed when student behavior</p> <p>12 warrants disciplinary action and restorative</p> <p>13 practices work to improve and repair relationships,</p> <p>14 while reestablishing expectations to maintain a safe</p> <p>15 and supportive learning environment for students and</p> <p>16 staff.</p> <p>17 Mr. Wilson will share some specific</p> <p>18 strategies schools utilize to promote positive</p> <p>19 behavior and restorative practices.</p> <p>20 MR. WILSON: Thank you, Mr. Connelly. And</p> <p>21 Mr. Connelly referenced the Student Code of Conduct.</p>

<p style="text-align: right;">Page 118</p> <p>1 But principals and School Teams explicitly taking 2 the time to teach the classroom expectation matrix 3 that's located in the Student Code of Conduct, and 4 you know, we're really looking forward to this next 5 school year, taking time in the month of September 6 to really walk students through that Code of Conduct 7 and what it looks like.</p> <p>8 Above all, it's really about building 9 relationships with our students and helping the 10 adults and staff in the building to figure out 11 different ways and strategies in which to do that. 12 Some schools have created mindfulness rooms to help 13 students to reengage and to reestablish contact. 14 Administrative teams working in collaboration with 15 counselors, mentors, PPW's and parents to sometimes 16 identify different educational options for students, 17 such as an alternative schedule, work study, or 18 independent study. Other ideas have included 19 conflict resolution, peer mediation; zones of 20 regulation, which is used to help with some de 21 escalation strategies for students; and consistent</p>	<p style="text-align: right;">Page 120</p> <p>1 for students, again in grades four and five. As 2 shown, more than two thirds of students in grades 3 four and five earned A's and B's in their core 4 subject areas. In all subject areas, less than 3% 5 of elementary students are in a failing grade in the 6 fourth marking period. On the right in contrast, 7 are the percentage of students in grades four and 8 five earning a C or higher for core subject areas 9 shown as a comparison across all four marking 10 periods, so a year at a glance. The results 11 indicate that the percentage of students earning a C 12 or higher increased from the first marking period to 13 the fourth marking period approaching or exceeding 14 90% of all fourth and fifth grade students earning a 15 C or higher.</p> <p>16 Next slide, please. Thank you.</p> <p>17 So this slide displays the same information 18 with a focus on middle school course grades. Again, 19 on the left, the A through E grade distribution for 20 Marking Period Four is presented for middle school 21 students. As shown, more than one half of the</p>
<p style="text-align: right;">Page 119</p> <p>1 check in with students during a period of removal. 2 We know sometimes suspension is warranted, but we 3 can't just leave those students just out there. So 4 really taking the time as administrators, teachers, 5 counselors to check in with the students that are 6 not there, letting them know that their education 7 will continue and you're important when we bring you 8 back. But it's really about developing those 9 prosocial skills that reinforce students to make 10 positive behavioral choices.</p> <p>11 Next slide.</p> <p>12 MR. CONNELLY: Thank you, Mr. Wilson.</p> <p>13 All this work is intentional. As we move 14 in this presentation from looking at attendance to 15 student behavior and discipline, we then come into 16 this part of the presentation, which is about course 17 grades.</p> <p>18 This slide displays two graphs for 19 elementary course grades. On the left, again this is 20 for grades four and five, the A through E Grade 21 Distribution for Marking Period Four is presented</p>	<p style="text-align: right;">Page 121</p> <p>1 students in grades six through eight earn A's and 2 B's in their core subject areas. In all subject 3 areas, less than 15% of middle school students 4 earned a failing grade in the fourth marking period. 5 On the right, the percentage of middle school 6 students earning a C or higher for core subject 7 areas is shown as a comparison across all four 8 marking periods. The results indicate that the 9 percent of students earning a C or higher decreased 10 from the first marking period to the fourth marking 11 period approaching or exceeding 75% of students 12 earning a C or higher.</p> <p>13 Next slide, please. Thank you.</p> <p>14 This slide displays the same information 15 with a focus on high school course grades. Once 16 again, on the left, you have the A through E grade 17 distribution. And as shown, approximately one half 18 of students in grades nine through 12 earned A's and 19 B's in their core subject areas. In all subject 20 areas, approximately 20% of high school students 21 earned a failing grade in the fourth marking period.</p>

<p style="text-align: right;">Page 122</p> <p>1 Once again, on the right, we have the percentage of</p> <p>2 students earning a C or higher across all four</p> <p>3 marking periods. The results indicate the percent</p> <p>4 of students earning a C or higher decrease from the</p> <p>5 first marking period to the fourth marking period</p> <p>6 with less than 70% of students earning a C or</p> <p>7 higher.</p> <p>8 I'd next ask Dr. McComas to share with us</p> <p>9 some information related to Support to Schools.</p> <p>10 Next slide, please.</p> <p>11 DR. McCOMAS: Thank you. Thank you.</p> <p>12 And so how is it that we support students</p> <p>13 in their course performance? So when a student is</p> <p>14 struggling or a student needs to get caught when</p> <p>15 learning that may have been interrupted, or that</p> <p>16 they just need reteaching one. First I'm going to</p> <p>17 talk about what we do in the curriculum offices. So</p> <p>18 in the content offices, we have embedded in the</p> <p>19 curriculum resources that prioritize the standards</p> <p>20 for each unit, right. So these are the non</p> <p>21 negotiables, the essential learnings for each unit.</p>	<p style="text-align: right;">Page 124</p> <p>1 what happens every day in our classroom, and our</p> <p>2 principal will be speaking to that shortly, we, of</p> <p>3 course, use our data, and certainly fourth quarter</p> <p>4 is part of our data set, to help identify students</p> <p>5 for summer learning opportunities. You can see on</p> <p>6 the screen before you the long list of summer</p> <p>7 learning programs. I know many of you are very</p> <p>8 familiar with the multitude of summer learning</p> <p>9 opportunities, and every year I'm proud to say we</p> <p>10 continue to expand the number of programs and</p> <p>11 resources available for students. You can see just</p> <p>12 this past summer in the month of July we had 22,591</p> <p>13 students participate in in-person learning. In</p> <p>14 addition to that, every student rising from</p> <p>15 kindergarten up to 12th grade, had free online</p> <p>16 access to literacy and math resources that were</p> <p>17 virtual and self-paced, so they could go on at any</p> <p>18 time. I kind of can make the comparison to the old</p> <p>19 fashioned math workbook that we may have had or</p> <p>20 literacy workbook. And those numbers fluctuate week</p> <p>21 by week throughout the summer. But on average, we</p>
<p style="text-align: right;">Page 123</p> <p>1 We also have rich diagnostic tests that at the</p> <p>2 beginning of each unit so that it helps our teachers</p> <p>3 understand what foundational knowledge a student is</p> <p>4 bringing to the classroom and what foundational</p> <p>5 knowledge they may have a gap in. And then we have</p> <p>6 supplemental instructional resources to address</p> <p>7 those non negotiables or key learning pieces. So</p> <p>8 that's, for example, let me give you an example</p> <p>9 here. In Unit One of grade three math students will</p> <p>10 learn about addition and subtraction patterns. To</p> <p>11 begin this unit, curricular supports include</p> <p>12 acceleration assignments aligned to the prerequisite</p> <p>13 skills previously taught in Grade Two, including</p> <p>14 strategies for fluency adding and subtracting within</p> <p>15 20 using mental math strategies amended</p> <p>16 manipulatives, such as a number rack. These</p> <p>17 resources help our teachers to prioritize the</p> <p>18 content standards and provide instructional</p> <p>19 experiences for students to address any unfinished</p> <p>20 or interrupted learning and to reteach concepts</p> <p>21 based on current performance data. In addition to</p>	<p style="text-align: right;">Page 125</p> <p>1 had 1693 students accessing the literacy self-paced</p> <p>2 resources each week, on average, and for the math</p> <p>3 program, we had, I'm proud to say, 4542 students on</p> <p>4 average throughout the summer. So our students are</p> <p>5 actively learning throughout the summer, and many of</p> <p>6 those students are invited to programs and</p> <p>7 encouraged to participate based on, of course, their</p> <p>8 school performance throughout the school year.</p> <p>9 So on that, I will hand it over to my</p> <p>10 colleague, Mr. Wilson.</p> <p>11 MR. WILSON: Thank you, Dr. McComas. So I</p> <p>12 get to talk about more support to schools from my</p> <p>13 office.</p> <p>14 The Department of Schools is -- Oh, next</p> <p>15 slide. Thank you.</p> <p>16 The Department of Schools is the hub</p> <p>17 through which schools receive direct support. The</p> <p>18 executive director is within the Department of</p> <p>19 Schools are charged with ensuring that every school</p> <p>20 within BCPS is positioned to provide a world class</p> <p>21 education for every student. While many believe the</p>

<p style="text-align: right;">Page 126</p> <p>1 Executive Director of Schools job is to only respond 2 to parent phone calls and school emergencies, which 3 are important and which we do, the main role of the 4 Executive Director of Schools is to ensure that 5 school leadership has the instructional capacity to 6 lead in a way that yields high academic outcomes for 7 students. The graphic in this slide shows some of 8 the essential components of the principal supervisor 9 that directly correlate to increased instructional 10 leadership capacity in schools. As the principal 11 supervisor, the Executive Director of Schools 12 monitors, coaches, guides, and provides feedback to 13 the principal in ensuring effective processes and 14 structures are in place in the school for quality 15 teaching and learning to occur. From a monitoring 16 standpoint, multiple data points are studied and 17 analyzed for the purpose of providing additional 18 information to school leadership to support 19 instructional decisions around the school program. 20 These mutual accountability conversations serve to 21 hold school leadership accountable for raising the</p>	<p style="text-align: right;">Page 128</p> <p>1 remain relevant and knowledgeable of new findings 2 and developments regarding state and local 3 assessment measures, a strong collaboration occurs 4 between various school system offices to ensure 5 common messages are communicated to schools. One 6 structure that allows for principal supervisors to 7 build capacity around various schools system 8 measures is our cross divisional executive director 9 meetings with some of my colleagues at the table. 10 During this time, executive directors from all the 11 divisions from across the system come together to 12 engage in discussion, reflection, and learning about 13 system and state initiatives to support in our roles 14 as leaders in monitoring and supporting schools. 15 This allows for a strong collaboration across the 16 system as directors are learning together and 17 discussing the best way to support schools. 18 So what does all this mean? So to discuss 19 what all of this means to school leaders, teachers 20 and students, I am so pleased to introduce Ms. 21 Laurie Kourtesis, proud principal of McCormick</p>
<p style="text-align: right;">Page 127</p> <p>1 bar of expectations for staff and students, as well 2 as the principal supervisor for being a part of the 3 process by being in the arena with the principal and 4 deploying necessary supports from central office as 5 needed. 6 Next slide. 7 What kind of support do we provide to 8 schools? Principal supervisors work with their 9 respective schools by leading with multiple measures 10 of data to create a full picture of the level of 11 support a school may need. It is important to note 12 that once the needs are determined, in collaboration 13 with the principal, principal supervisors look for 14 immediate opportunities to deploy responsive 15 resources from the central office to the school. 16 Specifically, content specialist, staff experts in 17 the areas of special education, English as a Second 18 Language, acceleration, or equitable classroom 19 practices are examples of areas in which schools may 20 need support. To ensure executive directors of 21 schools continue to build their own capacity and</p>	<p style="text-align: right;">Page 129</p> <p>1 Elementary School. Ms. Kourtesis will provide an in 2 depth view of how data is woven into the big picture 3 of teaching, learning and monitoring student 4 achievement. Ms. Kourtesis. 5 Next slide. 6 MS. KOURTESIS: Thank you, Mr. Wilson. And 7 good evening, everyone. I am proud, I'm honored and 8 I'm absolutely thrilled to share with you our school 9 journey based on care, teaching, learning and 10 outcomes for our children, and our success thus far 11 using systems and structures put into place to 12 increase student success and collaboration of our 13 school family, including teachers, parents, and 14 students. 15 Our work comes from the heart, and it cares 16 about its family, yet it understands the commitment 17 and the perseverance needed to grow with students 18 and their love of learning. Involving all 19 stakeholders, we realized the beginning years were 20 critical to setting the tone, the environment and 21 the expectations for behavior. Without feeling safe</p>

