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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

SEPTEMBER 26, 2023

Transcribed by:
CRC Salomon, Inc.

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1 **BOARD MEMBERS:**
 2 **Jane Lichter, Board Chair**
 3 **Robin Harvey, Vice Chair**
 4 **Tiara Booker-Dwyer**
 5 **Maggie Domanowski**
 6 **Tiffany Lashawn Frempong**
 7 **Julie C. Henn**
 8 **Rodney R. McMillion**
 9 **Christina Pumphrey**
 10 **Dr. Brenda Savoy**
 11 **Felicia Stolusky**
 12 **Emory Young**
 13 **Kayla Drummond, Student Member**
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P R O C E E D I N G S

1
 2 MS. LICHTER: I invite you to recite the Pledge
 3 of Allegiance to the flag, to be led by Board Member
 4 Stolusky. We will then have a moment of silence in
 5 recognition of those who have served education in
 6 Baltimore County.
 7 (Pledge of Allegiance.)
 8 MS. LICHTER: Thank you. Tonight's Board of
 9 Education meeting is being broadcast through the BCPS
 10 Online Live Meeting Broadcast and on BCPS TV, XFINITY
 11 channel 73 and Verizon Fios channel 34. In order to
 12 efficiently conduct this meeting, all voting items this
 13 evening will be done by roll call vote.
 14 The first item on the agenda is the
 15 consideration of the September 26th agenda.
 16 Dr. Yarbrough, are there any additions or
 17 changes to tonight's agenda?
 18 DR. YARBROUGH: I am not aware of any changes
 19 to tonight's agenda.
 20 MS. LICHTER: Hearing none, the agenda stands
 21 as presented.

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1 Earlier this evening, the meeting met -- the
 2 Board met in closed session pursuant to the Open Meetings
 3 Act for the following reasons: to discuss the
 4 appointment, employment, assignment, promotion,
 5 discipline, demotion, compensation, removal, resignation,
 6 or performance evaluation of appointees, employees, or
 7 officials over whom it has jurisdiction, or any other
 8 personnel matter that affects one or more specific
 9 individuals; consult with counsel to obtain legal advice;
 10 consult with staff consultants or other individuals about
 11 pending or potential litigation and conduct collective
 12 bargaining negotiations or consider matters that relate
 13 to the negotiations.
 14 The summary of the closed session and open
 15 session information summary can be found on BoardDocs
 16 under the Board meeting agenda date.
 17 The next item on the agenda is personnel
 18 matters, and for that I call on Mr. McCall. Good
 19 evening.
 20 MR. McCALL: Good evening. Chair Lichter, Vice
 21 Chair Harvey, Superintendent Dr. Yarbrough and members of

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1 the Board. I'd like the Board's consent for the
 2 following personnel matters: retirements, resignations
 3 and deceased recognition of service.
 4 MS. LICHTER: Thank you. Do I have a motion to
 5 approve the personnel matters as presented in Exhibits D1
 6 through D3?
 7 MS. PUMPHREY: So moved, Pumphrey.
 8 MS. LICHTER: Thank you. Do I have a second?
 9 MS. DOMANOWSKI: Second, Domanowski.
 10 MS. LICHTER: Thank you. Any discussion?
 11 May have a roll call vote, please?
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Mr. Young?
 15 MR. YOUNG: Yes.
 16 MS. GOVER: Ms. Stolusky?
 17 MS. STOLUSKY: Yes.
 18 MS. GOVER: Ms. Frempong?
 19 MS. FREMPONG: Yes.
 20 MS. GOVER: Ms. Henn?
 21 MS. HENN: Yes.