<p style="text-align: right;">Page 130</p> <p>1 and secure in an environment that welcomes you, 2 optimal learning would not occur. With 3 intentionality, purpose, a lot of discussion and 4 decision making, systems were developed and 5 disproportionality with suspensions for which we 6 were previously identified by the state are 7 officially now a part of our past. I am very proud 8 of our students as they are of themselves and our 9 behavior data proves it. With that being said, I am 10 also a realist, and I know that this work never 11 ends. We must always monitor our system and keep 12 our foundation from falling apart. 13 As the global pandemic emerged, plans of 14 action had to be developed to overcome and continue 15 with the work. And that is exactly what my 16 McCormick family did. Our school family understood 17 that the interruption due to the pandemic was not a 18 deletion nor a substitute for instruction, but 19 rather an opportunity to reflect and reset our next 20 steps forward. During this time, our school family 21 worked together and discussed strategies for</p>	<p style="text-align: right;">Page 132</p> <p>1 math and ELA throughout the entire school year. To 2 be responsive, all stakeholders in our school family 3 were involved in the process of using the protocol 4 in one way or another. 5 Student Achievement and Performance Matters 6 is part of our daily life at McCormick, being 7 monitored often and consistently by administration 8 and our ILTT team and use for support of student 9 learning. Our resource personnel are responsible 10 for disaggregating the data for teachers so the 11 teachers can spend most of their time concentrating 12 on mastery of content and teaching practices for our 13 kids. 14 Our team works closely to monitor the 15 implementation of professional development and 16 classroom use, to develop a consistent approach to 17 implementing the content through effective first 18 instruction and measure progress through leading 19 data using our unit assessments and performance 20 matters as our guiding tool towards progress. 21 So pictured here -- pictured here is the</p>
<p style="text-align: right;">Page 131</p> <p>1 continued learning in our new platform, technology. 2 While where and when learning took place may have 3 changed during the pandemic, what learning and more 4 importantly, the reason why we needed to continue 5 our way forward, never changed. We also realized 6 the time would come when we would all return to the 7 schoolhouse and the changes for instruction would 8 take place. This was a terrific opportunity that 9 was presented to us to reset using all that we knew 10 and all that we had learned. As we transitioned 11 from home to the schoolhouse, in collaboration with 12 members of our instructional leadership team and Mr. 13 Wilson, we preplanned and we developed the next 14 steps to our school progress plan key actions for 15 face to face instruction. For our youngest 16 learners, preschool K and one, we scheduled 17 resources to support with small group instruction 18 and progress monitoring. For our grade two to five 19 students, we developed a data protocol to be 20 introduced and used by all classroom teachers to 21 support student learning and measure progress in</p>	<p style="text-align: right;">Page 133</p> <p>1 protocol all classroom teachers consistently utilize 2 to ensure students are growing and achieving. With 3 the onset of the new math Bridges and Number Corner 4 curriculum, it was imperative that we increase 5 teacher capacity and understanding of the Common 6 Core standards, while also addressing student needs 7 reflected in our data from pre to post assessment 8 and measure that progress intermittently and 9 frequently throughout our units of study. Teachers 10 received ongoing professional development aligned to 11 the SPP key actions and the established protocol, 12 met and planned content with their grade level 13 partners, discussed implementation strategies with 14 grade level assigned mentors, resource teachers and 15 received ongoing feedback from administrators as 16 they utilized the school based effective first 17 instruction tool to implement the protocol that we 18 developed with Fidelity. 19 Parents also always knew what was taught in 20 the classroom and what was next in teaching and 21 learning. Teachers continuously send information to</p>

<p style="text-align: right;">Page 134</p> <p>1 families communicating student progress with</p> <p>2 standards and content from beginning and throughout</p> <p>3 a unit of study. Review information and parent</p> <p>4 trainings are held to inform families of new</p> <p>5 learning via family engagement events through our</p> <p>6 Title I. We have provided every parent with access</p> <p>7 to the unit overview, which is an opportunity for</p> <p>8 feedback from trainings that we also hold in Parent</p> <p>9 University at our school, excuse me, and ongoing</p> <p>10 dialogue. In addition, there are a multitude of</p> <p>11 tutoring sessions after school that have been</p> <p>12 provided to support student learning and skill based</p> <p>13 support. Parents receive constant communication via</p> <p>14 school messenger regarding work and reviews for</p> <p>15 student practice. They also receive personal phone</p> <p>16 calls from me regarding their child's academic</p> <p>17 progress and units of study, which in turn</p> <p>18 strengthens our partnership in the business of</p> <p>19 educating their child. Our youngest pre K to two</p> <p>20 students have weekly reinforcement packets going</p> <p>21 home supporting identification of letters and sight</p>	<p style="text-align: right;">Page 136</p> <p>1 The impact on our students' learning has been</p> <p>2 positive thus far. Students have increased their</p> <p>3 love of reading and are becoming more engaged in</p> <p>4 thinking about their own learning.</p> <p>5 Next slide, please.</p> <p>6 So our journey for the 2021-2022 school</p> <p>7 year might have concluded, but our work continues</p> <p>8 into this year because learning and teaching never</p> <p>9 end, they just evolve. At McCormick, learning is</p> <p>10 ongoing and continuous for both our students and our</p> <p>11 staff. Our business is education, and our work is</p> <p>12 equity. As the principal who insists on a family</p> <p>13 first motto, our mission and vision has been and</p> <p>14 always will be the support of student learning and</p> <p>15 providing an excellent education for all students so</p> <p>16 that they may become productive, contributing</p> <p>17 members of our society in the future. Our school</p> <p>18 family will continue to work together to provide our</p> <p>19 students the high level of education needed through</p> <p>20 access and opportunity. And as I mentioned in the</p> <p>21 beginning, interruptions, no matter how big or how</p>
<p style="text-align: right;">Page 135</p> <p>1 words. They have practice material to increase</p> <p>2 fluency and comprehension activities to increase</p> <p>3 understanding.</p> <p>4 And since I've shared this information with</p> <p>5 you, you're probably wondering, Well, did your</p> <p>6 protocol work?</p> <p>7 Next slide, please.</p> <p>8 Utilizing this protocol thus far has had a</p> <p>9 positive impact. Teachers have reduced their office</p> <p>10 referrals by 95% due to a higher level of student</p> <p>11 engagement in achieving academic goals. Suspensions</p> <p>12 were less than 1% and teachers are increasingly</p> <p>13 becoming experts in understanding and implementing</p> <p>14 the standards to meet student needs. Most</p> <p>15 importantly, the results for students show us there</p> <p>16 has been a significant decrease in office referrals,</p> <p>17 a 75% increase in positive office referrals, more</p> <p>18 students attending the monthly behavior incentive,</p> <p>19 95% or more reaching their monthly goals, more</p> <p>20 students achieving on end of unit assessments with</p> <p>21 some grades achieving 100% meeting or exceeding.</p>	<p style="text-align: right;">Page 137</p> <p>1 small they are, they are a part of life. And they</p> <p>2 can either be seen as a challenge or as an</p> <p>3 opportunity. Well, when you see it as an</p> <p>4 opportunity, which my school family and I do,</p> <p>5 amazing learning really can take place whenever and</p> <p>6 wherever that may be as long as the focus remains</p> <p>7 with students at the center. And we at McCormick</p> <p>8 will continue to grow learning for everyone,</p> <p>9 including myself.</p> <p>10 Thank you for taking the time to listen to</p> <p>11 our evolving story of hard work and dedication by my</p> <p>12 superstar staff and my amazing students.</p> <p>13 And next, Dr. Elmendorf will share the</p> <p>14 Marking Period Four results for our virtual learning</p> <p>15 program or VLP.</p> <p>16 DR. ELMENDORF: Thank you, Ms. Kourtesis.</p> <p>17 Attendance rates in the VLP have decreased</p> <p>18 slightly from Marking Period Three to Marking Period</p> <p>19 Four but continue to hover around 90% for elementary</p> <p>20 and middle school students, which is aligned with</p> <p>21 system wide attendance rates. This summer VLP staff</p>

<p style="text-align: right;">Page 138</p> <p>1 has taken what they have learned about attendance</p> <p>2 from the first year of the program's implementation</p> <p>3 to enhance plans to encourage, monitor and respond</p> <p>4 to student attendance in the 2022-2023 school year.</p> <p>5 The VLP levels are also transitioning from an office</p> <p>6 progress plan to three separate school progress</p> <p>7 plans and will include strategies to support student</p> <p>8 attendance.</p> <p>9 Next slide, please.</p> <p>10 The course distribution charts for each</p> <p>11 level of the VLP are displayed for Marking Period</p> <p>12 Four. The elementary school chart reflects the</p> <p>13 grades earned by students in grades four and five</p> <p>14 with subject area passing rates ranging from 84% in</p> <p>15 social studies to slightly above 89% in mathematics.</p> <p>16 The middle school VLP grade performance indicates</p> <p>17 course passage rates that span from slightly above</p> <p>18 74% in English-language arts to 88% in social</p> <p>19 studies. Finally, in the high school program,</p> <p>20 course passage rates range from 66% in English-</p> <p>21 language arts to 78% in science.</p>	<p style="text-align: right;">Page 140</p> <p>1 in professional development specific to online</p> <p>2 pedagogical strategies and participating in shared</p> <p>3 planning in order to impact student course</p> <p>4 performance. Additionally, at the end of the 21-22</p> <p>5 school year, VLP staff worked with families and home</p> <p>6 schools to facilitate a return to in-person learning</p> <p>7 for students whose academic profile warranted this</p> <p>8 adjustment.</p> <p>9 Next slide, please.</p> <p>10 DR. McCOMAS: On the screen before you we</p> <p>11 have our schedule of academic achievement reports</p> <p>12 over the last 12 months. This concludes our</p> <p>13 presentation. Thank you.</p> <p>14 CHAIRWOMAN HENN: Thank you for the</p> <p>15 presentation. At this point, I'll open it up to</p> <p>16 board members to ask questions. Ms. Jose.</p> <p>17 COMMISSIONER JOSE: Thank you for this</p> <p>18 presentation. We saw that on slide seven elementary</p> <p>19 school we see 10 to 12% of the students getting a D</p> <p>20 and an E in ELA and math, and you see that doubling</p> <p>21 up in middle school and further the gap keeps</p>
<p style="text-align: right;">Page 139</p> <p>1 Next slide, please.</p> <p>2 The grade distribution charts are displayed</p> <p>3 for Marking Period Four and the percentage of</p> <p>4 students earning grades of C or better are shown for</p> <p>5 all four marking periods. In the elementary school</p> <p>6 VLP, all subject areas showed growth when comparing</p> <p>7 the percentage of students who earn grades of C or</p> <p>8 higher in Marking Period One to Marking Period Four</p> <p>9 with gains of 1% in English-language arts, nearly 3%</p> <p>10 in mathematics, 11% in science and 14% in social</p> <p>11 studies. In the middle school VLP, 66% of students</p> <p>12 earned a grade of C or higher in mathematics, an</p> <p>13 increase of nearly 2% when comparing Marking Period</p> <p>14 One to Marking Period Four. Performance in social</p> <p>15 studies also improved with nearly 75% of students</p> <p>16 earning a grade of C or higher in Marking Period</p> <p>17 Four. In the high school VLP, the percentage of</p> <p>18 students earning a grade of C or better in</p> <p>19 mathematics increased by slightly over 5% over the</p> <p>20 span of the school year. This summer, teachers and</p> <p>21 leadership teams in the VLP have been participating</p>	<p style="text-align: right;">Page 141</p> <p>1 increasing in high school. And as you stare at this</p> <p>2 data and you talk to teachers and administrators,</p> <p>3 there has to be an aha moment that has to hit,</p> <p>4 right, when you look at this data.</p> <p>5 Also, Ms. Kourtesis, thank you for all the</p> <p>6 good work you and your staff have done and continue</p> <p>7 to do. And there were several strategies and</p> <p>8 supports provided interventions to end those gaps.</p> <p>9 We saw that in middle school, you have the highest</p> <p>10 suspension rates and then kind of wanes down.</p> <p>11 Mrs. Kourtesis, you said that the</p> <p>12 suspension data was identified by the state in your</p> <p>13 school. Can you elaborate on that, how you address</p> <p>14 that? And my second part of the question is to Dr.</p> <p>15 Williams and Ms. McComas, what are the remedial</p> <p>16 measures identified at McCormick, is that</p> <p>17 implemented system wide and when can we see the</p> <p>18 needle shift on this? I know I asked a lot of</p> <p>19 questions.</p> <p>20 DR. McCOMAS: We'll take your questions in</p> <p>21 order, if you don't mind.</p>

<p style="text-align: right;">Page 142</p> <p>1 MS. KOURTESIS: No problem. I wanted to</p> <p>2 let you know that we received information from the</p> <p>3 Office of School Climate. And so we used that</p> <p>4 information to determine what needed to be done in</p> <p>5 order -- because they were saying that we were</p> <p>6 disproportionately suspending students. And what we</p> <p>7 had to do was look at our subgroup data and we had</p> <p>8 to create systems and structures, basically, to</p> <p>9 identify and create a plan of action for each of the</p> <p>10 students and for the small groups that were</p> <p>11 identified. And that is how we got off the list.</p> <p>12 COMMISSIONER JOSE: Can you explain</p> <p>13 disproportionately suspending students based on why?</p> <p>14 MS. KOURTESIS: Yes. Ours was African</p> <p>15 American males were being suspended at a higher rate</p> <p>16 than other subgroups. However, they are -- the</p> <p>17 majority of our school population are African</p> <p>18 American students. And therefore, what we had to do</p> <p>19 was because it was a smaller portion, we had to</p> <p>20 identify what the plan of action was going to be to</p> <p>21 support them.</p>	<p style="text-align: right;">Page 144</p> <p>1 So when we talk about professional learning</p> <p>2 communities, we talk about instructional leadership</p> <p>3 teams, we talk about the day in and day out hard</p> <p>4 work of looking at student work samples and</p> <p>5 evaluating the rigor of that.</p> <p>6 I feel like I'm starting to repeat myself,</p> <p>7 but so I'll invite my Department of Schools</p> <p>8 colleagues to add comment to, like, bring that to</p> <p>9 another level of description.</p> <p>10 MR. WILSON: Sure. Thank you, Dr.</p> <p>11 McComas. So yes, so just getting consistency and</p> <p>12 traction with the opportunity to bring principals</p> <p>13 out of their buildings, bringing them together in a</p> <p>14 PLC structure, that's really what we're looking</p> <p>15 forward to this year. So, all the strategies that</p> <p>16 you just heard about that are happening at McCormick</p> <p>17 and they're happening in other schools as well. But</p> <p>18 just bringing -- having opportunities to bring the</p> <p>19 principals together, to not only talk about the</p> <p>20 strategies, but let's go to McCormick, let's do some</p> <p>21 instructional rounds and take a look so that way we</p>
<p style="text-align: right;">Page 143</p> <p>1 COMMISSIONER JOSE: Thank you. Could you</p> <p>2 specify your school demographics?</p> <p>3 MS. KOURTESIS: Okay, so we -- so don't</p> <p>4 quote me on this because they change every day. But</p> <p>5 we are approximately 87% African American,</p> <p>6 approximately 3% white, 7% Hispanic and other.</p> <p>7 COMMISSIONER JOSE: Thank you.</p> <p>8 DR. McCOMAS: So part two question: What</p> <p>9 are we doing to move the needle? You know, we have</p> <p>10 brought forward, really, an excellent example of a</p> <p>11 school leader who digs into the work. You know, we</p> <p>12 heard our principal talk about the day in and day</p> <p>13 out work with our faculty around understanding the</p> <p>14 rigor of the standard and making sure that the work</p> <p>15 that's happening in classrooms every day with our</p> <p>16 children meets the rigor of that standard. Our</p> <p>17 principal really described rolling up her sleeves</p> <p>18 and getting in there and working directly with</p> <p>19 faculty consistently. That is really what needs to</p> <p>20 happen. And that is what our Department of Schools</p> <p>21 Executive team is working with our principals on.</p>	<p style="text-align: right;">Page 145</p> <p>1 can help to operationalize at a system wide level a</p> <p>2 lot of these best practices. And remember, not every</p> <p>3 school is the same. So, you know, deciding, all</p> <p>4 right, what part of McCormick is going to work for</p> <p>5 my school, but just providing that platform for</p> <p>6 principals to come together. We're really looking</p> <p>7 forward to that this year.</p> <p>8 DR. DARRYL WILLIAMS: Well, let me just</p> <p>9 add, we have 176 schools, 176 principals. They are</p> <p>10 the data analysts of their schools. And more</p> <p>11 importantly, they know their students. So as Mr.</p> <p>12 Wilson said, they have to customize looking at their</p> <p>13 data, looking at all kinds of data to determine what</p> <p>14 their school progress plans will be, what will be</p> <p>15 the steps. And a lot of it is around their own</p> <p>16 professional learning, the professional learning of</p> <p>17 their staff. And then the monitoring. It was this</p> <p>18 board that approved one of our contracts that we</p> <p>19 were able to have, on time data about students. We</p> <p>20 didn't have that. We had to wait for an assessment</p> <p>21 that would take months to get results. So you heard</p>

<p style="text-align: right;">Page 146</p> <p>1 reference to our curriculum-based assessments, 2 that's on time data we can have, which then will 3 inform next steps of what staff members can do in 4 those conversations that are happening in every 5 building with their instructional lead it leadership 6 team. 7 You referenced middle school. Glad you 8 did. Because day one, I came in, I said, we have to 9 focus on middle schools. I gave an example to our 10 principals about the middle school child, no offense 11 to anyone on the dais who may be the middle school 12 child, but sometimes they are not seen. So 13 therefore, we focus this year -- Thank you to Dr. 14 Eric Minus, Ms. Larissa Santos for focusing on a 15 responsive Middle School Summit. Brought all our 16 middle school principals together and did just that, 17 let's talk about what we need to do and those 18 opportunities for students at the middle school. 19 And the last thing you mentioned, which I 20 love, is that you can't look at elementary, this 21 data and say elementary will then feed into middle</p>	<p style="text-align: right;">Page 148</p> <p>1 strategic plan of June 2020. 2 So I hope that answers your questions. We 3 can talk all day about academics. Thank you. 4 CHAIRWOMAN HENN: Thank you. Dr. Hager, I 5 believe you are next. 6 COMMISSIONER HAGER: Yes, I have a lot of 7 questions, so I'm going to talk really fast. Thank 8 you for the presentation. I especially want to 9 thank Dr. Williams and the team for their 10 transparency and willingness to share this data 11 because some of it wasn't super positive. And so 12 your willingness to just let us know what's 13 happening is really important. And I really thank 14 you for that. 15 I'm gonna start with a comment that's a 16 broken record for me is that better comparisons 17 would really help us understand the data better. So 18 having comparisons, looking at other years, other 19 counties, to really understand, you know, where this 20 year is compared to prior years, again, or compared 21 to other similar counties; for the Virtual Learning</p>
<p style="text-align: right;">Page 147</p> <p>1 school, will feed into high school because our 2 articulation patterns are quite interesting. You 3 don't necessarily have feeder schools. We do have 4 some. They all are not direct feeder schools. 5 Hence, why we created the system improvement teams. 6 And a piece of that work is there are 11 system 7 improvement teams. There's the piece around 8 academics: we're looking at reading, we're looking 9 at algebra one, we're looking at suspension, we're 10 looking at all the other assessments, SAT, AP to 11 really look at what are those best practices that 12 should be happening across all schools so we can 13 replicate. And then the work of the schools, they 14 come in, they monitor, they ask questions. And so 15 this is the work. We started this pre pandemic, the 16 pandemic hit, we had to focus on adjusting and 17 trying to get kids connected with staff. This past 18 year, we started to increase that through that work, 19 and we feel confident that this year we're able to 20 provide additional work related to our strategic 21 plan. Thanks to this board that approved the new</p>	<p style="text-align: right;">Page 149</p> <p>1 Program having comparisons, looking at the children 2 themselves, or their trajectories over time or a 3 matched control, because it is likely that the 4 children in the virtual learning program are 5 slightly different than the population as a whole 6 and we can't help but compare them in this the way 7 the data is presented. So I know I've said that 8 before, but I had to say it again. 9 So starting with grades, in the fourth 10 quarter, about 15% of middle school students failed 11 the major grades, about 20% of high school students 12 got a failing grade in the major subjects. And then 13 we heard about summer school. And we were told they 14 were invited to participate. They were not 15 required, is that -- I mean, I know it's only fourth 16 quarter, so they would have to failed the course 17 overall, I assume, to -- 18 DR. McCOMAS: Yes, so I -- 19 COMMISSIONER HAGER: Go ahead. 20 DR. McCOMAS: Sorry if I'm jumping the gun. 21 Thank you for the opportunity to clarify for that.</p>

<p style="text-align: right;">Page 150</p> <p>1 So yes, students are encouraged to enroll in summer 2 school. It is not a mandate. You know, for 3 example, when we're talking about high school 4 students, if they are failing, then they are behind 5 on credits. Summer school is their opportunity to 6 get caught up on credits. If they don't take 7 opportunity during the summertime, maybe they have 8 to work for their family, maybe they have other 9 obligations that they're not able to participate in 10 the summer opportunity, then we work with the school 11 throughout the school year for them to perhaps do 12 the extended day program during the school year 13 where they can get caught up on credits or the 14 Saturday program, or embed in the school day in 15 their schedule the opportunity to get caught up. So 16 the summer learning opportunity for our students who 17 are acquiring credits towards graduation, that is 18 one more window of opportunity. It's not a now's 19 your only opportunity. It's part of a menu of ways 20 for us to get students up to speed or for students 21 to accelerate. We do have students who participate</p>	<p style="text-align: right;">Page 152</p> <p>1 for students to close gaps or to get ahead, it's 2 really about providing a menu of opportunities that 3 are flexible. Summer learning is just one piece of 4 that menu. 5 COMMISSIONER HAGER: So if a student fails 6 English in ninth grade and cannot go to summer 7 school that year, they will go into 10th grade 8 English and then have an opportunity to make up 9 ninth grade English after school? 10 DR. McCOMAS: So we would work with them to 11 identify the English courses for their next year. 12 It may be that they are re-enrolled in English nine, 13 it may be that they do English nine in the evening 14 program while they're also an English 10. What's 15 important to understand about the English course, 16 for example, is really the complexity of the text 17 that distinguishes the grade levels and the 18 complexity of the writing requirements. And so they 19 are not, if you will, sequential where you must do 20 one from the other. Oftentimes being exposed to 21 multiple levels of text simultaneously can actually</p>
<p style="text-align: right;">Page 151</p> <p>1 in summer learning who are getting ahead on their 2 credits because maybe they're choosing to graduate 3 early. It may be that they're trying to get ahead 4 of on certain credits that they can open up other 5 electives during the school year. So it's important 6 to think about summer school, not as this sort of, 7 you know, if you don't pass, you know, go, you can't 8 progress; or if you don't do this, you can't 9 progress. There's many opportunities. For students 10 who, likewise, are at the elementary and middle 11 schools, we work with their families to get them 12 enrolled in summer school. If a family chooses not 13 to participate in summer school, for whatever 14 reason, again, we work throughout the school year to 15 identify what interventions that student would need 16 incorporate into their school schedule. We work to 17 provide tutoring throughout the school year. We 18 have expanded a lot of our after-school tutoring 19 thanks to the federal grant funds that have come in. 20 And so what's really important to understand is that 21 it's not about a one shot -- one stop opportunity</p>	<p style="text-align: right;">Page 153</p> <p>1 help develop comprehension and better reading 2 skills. And so English, for example, is one that 3 you can work with students concurrently because it's 4 really about exposure and opportunity to engage in 5 close reading, as opposed to, for example, a math 6 course where you need that sequential building of 7 skills prior to progressing to the next one. 8 COMMISSIONER HAGER: So speaking of ELA, 9 the VLP ELA fail rate was particularly high for ELA 10 compared to the other subjects. Why do you think 11 that is? 12 MR. ELMENDORF: I don't want to speculate 13 without having specific data that would really 14 illuminate what the reasons are for that. I do know 15 that, as I explained in some of the other board 16 meetings, there were some challenges that we have 17 fortunately overcome for next school year. So we're 18 fully staffed for the VLP for this coming school 19 year. We know that we had a high percentage of 20 long-term substitutes who didn't necessarily have 21 the professional training that we would like to see</p>