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1 MS. GOVER: Ms. Harvey?
 2 MS. HARVEY: Yes.
 3 MS. GOVER: Ms. Drummond?
 4 MS. DRUMMOND: Yes.
 5 MS. GOVER: Ms. Pumphrey?
 6 MS. PUMPHREY: Yes.
 7 MS. GOVER: Dr. Savoy?
 8 DR. SAVOY: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. McMILLION: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer?
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Ms. Lichter?
 14 MS. LICHTER: Yes.
 15 MS. GOVER: Thank you.
 16 MS. LICHTER: The next item on the agenda --
 17 thank you, Mr. McCall. The next item on the agenda is
 18 administrative appointments, and for that I call on Dr.
 19 Yarbrough.
 20 DR. YARBROUGH: Good evening. Chair Lichter,
 21 Vice Chair Harvey and members of the Board, I'm bringing

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1 forward the following administrative appointments for
 2 your approval. Senior Project Specialist, department of
 3 Special Education and School Safety Manager, department
 4 of School Safety.
 5 MS. LICHTER: Do I have a motion to approve the
 6 administrative appointments as presented in Exhibit E1?
 7 MS. HENN: So moved, Henn.
 8 MS. LICHTER: Thank you. Do I have a second?
 9 MS. STOLUSKY: Second, Stolusky.
 10 MS. LICHTER: Thank you. Any discussion?
 11 May have a roll call vote, please?
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Mr. Young?
 15 MR. YOUNG: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: Yes.
 18 MS. GOVER: Ms. Stolusky?
 19 MS. STOLUSKY: Yes.
 20 MS. GOVER: Ms. Henn?
 21 MS. HENN: Yes.

<p style="text-align: right;">Page 10</p> <p>1 MS. GOVER: Ms. Harvey? 2 MS. HARVEY: Yes. 3 MS. GOVER: Ms. Drummond? 4 MS. DRUMMOND: Yes. 5 MS. GOVER: Ms. Pumphrey? 6 MS. PUMPHREY: Yes. 7 MS. GOVER: Dr. Savoy? 8 DR. SAVOY: Yes. 9 MS. GOVER: Mr. McMillion? 10 MR. McMILLION: Yes. 11 MS. GOVER: Ms. Booker-Dwyer? 12 MS. BOOKER-DWYER: Yes. 13 MS. GOVER: Ms. Lichter? 14 MS. LICHTER: Yes. 15 MS. GOVER: Thank you. 16 MS. LICHTER: Dr. Yarbrough? 17 DR. YARBROUGH: Thank you. Our first 18 appointment for this evening is Jason Carowcouski 19 (phonetic). Jason, please stand. Jason is attending -- 20 well, we can give him a round of applause. 21 (Applause.)</p>	<p style="text-align: right;">Page 12</p> <p>1 Emergency Preparedness; Firefighter, EMT, Fire 2 Specialist, Lieutenant for the Baltimore County Fire 3 Department; and Shop Payroll Clerk for Baltimore County 4 Highway Department. Congratulations, Mr. Muth. 5 (Applause.) 6 MS. LICHTER: Our next item is public comment. 7 This is one of the opportunities the Board provides to 8 hear the views and receive the advice of community 9 members. The members of the Board appreciate hearing 10 from interested citizens. As appropriate, we will refer 11 your concerns to the Superintendent for follow-up by his 12 staff. 13 If not selected to address the board, members 14 of the public may submit their comments to the Board 15 members via email at boe@bcps.org. The Baltimore County 16 Police Department's Homeland Security Unit and the Office 17 of School Safety has recommended the following safety and 18 security protocols. 19 Participants should be seated in the room 20 during meetings. Individuals who need to stand should go 21 out into the hallway to do so. Participants should not</p>
<p style="text-align: right;">Page 11</p> <p>1 Jason is attending this evening with his wife, 2 Jennifer, please stand with him and be recognized. He is 3 being appointed to the position of Senior Project 4 Specialist in the Department of Special Education. With 5 24 years of service in Baltimore County Public Schools 6 his experiences include Specialist Public Placement, 7 Specialist in Resource teacher in the department of 8 Special Education and Technology Resource teacher and 9 classroom teacher at Chatsworth School. Congratulations. 10 (Applause.) 11 Second appointment this evening is Richard 12 Muth. Richard is being appointed to the position of 13 School Safety Manager in the department of School Safety. 14 With almost 11 years of service in Baltimore County 15 Public School, his prior experiences include Specialist 16 Emergency Management Office of School Safety and Interim 17 Executive Director Department of School Safety. His 18 prior experiences before coming to Baltimore County 19 include Executive Director, Maryland Emergency Management 20 Agency; Assistant Chief, Baltimore County Fire 21 Department; Administrator, Baltimore County Office of</p>	<p style="text-align: right;">Page 13</p> <p>1 approach the table unless called upon to speak and shall 2 not approach the dais. Materials brought to the table 3 are limited to electronic devices, presentation papers 4 and posters no larger than 11 by 14 inches. Other items 5 should be left in your seats. Documents to be given to 6 the board are to be handed to the staff member who is 7 seated in the front area of the meeting space. 8 Information for other attendees is to be left on the 9 designated table outside in the hall. 10 In the event of an emergency that requires an 11 emergency response, such as a lockdown, lockout or 12 evacuation, staff from the Office of School Safety will 13 direct participants. 14 While we encourage public input on policy, 15 programs and practices within the purview of this Board, 16 and the school system, this is not the proper form to 17 address specific student or employee matters, or to 18 comment on matters that do not relate to public education 19 in Baltimore County. 20 Inappropriate personal remarks or other 21 behavior that disrupts or interferes with the conduct of</p>