<p style="text-align: right;">Page 154</p> <p>1 in certified teachers. And so I think some of the</p> <p>2 challenges that we faced, both at home and in the</p> <p>3 staffing model that we were experiencing, were part</p> <p>4 of what we saw with the English grades.</p> <p>5 COMMISSIONER HAGER: Just wondering if it</p> <p>6 was like typing or reading on the computer, is</p> <p>7 something that -- because it was so -- it's such an</p> <p>8 outlier.</p> <p>9 MR. ELMENDORF: Right.</p> <p>10 COMMISSIONER HAGER: All right. Last</p> <p>11 question, unless I have more time. The strategies</p> <p>12 that were all mentioned to kind of make up for the</p> <p>13 concerns that we had about some of the data points,</p> <p>14 are they --were they all implemented this year for</p> <p>15 the first time, or they've been in place for years?</p> <p>16 I mean, are these new things?</p> <p>17 MR. WILSON: I think in some respects,</p> <p>18 they're not new, they just had to be repackaged, as</p> <p>19 we were, you know, dealing with the pandemic and</p> <p>20 coming into the endemic part of it. I think the</p> <p>21 biggest thing is, you know, really, really making</p>	<p style="text-align: right;">Page 156</p> <p>1 the transition of being a middle schooler, I think</p> <p>2 it's important to recognize that middle school in</p> <p>3 general, I feel like it's a more difficult time</p> <p>4 developmentally in comparison to high school. And</p> <p>5 that just happens to be how hormones work. So I</p> <p>6 appreciate that we are being honest about our</p> <p>7 numbers in middle school and how we can improve upon</p> <p>8 those numbers. Because it is important to recognize</p> <p>9 that we have to look at it holistically. So thank</p> <p>10 you for that.</p> <p>11 I do want to talk about burnout and mental</p> <p>12 health. Because when we look at the numbers, we see</p> <p>13 that -- we see us like a decline in the fourth</p> <p>14 quarter. And I can personally say that a lot of it</p> <p>15 is due to burnout. I don't know if that's the same</p> <p>16 thing for everyone, the same case for every student.</p> <p>17 But I know that a lot of it can be attributed to</p> <p>18 burnout. So I guess, how can we work together to</p> <p>19 make sure that we are minimizing that burnout for</p> <p>20 all of our students, elementary, middle and high</p> <p>21 school so that they're consistently engaged with</p>
<p style="text-align: right;">Page 155</p> <p>1 sure that teachers took an opportunity to learn how</p> <p>2 to build relationships with students, because I</p> <p>3 think sometimes we just want to just pour right into</p> <p>4 our content, whether it be elementary, middle, or</p> <p>5 high school. And students, I don't think we're</p> <p>6 really ready for that. And so that was a lesson</p> <p>7 that we learned kind of coming back in last year.</p> <p>8 So I think the strategies were there, I just think</p> <p>9 we've just taken time to explicitly kind of go back</p> <p>10 and teach some of those as adults.</p> <p>11 COMMISSIONER HAGER: Thank you.</p> <p>12 CHAIRWOMAN HENN: Thank you. Ms. Hassan.</p> <p>13 STUDENT COMMISSIONER HASSAN: Thank you.</p> <p>14 And thank you so much for this awesome presentation</p> <p>15 and this report and for sharing all of your</p> <p>16 knowledge with us. I know I was enlightened by this</p> <p>17 presentation, so thank you.</p> <p>18 I do have a couple of questions, a couple</p> <p>19 of comments. I want to start off with talking about</p> <p>20 middle school. And you know, as a former middle</p> <p>21 school student, I think I can speak to you, I guess</p>	<p style="text-align: right;">Page 157</p> <p>1 what they're learning?</p> <p>2 DR. McCOMAS: I'll jump in, and feel free,</p> <p>3 Dr. Zarchin.</p> <p>4 I think, you know, you raise a great</p> <p>5 question, Roah that -- or Ms. Hassan, sorry, that,</p> <p>6 you know, it's important for us to recognize that</p> <p>7 the school year is a human race, right? Like this</p> <p>8 is humans working through a long course of</p> <p>9 challenges. It's really important I think what</p> <p>10 helps students is extracurricular activities. It's</p> <p>11 important for every person, no matter what age, to</p> <p>12 engage in creative activities, that it reignite</p> <p>13 their energy, right, and fuel their imagination and</p> <p>14 reconnect them with the joy of living. And I think</p> <p>15 it's really important for our students to not</p> <p>16 overextend themselves but to make sure that there is</p> <p>17 some extracurricular activity that they are</p> <p>18 connected with, that really does reignite that</p> <p>19 energy of creativity, innovation and joy, right.</p> <p>20 And for some that may be theater, for some that may</p> <p>21 be athletics, for others, it may be music and other</p>

<p style="text-align: right;">Page 158</p> <p>1 forms of Fine Arts. I think that in our culture, we</p> <p>2 have to very intentionally cultivate that for</p> <p>3 students and for one another to avoid burnout. We</p> <p>4 do have a Mind Over Matters campaign that really</p> <p>5 helps with strategies for students to learn how to</p> <p>6 manage their stress throughout the year. And I</p> <p>7 think that, you know, there's a ton of ways; but we</p> <p>8 need to work with students early in the year but</p> <p>9 throughout the year, and I think it's really</p> <p>10 important to help students find balance and joy in</p> <p>11 the learning process. So I don't want to belabor</p> <p>12 that because we're humans first, and I'll see if any</p> <p>13 of my colleagues would like to add to that.</p> <p>14 STUDENT COMMISSIONER HASSAN: Thank you.</p> <p>15 MR. ZARCHIN: I'll go ahead and jump in.</p> <p>16 So the past two really two years, one of the things</p> <p>17 that we're really trying to establish are</p> <p>18 relationships: peer to peer, peer to adult, in a</p> <p>19 supportive way. What you're seeing at this table is</p> <p>20 something that we strive for, working across</p> <p>21 offices, really to get supports to schools where</p>	<p style="text-align: right;">Page 160</p> <p>1 and being pushed to do their best and to strive to</p> <p>2 continually improve. So those are things that we</p> <p>3 work on professionally, but we want that to get</p> <p>4 right down to the student level.</p> <p>5 STUDENT COMMISSIONER HASSAN: Thank you.</p> <p>6 And I think that is an important thing to realize</p> <p>7 and to discuss that relationships are at the core of</p> <p>8 our system. And without them, we will collapse and</p> <p>9 it will be a mess. And so I think it's important</p> <p>10 that we did talk about that.</p> <p>11 Another question I had. So in elementary</p> <p>12 schools, you know, the data says that students tend</p> <p>13 to do better in science and social studies versus</p> <p>14 English and math. And I'm just trying to like,</p> <p>15 pinpoint why and where that happens. Like is it a</p> <p>16 relevancy thing, is it that students feel more</p> <p>17 connected with that because it seems more</p> <p>18 interesting? I don't know.</p> <p>19 MS. KOURTESIS: I was gonna say -- Yeah,</p> <p>20 I'd like to address that one. I think a lot of it</p> <p>21 has to do -- sometimes it has to do with the</p>
<p style="text-align: right;">Page 159</p> <p>1 they're needed. Having conversations about what's</p> <p>2 working and what needs to be improved. The data is</p> <p>3 not where we want it to be, we're not going to</p> <p>4 pretend that it is. We know that it's going to get</p> <p>5 better. It's going to get better when we look and</p> <p>6 really commit to relationships focused on support</p> <p>7 but having honest conversations about where we need</p> <p>8 to move instruction, where we need to move students</p> <p>9 where they're not meeting potential. Students need</p> <p>10 to believe in themselves. And a lot of times that's</p> <p>11 fostered by a relationship with an adult, who's</p> <p>12 there consistently, who believes in them, and see</p> <p>13 something that often the students don't.</p> <p>14 At the last meeting, we were asked about</p> <p>15 suspensions and what do we think. And the feeling</p> <p>16 was it was improving. The data bears that out.</p> <p>17 We're also feeling that we're getting some momentum</p> <p>18 with relationships, a rhythm and a rhyme to the day,</p> <p>19 which is incredibly important. And I think with</p> <p>20 that, we're going to see the improvements that we</p> <p>21 really want in schools and kids meeting potential</p>	<p style="text-align: right;">Page 161</p> <p>1 content, but it is also student interest, it is the</p> <p>2 opportunities that we provide for kids to</p> <p>3 participate in hands-on experiments, a lot of times</p> <p>4 creating timelines for social studies, doing</p> <p>5 research using computer. So the venues that we use.</p> <p>6 So if we're using that across all content areas, we</p> <p>7 do start to see that increase. And it's also</p> <p>8 providing that in classroom libraries at the</p> <p>9 elementary level for kids. So initially, they</p> <p>10 explore what is of interest to them. But as we go</p> <p>11 through and we build fiction and nonfiction into</p> <p>12 those classroom libraries, kids start to get</p> <p>13 exposure to various content. So it actually starts</p> <p>14 to grow literally across areas. And when we</p> <p>15 incorporate and blend learning with math and science</p> <p>16 or reading and social studies, it doesn't become</p> <p>17 this separate entity, it actually just becomes one</p> <p>18 type of learning. So I know we're very concentrated</p> <p>19 on doing that at the elementary level. And I think</p> <p>20 we're starting to see more kids, bring in their own</p> <p>21 ideas and implement them. So yeah.</p>

<p>Page 162</p> <p>1 STUDENT COMMISSIONER HASSAN: Okay, thank 2 you. Those are all of the questions that I have at 3 the moment. So I'm going to pass it on to someone 4 else. 5 CHAIRWOMAN HENN: Mr. McMillion. 6 VICE CHAIR McMILLION: Okay, great. 7 Mr. Connelly, I just -- refresh my memory, 8 are suspended students logged in as excused 9 absences? 10 MR. CONNELLY: I do not do the focus work 11 when it comes to coding students for logging in, so 12 I don't want to give you misinformation. 13 VICE CHAIR McMILLION: So I'm sorry, I 14 dropped my earplug. 15 MR. CONNELLY: That's okay. From a coding 16 standpoint for suspensions, students that are 17 suspended from school are out of school, which is 18 the out of school suspension. There's also an in- 19 school suspension designation. But from a focus 20 standpoint, which is our student information system, 21 I can't answer that question for you accurately</p>	<p>Page 164</p> <p>1 students who are not doing successful, clearly the 2 format was not working for them, we were working to 3 get them back into in-person learning. So this year 4 we're -- and I'll hand it over to Dr. Elmendorf. 5 This year, we have students who were demonstrating 6 greater success in the program. 7 VICE CHAIR McMILLION: So there's a 8 standard. If they don't maintain that standard, 9 then they're set back to their traditional 10 homeschool? 11 DR. ELMENDORF: Right. We had meetings 12 with the families and the staff for students who 13 were struggling in the VLP to determine if there was 14 something we can put in place to help them to be 15 successful. And if we really felt that the answer to 16 the challenge was for them to be back to in-person 17 learning, we requested that they move back to the 18 school building. 19 VICE CHAIR McMILLION: Dr. McComas, do you 20 project this VLP program is going to just drift away 21 to nothing?</p>
<p>Page 163</p> <p>1 because I'm not working in that field. 2 VICE CHAIR McMILLION: Okay. Dr. 3 Elmendorf, how many kids did you have in the VLE in 4 21-22, about ballpark? 5 DR. ELMENDORF: We had up to 3200 students 6 in the VLP last year, and we're closer to 1600 for 7 this coming school year. 8 VICE CHAIR McMILLION: And you said, what 9 about 1600? 10 DR. ELMENDORF: That's the enrollment, 11 about the approximate enrollment for full-time 12 students in this coming school year. 13 VICE CHAIR McMILLION: And so it went down 14 1600? 15 DR. ELMENDORF: Right. 16 DR. McCOMAS: Yes, sir. I'm sorry. Our 17 goal was to return students to in-person learning. 18 DR. ELMENDORF: Right. 19 VICE CHAIR McMILLION: Even the ones that 20 are doing great? 21 DR. McCOMAS: Well, what we did is those</p>	<p>Page 165</p> <p>1 DR. McCOMAS: Well, it's a great question, 2 Mr. McMillion. And I know you're passionate about an 3 online opportunity for our students. We are in the 4 process of examining how our students are doing this 5 year. You know, we're starting this year very 6 differently with VLP. Our staffing is stronger. 7 Our students who are in the program have 8 demonstrated that they're doing well in the program. 9 We are looking at what are some of the evolutions of 10 VLP. We, right now, are also working to provide 11 lots of innovative and reimagine ways of supporting 12 schools with VLP in some sections to help with the 13 overall system wide staffing. So long story short, 14 I cannot say to you, Mr. McMillion that I see it 15 totally fading away. What I do anticipate is that 16 it will go through a metamorphosis as we move 17 forward. It's important to keep in mind that 18 currently our VLP is funded through RS or federal 19 grants. And as we all know, those grants will 20 sunset at some point. And so it's not currently 21 part of our operating budget. And so we will be</p>

<p style="text-align: right;">Page 166</p> <p>1 looking to understand the needs of our system and</p> <p>2 then how do we move forward taking the best of what</p> <p>3 we've learned through the virtual learning program</p> <p>4 and matching that with what would be sustainable</p> <p>5 funding.</p> <p>6 VICE CHAIR McMILLION: Thank you.</p> <p>7 DR. McCOMAS: You're welcome.</p> <p>8 VICE CHAIR McMILLION: Dr. Elmendorf, you</p> <p>9 stated that you don't have any vacancies in your</p> <p>10 setting this coming year?</p> <p>11 DR. ELMENDORF: The VLP is fully staffed,</p> <p>12 yes.</p> <p>13 VICE CHAIR McMILLION: Outstanding.</p> <p>14 And Principal Kourtesis.</p> <p>15 MS. KOURTESIS: Yes.</p> <p>16 VICE CHAIR McMILLION: Did I say that</p> <p>17 right?</p> <p>18 MS. KOURTESIS: Yes.</p> <p>19 VICE CHAIR McMILLION: You have</p> <p>20 approximately 475 kids in your school?</p> <p>21 MS. KOURTESIS: Approximately 400 at this</p>	<p style="text-align: right;">Page 168</p> <p>1 MS. STOLUSKY: Thank you very much for your</p> <p>2 presentation. I just have questions. The first one</p> <p>3 is related to attendance. I see that the</p> <p>4 percentages for chronic absenteeism range from 18.6%</p> <p>5 to 42.2%. And you talked about one of the strategies</p> <p>6 was a student attendance plan. What percent of</p> <p>7 students that fall into that chronic absenteeism</p> <p>8 level currently -- you know, had a student</p> <p>9 attendance plan in the past year?</p> <p>10 MR. WILSON: So I don't have the data in</p> <p>11 front of me. But I would say from my perspective in</p> <p>12 the schools that I support, 100% of the students</p> <p>13 because that's the point, right, is getting those</p> <p>14 kids the support that they need.</p> <p>15 MS. STOLUSKY: Oh, sorry. And did it</p> <p>16 result in improvements in their attendance?</p> <p>17 MR. WILSON: I would say it fluctuated.</p> <p>18 Because, you know, in some cases, you're dealing</p> <p>19 with some fear of the unknown from parents. I mean,</p> <p>20 there was a lot going on last year. So as much as</p> <p>21 we were, you know, saying it's safe to come back,</p>
<p style="text-align: right;">Page 167</p> <p>1 time.</p> <p>2 VICE CHAIR McMILLION: 400?</p> <p>3 MS. KOURTESIS: Uh-huh.</p> <p>4 VICE CHAIR McMILLION: And congratulations</p> <p>5 on your progress.</p> <p>6 MS. KOURTESIS: Thank you.</p> <p>7 VICE CHAIR McMILLION: How many teacher</p> <p>8 openings do you have?</p> <p>9 MS. KOURTESIS: Currently, I have one</p> <p>10 vacancy that has been taken by a resource teacher.</p> <p>11 So I'm fully staffed.</p> <p>12 VICE CHAIR McMILLION: And what grade level</p> <p>13 is that?</p> <p>14 MS. KOURTESIS: I'm sorry?</p> <p>15 VICE CHAIR McMILLION: What grade level is</p> <p>16 that?</p> <p>17 MS. KOURTESIS: Fourth grade.</p> <p>18 VICE CHAIR McMILLION: Fourth grade. Thank</p> <p>19 you very much. Thank you.</p> <p>20 MS. KOURTESIS: Sure.</p> <p>21 CHAIRWOMAN HENN: Thank you. Ms. Stolusky.</p>	<p style="text-align: right;">Page 169</p> <p>1 come on, there was still some reluctance there with</p> <p>2 some of our parents. So I think that that played a</p> <p>3 large role into it. But I think the motivating</p> <p>4 phone calls, the checking up, the knowing that</p> <p>5 there's someone there that is really interested in</p> <p>6 them being there, really helped for majority of our</p> <p>7 students.</p> <p>8 MS. STOLUSKY: Okay. And then just as a</p> <p>9 follow up, are there any changes planned for the</p> <p>10 student attendance plan to try to continue to</p> <p>11 improve attendance?</p> <p>12 MR. WILSON: Just we hope to lower the</p> <p>13 number that receive a plan for next year, but I</p> <p>14 think the process is working, that collaboration</p> <p>15 with the school partners is working, so we'll</p> <p>16 continue that.</p> <p>17 MS. STOLUSKY: Okay. Thank you.</p> <p>18 And my second question is specific to</p> <p>19 McCormick. As a former teacher, I really admire</p> <p>20 what you said about viewing interruption as an</p> <p>21 opportunity, and certainly I know parents and</p>

<p style="text-align: right;">Page 170</p> <p>1 students from sort of the other side of a</p> <p>2 disruption, where it can be viewed that the</p> <p>3 disruption is taking away learning from a child.</p> <p>4 Can you just enlighten a little bit about how you</p> <p>5 handle viewing classroom disruptions as an</p> <p>6 opportunity, perhaps with examples, or just sort of</p> <p>7 your general strategy regarding that. Thank you.</p> <p>8 MS. KOURTESIS: Sure. You're talking about</p> <p>9 in terms of classroom disruptions. So at the</p> <p>10 elementary level, we want everything to be a</p> <p>11 learning opportunity. So a lot of the times we will</p> <p>12 have conversations, we have peer mentors, we have an</p> <p>13 adult assigned to each student in the building.</p> <p>14 We're fortunate because we're a smaller school. So</p> <p>15 with that, we work collaboratively and it's ongoing.</p> <p>16 So what we do is basically have check-in systems.</p> <p>17 We have in our master schedule built a community</p> <p>18 circle time for all classrooms and we also have</p> <p>19 midday check-ins. And teachers have structures that</p> <p>20 they've put in place with successes and challenges</p> <p>21 that kids identify in the community circles. And</p>	<p style="text-align: right;">Page 172</p> <p>1 opportunities to have conversations to grow people,</p> <p>2 grow kids, have conversations with parents that are</p> <p>3 realistic. And when I call, I know individually,</p> <p>4 for me as a principal when I contact parents, I</p> <p>5 don't necessarily call for office referrals. I will</p> <p>6 call, like I mentioned, about a unit of study that</p> <p>7 kids are on or a student's progress. I work closely</p> <p>8 with my ILT team, Mr. Wilson, and what we do is we</p> <p>9 basically accept that framework. And we stay within</p> <p>10 that framework, so we're all clear on the messaging.</p> <p>11 We're not going from here to there. It's really</p> <p>12 clear. Our professional development plans, our</p> <p>13 behavior plans are all preset and pre planned and we</p> <p>14 make adjustments along the way. But we're very</p> <p>15 hands-on in our building. And I believe Ms. Rowe at</p> <p>16 one time had visited our building. And yes, and she</p> <p>17 had seen that, of how we structure things.</p> <p>18 The specific details of our behavior plan,</p> <p>19 I'd love to share it with you. Unfortunately, I</p> <p>20 don't have everything in front of me, but we have</p> <p>21 that system put in place from a while ago. And so</p>
<p style="text-align: right;">Page 171</p> <p>1 they also set daily goals for kids. Kids have their</p> <p>2 own individual goals, but they also have classroom</p> <p>3 goals. So they check on each other. So it really</p> <p>4 creates more of a family environment. And what I</p> <p>5 found is it really is a way of being because when</p> <p>6 we're consistent in the messaging that we're sending</p> <p>7 out and we're developing that initially from the</p> <p>8 start when the kids come into the classroom, with</p> <p>9 Conscious Discipline greets. We are an AVID school.</p> <p>10 We do AVID greets. We've put different systems in</p> <p>11 place so that that can be successful. When we do</p> <p>12 that and we're consistent and all classrooms do that</p> <p>13 -- because on any given day, you can walk into any</p> <p>14 classroom and you will see goals, behavior goals and</p> <p>15 academic goals set for students individually and as</p> <p>16 a classroom. And it really does support it, and</p> <p>17 kids know their numbers. And they're very on to,</p> <p>18 you know, wanting to meet their goals, and they</p> <p>19 intrinsically feel success with that. And I'm a</p> <p>20 half glass full principal, where I like to see</p> <p>21 things as a positive way forward and find</p>	<p style="text-align: right;">Page 173</p> <p>1 the familiarity and the relationship building we</p> <p>2 have had has been beneficial for us.</p> <p>3 MS. STOLUSKY: As a compliment to you and</p> <p>4 your school, it would be absolutely wonderful if</p> <p>5 some of your best practices could really be shared</p> <p>6 among --</p> <p>7 MS. KOURTESIS: Absolutely.</p> <p>8 MS. STOLUSKY: -- other schools. I mean,</p> <p>9 really phenomenal.</p> <p>10 MS. KOURTESIS: Absolutely. I would love</p> <p>11 to do that. Sure. Absolutely.</p> <p>12 MS. STOLUSKY: Thank you.</p> <p>13 MS. KOURTESIS: Sure.</p> <p>14 DR. DARRYL WILLIAMS: Once again, I will</p> <p>15 put in a plug as to why we've created the Systems</p> <p>16 Improvement Team to do just that. When we see</p> <p>17 practices happening in schools or clusters of</p> <p>18 schools, we share that, our professional learning</p> <p>19 development, thanks to our POD, thanks to Heather</p> <p>20 Lageman (phonetic), her team, which coordinate these</p> <p>21 monthly meeting with principals is to do that, Ms.</p>

<p style="text-align: right;">Page 174</p> <p>1 Stolusky, to share information and provide best</p> <p>2 practices.</p> <p>3 MS. STOLUSKY: Thank you.</p> <p>4 CHAIRWOMAN HENN: Okay. Thank you. Ms.</p> <p>5 Rowe.</p> <p>6 COMMISSIONER ROWE: Sorry, I don't -- for</p> <p>7 some reason, my Teams won't log into the meeting, so</p> <p>8 I can't put in the chat.</p> <p>9 So the question I have is related to from</p> <p>10 the standpoint of being a parent and you get your</p> <p>11 kids MAP scores, you get your kids MCAT scores and</p> <p>12 then you get their grades. And if you work these</p> <p>13 percentages backwards from the MCAT scores, what I'm</p> <p>14 seeing in the data when you look at everything is</p> <p>15 that it looks like for a child to be proficient in</p> <p>16 MCAT, they have to pretty much be a straight A</p> <p>17 student, maybe some of the B students get in, but a</p> <p>18 lot of the B's and the C's are not actually</p> <p>19 proficient in MCAT. Can you go over the correlation</p> <p>20 between a student's grades their MCAT performance?</p> <p>21 MR. CONNELLY: I can start with that, if</p>	<p style="text-align: right;">Page 176</p> <p>1 when a student has taken that MCAT.</p> <p>2 Mr. Connelly.</p> <p>3 COMMISSIONER ROWE: Okay.</p> <p>4 MR. CONNELLY: Thank you.</p> <p>5 DR. DARRYL WILLIAMS: Anything else to add?</p> <p>6 MR. CONNELLY: Thank you for setting the</p> <p>7 table. That was fantastic.</p> <p>8 So if we look at MCAT, it's once a year</p> <p>9 type of assessment.</p> <p>10 COMMISSIONER ROWE: Can you move the mic?</p> <p>11 MR. CONNELLY: Oh, sure. Is that better?</p> <p>12 COMMISSIONER ROWE: Yeah.</p> <p>13 MR. CONNELLY: Thank you. If we look at</p> <p>14 MCAT, that's a once-a-year type of assessment and</p> <p>15 it's specific to a set of standards for a grade</p> <p>16 level. When we look at -- it's not all the</p> <p>17 standards, it's some of the standards and what they</p> <p>18 consider from the state and different ways that</p> <p>19 students demonstrate that. So it's like a snapshot</p> <p>20 of overall learning. MAP is given two or three</p> <p>21 times a year depending on the grade level of a</p>
<p style="text-align: right;">Page 175</p> <p>1 you don't mind.</p> <p>2 DR. DARRYL WILLIAMS: Well, let me just</p> <p>3 summarize quickly. The grade is an accumulation of</p> <p>4 work in four periods, four marking periods, where</p> <p>5 MCAT is an assessment, one assessment at a</p> <p>6 particular time. So if you think about</p> <p>7 opportunities to demonstrate learning in nine months</p> <p>8 versus sitting for tests, you can equate it to your</p> <p>9 driver's license test. Right, you've studied, you</p> <p>10 studied and you went and take the assessment and may</p> <p>11 not have done well. So, so grades -- We looked at</p> <p>12 this with Mr. Connelly just to look at our strategic</p> <p>13 plan, and those benchmarks in grades second, fifth,</p> <p>14 eighth and tenth, to look at what are our students</p> <p>15 doing and their success. So if you go back and look</p> <p>16 at strategic plan, you look at there's certain data</p> <p>17 points we want to look at to see how our students</p> <p>18 are progressing. But I just want to give that</p> <p>19 preview before Mr. Connelly speaks. It is a</p> <p>20 difference. And I think that question has come up,</p> <p>21 looking at a collection of work versus a day in time</p>	<p style="text-align: right;">Page 177</p> <p>1 student. So that's a little bit closer to the</p> <p>2 instructional level where the student was at during</p> <p>3 that testing time. But the closest that we get to</p> <p>4 instruction for students are looking at individual</p> <p>5 assessments, looking at the formative assessments</p> <p>6 that drive responsive teaching, and that equates</p> <p>7 over time to course grades. Within a course grade</p> <p>8 category, you could have a grade level course, you</p> <p>9 could have an honors course, you could have an AP</p> <p>10 course, you could have advanced academics. So</p> <p>11 there's a lot of different courses that fit into a</p> <p>12 course grade. So you'd really want to separate out</p> <p>13 your type of courses that you're looking at in the</p> <p>14 grades. Not every honors student earns an A, yet</p> <p>15 they may be proficient in MCAT. Not every student</p> <p>16 in the general track who earns an A may be</p> <p>17 proficient in MACT. And so there isn't a direct</p> <p>18 correlation between what assessment in time and then</p> <p>19 a comparison of course grades across all the</p> <p>20 different options for that course.</p> <p>21 COMMISSIONER ROWE: Okay, so there's not</p>

<p style="text-align: right;">Page 178</p> <p>1 really a correlation, then? So you have to take 2 them as two completely separate things? 3 MR. CONNELLY: So what we looked at 4 specifically was that the ratio of students who are 5 C or higher in their courses, a comparison of the 6 percentile performance for MAP and the correlation 7 between those two data points to the student being 8 proficient in MCAT. And of course, MCAT has a 9 variety of assessments: you have grades three 10 through eight; ELA and math; you have algebra one, 11 algebra two; geometry; you have ELA 10; you have 12 government; you have a high school MISA, which is 13 the Maryland Integrated Science Assessments; you 14 have a grade five science; a grade eight science; 15 and a grade eight social studies. So there's a lot 16 of different MCAT assessments that are given. What 17 is happening right now with Maryland is that they're 18 going through standard settings. So they're looking 19 at all their new assessments, they're changing the 20 proficiency levels, which again, will cause us to go 21 back and take a look and see how well can we predict</p>	<p style="text-align: right;">Page 180</p> <p>1 and do it. Maybe there needs to be some extra 2 credit opportunities or other opportunities to 3 demonstrate knowledge of the material in the fourth 4 quarter than other quarters that kids can do on 5 their own so that they have ways of demonstrating 6 when there's no grades. 7 CHAIRWOMAN HENN: Thank you, Ms. Rowe. 8 It's time. Mr. Kuehn. 9 COMMISSIONER KUEHN: Thank you. This is a 10 lot of information and there have been a lot of 11 great questions already. 12 I want to focus on attendance and its 13 correlation with grades. Because I'm wondering -- I 14 know it doesn't exactly line up here in that light. 15 But it feels like there must be an immediate 16 correlation between the two. Can you please speak 17 to that? 18 MR. CONNELLY: Yes, thank you, Mr. Kuehn. 19 So the Center for Educational Studies, which works 20 with the federal government and databases, has done 21 extensive studies with the correlation between</p>
<p style="text-align: right;">Page 179</p> <p>1 student proficiency in MACT, but that's going to be 2 a new set of data that we'll start looking at based 3 on the new assessments and the new standards 4 setting. 5 COMMISSIONER ROWE: Okay. The other thing 6 I wanted to say is, in response to what Ms. Hassan 7 said about burnout. One thing that I've noticed 8 with my three kids in three different schools with 9 three different grade books, is that the level of 10 anxiety caused in the fourth quarter has a lot to do 11 with the fact that there are fewer grades in the 12 gradebook in the fourth quarter because of the 13 amount of time spent in the fourth quarter on 14 standardized tests. And those grades are slower to 15 enter the Gradebook online, which means the kids 16 have fewer grades, and they don't really know always 17 how they're doing overall. And so I've always have 18 to remind my kids in the third quarter, don't 19 procrastinate the fourth quarter. You're not going 20 to have as many grades, but I feel like my kids are 21 all straight A students. They can understand that</p>	<p style="text-align: right;">Page 181</p> <p>1 attendance and student achievement overall. To 2 bring that down to the level of a school and a 3 student and a course, brings in a lot of different 4 variables. You may have a student that will do well 5 in a course that doesn't attend. And that has 6 happened for some of the students that I've worked 7 with in the past where they were a GT. And when we 8 had that conversation and set up attendance 9 monitoring and plans, one of the comments is well, 10 they're doing fine anyway. And are they really 11 meeting their potential. And that's what we start 12 talking about enrichment and going above and beyond. 13 Attendance provides you an opportunity to learn. 14 Being present doesn't necessarily mean that you're 15 engaged. So there's a layer to that that Ms. Hassan 16 brought up. We have multiple things that we need to 17 do. But first of all, we have to get you in the 18 building. In order for you to be in the game, you 19 got to be present. And once you're present, we have 20 to give you the right playbook, we have to provide 21 you the right coaching, we have to provide you the</p>

<p style="text-align: right;">Page 182</p> <p>1 right support. And heaven forbid if there's an 2 injury, we have to go in and help you get better so 3 that you can continue to make progress and fulfill 4 you to the highest level of success. So yes, at a 5 national level, there are lots of research to 6 support attendance and a correlation with academic 7 achievement. At the schoolhouse level, we know that 8 that's one part of a multifaceted process to support 9 students in developing the skills and strategies 10 necessary to perform at the highest levels of their 11 own personal achievement.</p> <p>12 COMMISSIONER KUEHN: So I appreciate your 13 answer, thank you, but I do want to drill down a 14 little bit further, because although the national 15 level may support some of the discussion here, I'm 16 really focused on what's happening here and the fact 17 that there's an intervention focused on trying to 18 prevent the absenteeism. And I want to understand 19 our success and how we're measuring that and how 20 it's playing out. You know, as I look at slide 21 nine, the high school course grade distribution,</p>	<p style="text-align: right;">Page 184</p> <p>1 we would look at our overall attendance, we were at 2 or above the attendance standard. And you could 3 just say, well, we're fine. let's move on. But that 4 didn't tell the real story. When we looked at 5 disaggregated data within this work, which is where 6 chronic absenteeism, you know, comes into play as an 7 important benchmark, what we found was that 74% of 8 our kids were at or above 94%, they were carried 9 (indiscernible). And what we found when we look 10 closer was that 16% of the kids were below 90% 11 attendance, at or below 90% attendance, and another 12 10% of those kids were in the middle. So we would 13 have different interventions and strategies that we 14 would utilize based on where the individual student 15 was along this journey, knowing that chronic 16 absenteeism is 10% of your total attendance time. 17 So if you were in the building 10 days and you're 18 absent one time, you're chronically absent. If 19 you're in the building 180 days, that's 18 days or 20 more as being chronically absent. So an illness 21 could make a child chronically absent. And yet,</p>
<p style="text-align: right;">Page 183</p> <p>1 and, you know, you can see the chronic absenteeism 2 getting worse over the quarters, and then you also 3 see a relation in grades and, you know, the C or 4 higher, getting less and less. So maybe we haven't 5 had a chance to do that. And I mean, we're taking 6 steps to try and intercede, right? Because it makes 7 sense. How are we measuring the success there? Is 8 it, you know, because like you said, you know, 9 someone may not go to a class and still do really 10 well. I'm guessing that that's an outlier. Right? 11 That's not the normal response that you get. But 12 I'm curious as to what other information we have or 13 how to look at it.</p> <p>14 CHAIRWOMAN HENN: And that's time, Mr. 15 Kuehn. Thank you. If you want to answer the 16 question.</p> <p>17 MR. CONNELLY: Thank you. And thank you 18 for the question, it's very thoughtful.</p> <p>19 On the surface, if you looked at the 20 Maryland State attendance standard of 94%, and I'm 21 going to use my own experiences as a principal, when</p>	<p style="text-align: right;">Page 185</p> <p>1 they really do have strong attendance, they were 2 sick. And I think we saw that especially during the 3 pandemic time where we saw shifts, and, you know, 4 historical practices, such as having attendance 5 assemblies for perfect attendance or excellent 6 attendance, where, you know, now, you know, we don't 7 want to put students in situations where they were 8 sick and they couldn't possibly achieve this. So I 9 think when you're looking at attendance as a factor, 10 it gets down to what Ms. Kourtesis and Mr. Wilson 11 were talking about, which is those individualized 12 plans; knowing your students, as Dr. Williams talked 13 about; understanding your data at the school level; 14 being that lead person as a principal but having a 15 strong team around you to be able to develop plans 16 and strategies and interventions that are consistent 17 with students. Once you mitigate a lot of those 18 variables to the best of your ability, students are 19 available for learning. And then that's where we 20 have to add in that level of engagement, rigor, 21 responsive instruction in order to move students</p>

<p style="text-align: right;">Page 186</p> <p>1 forward academically.</p> <p>2 CHAIRWOMAN HENN: Thank you. Mrs. Causey.</p> <p>3 COMMISSIONER CAUSEY: Thank you, Madam</p> <p>4 Chair.</p> <p>5 I just wanted first to really appreciate</p> <p>6 Principal Kourtesis, and I really enjoyed the</p> <p>7 presentation. And I especially was encouraged by</p> <p>8 the numbers at the end. So there's qualitative</p> <p>9 aspects that we're looking for and there's also</p> <p>10 those quantitative ones that we're looking for.</p> <p>11 I did want to hear a little bit more about</p> <p>12 the focus in September on the Code of Conduct in the</p> <p>13 schoolhouse, and I especially like your component</p> <p>14 about family first, pulling in those parents, and</p> <p>15 also sending home those extra packets, and</p> <p>16 especially the elementary level, right, they're</p> <p>17 coloring or they're cutting and pasting or they're</p> <p>18 being creative. So it's not homework necessary.</p> <p>19 But it's fun activities. And then the parents get</p> <p>20 engaged in and they understand more of how your</p> <p>21 child is learning, what they're learning.</p>	<p style="text-align: right;">Page 188</p> <p>1 with one another, you know, how do you choose a</p> <p>2 seat, and what do you do during that time? What do</p> <p>3 positive transitions in the hallways look like?</p> <p>4 What's necessary when you're in the hallway, so</p> <p>5 really taking the time to show and demonstrate, not</p> <p>6 just at the elementary level, but even at the middle</p> <p>7 school and high school level, it'll be</p> <p>8 differentiated, but to still take the time to</p> <p>9 explicitly teach and model for our students.</p> <p>10 COMMISSIONER CAUSEY: That's wonderful to</p> <p>11 hear, because and it is the ongoing concern about</p> <p>12 learning loss, and so we wanted to jump in and dive</p> <p>13 in.</p> <p>14 MR. WILSON: Right.</p> <p>15 COMMISSIONER CAUSEY: Thank you. She's</p> <p>16 explicitly reminding me about how much time I've</p> <p>17 got.</p> <p>18 But to know that safe and, you know,</p> <p>19 nurturing environments have to be there before you</p> <p>20 can dive in. But also going back to how can the</p> <p>21 family support what's happening? Because we know</p>
<p style="text-align: right;">Page 187</p> <p>1 But can you speak a little bit more to</p> <p>2 September focus on the Code of Conduct and how</p> <p>3 parents systemwide are going to be pulled into that</p> <p>4 conversation?</p> <p>5 MR. WILSON: Absolutely, I'll start. So</p> <p>6 again, lessons learned from last year, I think we</p> <p>7 just sort of dove right into the content, forgetting</p> <p>8 the relationship piece between teacher and student,</p> <p>9 student to student. So this year, we really want to</p> <p>10 take time during those beginning weeks of September</p> <p>11 to -- you know, we're going to --whether you want to</p> <p>12 call it the code or the matrix, you know, every</p> <p>13 school is going to have their own positive behavior</p> <p>14 plan, which is going to be posted on their school</p> <p>15 website. So parents will be able to see, all right,</p> <p>16 so what's happening in terms of behavior</p> <p>17 intervention strategies that I can look at and</p> <p>18 really understand, but the students will understand,</p> <p>19 too. So, you know, what does it mean to have</p> <p>20 positive cafeteria rules? So we're going to take</p> <p>21 kids to the cafeteria and show them how to engage</p>	<p style="text-align: right;">Page 189</p> <p>1 the teachers have a great workload, the principals,</p> <p>2 administrators, school nurses, everyone, central</p> <p>3 office has a heavy workload; and so how can the</p> <p>4 families in the parent be pulled in to do that?</p> <p>5 MS. KOURTESIS: So I was gonna add to that</p> <p>6 I had mentioned earlier about Parent University.</p> <p>7 And one of the things that we have found is most</p> <p>8 beneficial is when parents learn about the academics</p> <p>9 and the behaviors of the social emotional learning</p> <p>10 sports we provide to students during the daytime.</p> <p>11 And we're, in essence teaching the parents those</p> <p>12 things. So whatever professional development is</p> <p>13 occurring for the teachers, the parents are in</p> <p>14 essence getting the same type of thing. We are</p> <p>15 fortunate this year to have a community school</p> <p>16 facilitator that is also bridging the partnership</p> <p>17 between our school and our businesses and families.</p> <p>18 And so that's another venue that we're using to get</p> <p>19 parents in and really having conversations. We've</p> <p>20 also in the past, have held principals quarterly</p> <p>21 informal dialogues with me, Principals Tea, just to</p>

<p style="text-align: right;">Page 190</p> <p>1 bridge that gap as well. So we provide</p> <p>2 opportunities for parents through family engagement</p> <p>3 activities. We're fortunate we've done it virtually</p> <p>4 and in person, and we've done it at various times to</p> <p>5 meet and address the needs of our community. So</p> <p>6 that has been really helpful. And our participation</p> <p>7 rate has gone up from it, so.</p> <p>8 COMMISSIONER CAUSEY: I have more to say,</p> <p>9 but I'm out of time.</p> <p>10 MS. KOURTESIS: No worries.</p> <p>11 CHAIRWOMAN HENN: Thank you. Any other</p> <p>12 questions or comments, board members? Anyone that</p> <p>13 still has time. No?</p> <p>14 Okay. Well, thank you very much.</p> <p>15 Outstanding presentation.</p> <p>16 MS. KOURTESIS: Thank you for everyone.</p> <p>17 CHAIRWOMAN HENN: Really appreciate it.</p> <p>18 The next item on the agenda is Board</p> <p>19 Committee Updates, Board Member Comments and Agenda</p> <p>20 Setting.</p> <p>21 First is committee updates. And we'll</p>	<p style="text-align: right;">Page 192</p> <p>1 COMMISSIONER SCOTT: Yes, thank you. The</p> <p>2 next Equity Committee meeting will be September 22nd</p> <p>3 at 4:00 p.m. And I can give an update. We reviewed</p> <p>4 Black Boy Joy and Genius, where we spoke about the</p> <p>5 collaboration across BCPS. We talked about -- we</p> <p>6 took a look at what we have to learn and to transfer</p> <p>7 Black Boy Joy and Genius to more schools in the</p> <p>8 district; lesson planning implementation; teacher</p> <p>9 reflection; data analysis of black male student</p> <p>10 achievement and the numbers. We also as a committee</p> <p>11 heard about the number of behavioral incidences that</p> <p>12 have decreased and how achievement has increased.</p> <p>13 So we basically got an update about how it's</p> <p>14 working, what it's doing and the benefits that it's</p> <p>15 having at BCPS.</p> <p>16 We were also able to get an update on the</p> <p>17 Collective Equity Professional Learning Communities</p> <p>18 at BCPS. And that's a renewed focus and a deep</p> <p>19 commitment to institutionalizing professional</p> <p>20 learning communities and equity and action</p> <p>21 statements aligned with into The Compass: Our</p>
<p style="text-align: right;">Page 191</p> <p>1 start with the building and contracts committee.</p> <p>2 Mr. McMillion, do you have an update since you led</p> <p>3 the building and contracts committee?</p> <p>4 VICE CHAIR McMILLION: I don't have an</p> <p>5 update on Building Contracts, but I have one for</p> <p>6 Audit. Is that okay?</p> <p>7 CHAIRWOMAN HENN: Go for it.</p> <p>8 VICE CHAIR McMILLION: The next audit</p> <p>9 meeting is Tuesday, September 20th starting at 4:30.</p> <p>10 So if you're interested in the audit, please show up</p> <p>11 for that. And I try to be real quick with those,</p> <p>12 but maybe we'll try to slow it down a little bit,</p> <p>13 too, just to make sure people understand what we're</p> <p>14 trying to get across there. Thank you.</p> <p>15 CHAIRWOMAN HENN: Thank you. Curriculum</p> <p>16 Committee, Mr. Offerman.</p> <p>17 COMMISSIONER OFFERMAN: Yes, the next</p> <p>18 Curriculum Committee meeting will be held on</p> <p>19 Thursday, September 15th at 2:00 p.m. Thank you.</p> <p>20 CHAIRWOMAN HENN: Thank you. Equity</p> <p>21 Committee, Ms. Scott.</p>	<p style="text-align: right;">Page 193</p> <p>1 Pathway to Excellence. So it was wonderful to hear</p> <p>2 that. I'd encourage everyone to go listen to that.</p> <p>3 So thank you.</p> <p>4 CHAIRWOMAN HENN: Thank you. Legislative</p> <p>5 and Governmental Relations, Mrs. Causey.</p> <p>6 COMMISSIONER CAUSEY: Thank you, Madam</p> <p>7 Chair. Legislative and Government Relations</p> <p>8 Committee, right now the meeting dates are set for</p> <p>9 February, but I'm going to connect with the</p> <p>10 committee staff and have that start sooner. We have</p> <p>11 work left from last year that was started in the</p> <p>12 fall. And in terms of setting the priorities for</p> <p>13 the board, the board having a approved agreed upon</p> <p>14 set that we can provide to the legislature for their</p> <p>15 session but also for other bodies like the County</p> <p>16 Council and the County Executive so they understand</p> <p>17 what our priorities are for the school system and</p> <p>18 the support and the resources that we may be asking</p> <p>19 for.</p> <p>20 CHAIRWOMAN HENN: Thank you. And for new</p> <p>21 board members, the priorities document is something</p>

<p style="text-align: right;">Page 194</p> <p>1 that the board visits annually and is updated</p> <p>2 annually. So thank you for that update.</p> <p>3 Policy Review, Ms. Rowe.</p> <p>4 COMMISSIONER ROWE: Yes, the next meeting</p> <p>5 of the Policy Review Committee is September 19th at</p> <p>6 4:30.</p> <p>7 CHAIRWOMAN HENN: Thank you. Mr. Kuehn,</p> <p>8 did you have any updates from budget that you wanted</p> <p>9 to share?</p> <p>10 COMMISSIONER KUEHN: The next meeting for</p> <p>11 the Budget Committee is scheduled for September 21st</p> <p>12 at 5:30 in the afternoon.</p> <p>13 CHAIRWOMAN HENN: Thank you. Next is board</p> <p>14 member comments and agenda items for future board</p> <p>15 meetings. And we'll start with Ms. Rowe.</p> <p>16 COMMISSIONER ROWE: So other than welcoming</p> <p>17 everyone back to the school year very soon and</p> <p>18 encouraging our teachers and staff to persevere in</p> <p>19 whatever situation you find yourselves in, because</p> <p>20 some people will have more subs in the school than</p> <p>21 others, and to just, you know, try to work together.</p>	<p style="text-align: right;">Page 196</p> <p>1 importance of public education, because they want to</p> <p>2 do the best that they can for the children that are</p> <p>3 here that are in our responsibility to nurture to</p> <p>4 help them fulfill their potential. So I'm excited.</p> <p>5 And I also want to say that there are some</p> <p>6 things that we need to continue to work on in some</p> <p>7 of the data that we received here today. I think</p> <p>8 it's important, and I really appreciate Ms. Hassan's</p> <p>9 comment about burnout. Because really, that's what</p> <p>10 happened in all of the pandemic. People got burned</p> <p>11 out from being at home and being worried all the</p> <p>12 time. And then they came to school and it was a</p> <p>13 different kind of simulation that they weren't used</p> <p>14 to, more prepared for. And that led to a lot of</p> <p>15 burnout. And I appreciate your comment, too, about</p> <p>16 the fourth quarter. That's something that many</p> <p>17 people have talked about is the testing that goes on</p> <p>18 in the fourth quarter. And then I'd never thought</p> <p>19 about the grades not being reflected.</p> <p>20 But there is continued work to do, and I</p> <p>21 look forward to doing my part.</p>
<p style="text-align: right;">Page 195</p> <p>1 And, you know, hopefully, we'll all work together</p> <p>2 and this will work out.</p> <p>3 CHAIRWOMAN HENN: Thank you. Ms. Causey.</p> <p>4 COMMISSIONER CAUSEY: Good evening. I just</p> <p>5 want to start out by saying that the start of the</p> <p>6 school year is a very exciting time. It's a very</p> <p>7 positive time, everyone's excited. I was really</p> <p>8 pleased to be able to attend the administrative</p> <p>9 supervisory kickoff meeting that was held, Dr.</p> <p>10 Williams, and all the staff here, excuse me, Ms.</p> <p>11 Charley-Greene, and Dr. Yarbrough and so many others</p> <p>12 involved in putting that together. It was very</p> <p>13 exciting.</p> <p>14 And I do just want to express gratitude to</p> <p>15 each teacher, school support staff person, the</p> <p>16 administrators, we know we've heard from one</p> <p>17 exciting, enthused principal, but we know that we</p> <p>18 have 176 of them. And it is about everyone working</p> <p>19 together. And I'm just grateful for everyone that</p> <p>20 has stepped up to join our system because they have</p> <p>21 a love for children, because they understand the</p>	<p style="text-align: right;">Page 197</p> <p>1 CHAIRWOMAN HENN: Thank you. Ms.</p> <p>2 Stolusky.</p> <p>3 COMMISSIONER STOLUSKY: Beautifully said.</p> <p>4 But yes, we are all here for the children. So as we</p> <p>5 embark on another school year, you know, we are all</p> <p>6 a small, small part of the puzzle. And I certainly</p> <p>7 wish everybody patience and luck and just</p> <p>8 appreciation for all the little successes each day.</p> <p>9 The one thing that I think would be great</p> <p>10 to follow up on because it was brought up at a</p> <p>11 previous meeting is the cellphone policy and how</p> <p>12 that would be better enforced this year compared to</p> <p>13 last year. I know that that was something that I</p> <p>14 brought up. And I think the meeting was going to be</p> <p>15 held the next day. So I think following up on that</p> <p>16 to make sure that we're doing a better job of</p> <p>17 helping kids engage in learning a little bit better</p> <p>18 this year regarding the phones would be greatly</p> <p>19 appreciated. Thank you, and just everybody wishing</p> <p>20 everybody a really great start to the year.</p> <p>21 CHAIRWOMAN HENN: Thank you. Mr.</p>

<p style="text-align: right;">Page 198</p> <p>1 McMillion.</p> <p>2 VICE CHAIR McMILLION: I'm excited about</p> <p>3 starting the school year, and I'm going to throw out</p> <p>4 dignity and respect. It's all about dignity and</p> <p>5 respect. I don't care whether custodians, classroom</p> <p>6 teachers, parents, central staff, board members,</p> <p>7 dignity and respect; and we've got to support</p> <p>8 everybody. When I coached, I told the kids all the</p> <p>9 time: It's not normal, you're not going to like</p> <p>10 everybody, it doesn't work. That's not real. But</p> <p>11 if a kid standing underneath the basket and he's</p> <p>12 open, you're pass him the ball so you can score the</p> <p>13 two points. So we've got to work with each other.</p> <p>14 We've got to take the nonessentials off the</p> <p>15 teacher's plates, so that they can concentrate on</p> <p>16 the classrooms, because that's where the learning</p> <p>17 takes place. It's that relationship with that</p> <p>18 teacher and those students, and those scores are</p> <p>19 going to go up with those relationships are healthy</p> <p>20 and strong and they nurture each other; and we've</p> <p>21 got to nurture them just like they do the students</p>	<p style="text-align: right;">Page 200</p> <p>1 Lewis, the good trouble one. And so I hope this</p> <p>2 year, we can get into some good trouble. And I'm</p> <p>3 gonna keep saying it all the time because it is my</p> <p>4 favorite thing to say and it is what we should be</p> <p>5 living by. Here on this board, we are putting in</p> <p>6 the work and it's time that we continue to do that.</p> <p>7 I'm hoping that we can start talking about</p> <p>8 mental health more. I know that we are talking</p> <p>9 about it and talking about burnout, which is great.</p> <p>10 But I want to make sure that we continue that</p> <p>11 conversation, continue talking about school climate</p> <p>12 and things that we can do to make students'</p> <p>13 experiences better and hear them and include them</p> <p>14 right here on the dais. I know that I'm one</p> <p>15 student, but they're 111,000 that I'm representing,</p> <p>16 and I just hit this chair. But I can't wait to</p> <p>17 bring those voices to the table and hear them first.</p> <p>18 So thank you all so much. I hope we all</p> <p>19 have a great school year, a great evening and see</p> <p>20 you at the next board meeting, committee meetings,</p> <p>21 all of the above.</p>
<p style="text-align: right;">Page 199</p> <p>1 in the classrooms.</p> <p>2 On the agenda setting, I want to see often</p> <p>3 about alternative schools. They're like out there</p> <p>4 by themselves someplace. We need to talk about</p> <p>5 them, we need to bring those people in, we need to</p> <p>6 show them dignity respect, because they've gotten an</p> <p>7 extremely difficult job. And they need to know that</p> <p>8 we support them.</p> <p>9 Thank you very much.</p> <p>10 CHAIRWOMAN HENN: Thank you. Ms. Hassan.</p> <p>11 STUDENT COMMISSIONER HASSAN: Thank you.</p> <p>12 And thank you, everyone here on the dais, staff for</p> <p>13 coming in, teachers, I know they came back to school</p> <p>14 yesterday. So a huge shout out to our teachers,</p> <p>15 admin team, to students who are about to enter the</p> <p>16 building. I know I'm excited to go back to school</p> <p>17 on Monday. The senior year is an interesting,</p> <p>18 interesting thing. But overall, I think I just want</p> <p>19 to take a moment to appreciate you guys and</p> <p>20 appreciate the work that we're putting in. My</p> <p>21 favorite, my favorite quote ever is the one by John</p>	<p style="text-align: right;">Page 201</p> <p>1 CHAIRWOMAN HENN: Thank you. Mr. Offerman.</p> <p>2 COMMISSIONER OFFERMAN: Yes. I would hope</p> <p>3 that we would all recognize and appreciate how much</p> <p>4 extra time staff, and especially classroom teachers,</p> <p>5 are putting in right now. The opening of school is</p> <p>6 a very exciting time but is a tremendous amount of</p> <p>7 work. And I know so many teachers and staff members</p> <p>8 go far, far and far beyond what is required of them.</p> <p>9 That's all. Thank you.</p> <p>10 CHAIRWOMAN HENN: Thank you. Ms. Scott.</p> <p>11 COMMISSIONER SCOTT: Yes, thank you. I</p> <p>12 would like to welcome everyone back to school and</p> <p>13 hope everyone has a good school year. I would like</p> <p>14 to also congratulate the summer graduates who I had</p> <p>15 the pleasure of attending the summer graduation,</p> <p>16 along with Ms. Jose. And I just wanted to</p> <p>17 congratulate those students for what they did over</p> <p>18 the summer, completing all of the hard work and</p> <p>19 everything and participating in the Summer</p> <p>20 graduation. I think that's very important.</p> <p>21 And also, I wanted to sort of acknowledge</p>

<p style="text-align: right;">Page 202</p> <p>1 Dr. Williams and also I believe it was you worked 2 with Mr. Scrivens (phonetic) or Dr. Scrivens on 3 getting the basketball hoops up. It was an issue 4 that I spoke about when I first came to the board 5 some years ago in the fourth district that they 6 weren't up, and it was addressed and now they are 7 all up throughout the county. I've gone and I've 8 driven everywhere, and I've seen them up everywhere. 9 And they were up over the summer and they're still 10 up. And that may sound like something small. But 11 over the summer when there are children who maybe 12 couldn't go to camp, I saw them on the basketball 13 courts. And I think that was something that was 14 very beneficial and important in my community and I 15 hope in other communities as well. So thank you for 16 that.</p> <p>17 CHAIRWOMAN HENN: Dr. Hager. 18 COMMISSIONER HAGER: I didn't prepare 19 anything official either. But I do also, of course, 20 want to welcome back our teachers and staff who came 21 back yesterday, but I know who have been working</p>	<p style="text-align: right;">Page 204</p> <p>1 and middle schools, the focus that we're doing on 2 middle schools. I think topics would be great to 3 hear about at a future meeting.</p> <p>4 CHAIRWOMAN HENN: Thank you, and I think 5 I've covered everybody. So that leaves me. I, too, 6 want to welcome everyone back to the new school 7 year. This is a special one for me. It's 8 bittersweet as it's my last year as a BCPS parent. 9 And I am overwhelmed with gratitude for the team 10 BCPS family. And as I continue to think of every 11 principal, every -- well, every administrator, every 12 teacher that not only I've had as a student but that 13 my two children have had going through BCPS. As my 14 time as a parent comes to a close at the end of this 15 year, I'm just overwhelmed with appreciation for 16 everyone in this system. And while my role as a 17 board member won't end, thankfully, and I get to 18 stay connected, I am so thankful for all of you and 19 everyone that works so incredibly hard on behalf of 20 all our students. And every time I look at Ms. 21 Hassan and think of this beautiful senior and think</p>
<p style="text-align: right;">Page 203</p> <p>1 most of the summer in preparing for the school year. 2 And also thinking about the fall sports athletes who 3 came back a few weeks ago as well. And then the 4 students who go back next week, and so my three kids 5 will be in three different schools next year. So 6 I'll get a wide range of experiences in different 7 Baltimore County schools next year myself.</p> <p>8 As far as agenda items, again, a broken 9 record about school meals. But I do think there are 10 a lot of misinformation out there. And I think that 11 if we had a presentation so that folks could learn 12 more about what's what the federal government 13 controls versus what we can control at the BCPS 14 level, all the changes that happened during the 15 pandemic, lots of changes are happening this year 16 coming up, people are gonna be very surprised when 17 they come back to school, I think. So again, some 18 things that we can do around that.</p> <p>19 And then the two areas that I also, from 20 what I understand, we're making a lot of progress in 21 would be special education with our new leadership</p>	<p style="text-align: right;">Page 205</p> <p>1 of all of our seniors, I get choked up. But anyway, 2 this is a special year. And I'm so thankful, I 3 know, it won't be an easy year on anyone. And as 4 everyone has said, you are all working so incredibly 5 hard. And I'm so grateful for all of your efforts. 6 It was wonderful seeing so many folks at BCPS Fest. 7 It was wonderful seeing you connect with families. 8 And knowing that it is about relationships, it is 9 about connecting with families in that personal way 10 and knowing that you're caring for children. That's 11 why we're all here. And I hear from teachers and 12 from administrators how hard it is to make those 13 connections and we're doing it. You are showing it 14 that it can be done. And that is what makes a 15 difference.</p> <p>16 So with that, I hope we have a wonderful 17 year. And Mr. Kuehn, Mr. Kuehn, I'm so sorry. And 18 Ms. Jose, if you happen to be on the line.</p> <p>19 COMMISSIONER KUEHN: Yes, I'm still here. 20 CHAIRWOMAN HENN: Well, Mr. Kuehn, you're 21 gonna have to top that. I'm sorry. And I'm sorry</p>

<p style="text-align: right;">Page 206</p> <p>1 to have skipped you.</p> <p>2 COMMISSIONER KUEHN: I just wanted to, you</p> <p>3 know, reiterate what a lot of folks have already</p> <p>4 said. I know that especially seniors have, you</p> <p>5 know, a big year ahead of them, as applications have</p> <p>6 opened up. The essay prompts are available on the</p> <p>7 common app for all the colleges and folks are</p> <p>8 getting busy that way already before schools even</p> <p>9 started. So just hang in there. It's a process</p> <p>10 that takes many, many months and it won't be</p> <p>11 immediate. And you'll get through it. So, you know,</p> <p>12 a special shout out to the seniors. I know it's a</p> <p>13 big process, and all the kids that are excited to go</p> <p>14 and all the parents that are excited for them to go</p> <p>15 back to school. Thank you.</p> <p>16 CHAIRWOMAN HENN: Okay. Anyone else? Last</p> <p>17 call. Ms. Jose. No. Okay. Okay, I think we got</p> <p>18 everybody.</p> <p>19 Any other business, board members? Okay.</p> <p>20 The last item on the agenda, then, is</p> <p>21 announcements. The board's next meeting will be</p>	<p style="text-align: right;">Page 208</p> <p>1 TRANSCRIBER'S CERTIFICATE</p> <p>2</p> <p>3 I, Vivian Saxe, hereby certify that I</p> <p>4 transcribed from audio file the proceedings to the</p> <p>5 best of my ability in the foregoing-entitled matter;</p> <p>6 and I further certify that the foregoing is a full,</p> <p>7 true and correct transcript of the audio files</p> <p>8 produced.</p> <p>9 IN WITNESS THEREOF, I have subscribed my name</p> <p>10 on August 29, 2022.</p> <p>11</p> <p>12</p> <p>13 Vivian Saxe</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p>
<p style="text-align: right;">Page 207</p> <p>1 held on Tuesday, September 13, 2022, at 6:30 p.m.</p> <p>2 Thank you all for joining us tonight. The</p> <p>3 meeting is now adjourned.</p> <p>4 (Meeting adjourned.)</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p>	

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