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1 this meeting are out of order. Persons using language
 2 that is threatening or promotes violence against a BCPS
 3 employee are subject to legal penalties. Persons who
 4 otherwise disrupt or disturb this meeting will not be
 5 allowed to continue their remarks and will be escorted
 6 from the meeting.

7 Please observe the three-minute clock which
 8 will let you know when your time is up. The microphone
 9 will be turned off at the end of your time, and it could
 10 be turned off if a speaker addresses specific student or
 11 employee matters or is commenting on matters not related
 12 to public education in Baltimore County.

13 I will now call on our school system-affiliated
 14 groups to speak. Our first speaker is Mr. Billy Burke,
 15 speaking on behalf of CASE. Good evening.

16 MR. BURKE: Good evening.

17 MS. LICHTER: Sorry. We don't have any school
 18 system-affiliated groups. We're moving to Unions, and
 19 our first speaker is Mr. Billy Burke, representing CASE.
 20 Sorry about that.

21 MR. BURKE: No worries. Good evening, Chair

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1 Woman Lichter; Vice Chair, Ms. Harvey; Superintendent,
 2 Dr. Yarbrough; and members of the Board. Thank you for
 3 letting me speak on behalf of CASE.

4 This month BCPS and CASE began contract
 5 negotiations and budget conversations. CASE's priorities
 6 for negotiations remain firm. We ask for fair pay that
 7 addresses experience and inflation and general increases
 8 in what it costs to have appropriate food and housing.
 9 Experience is recognized through step increases,
 10 combating inflation and the increases in basic consumer
 11 costs happen through a cost-of-living adjustment.

12 Last week as part of the monthly union update
 13 meeting with Dr. Yarbrough and her staff, I asked for
 14 greater communication and transparency with the Board,
 15 the County Executive and County Counsel. Dr. Yarbrough
 16 spoke of regular open communication with Baltimore County
 17 Government and I am encouraged by that.

18 You've heard me speak about this before. It is
 19 disappointing at best when the union spends a year
 20 negotiating the terms of the contract and making
 21 suggestions for the budget only to find out that the

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1 County Executive and the County Counsel were not
 2 supportive of the ask. We need feedback and information
 3 on the state of the budget during the development of both
 4 the contracts and the budget. That would mean that
 5 unions needs quarterly meeting with BCPS staff, the Board
 6 and Baltimore County Government.

7 CASE's priorities for the budget also remain
 8 firm. The staffing shortage remains the greatest
 9 stressor for teachers and administrators and staff.
 10 Please focus your budget discussion on strategies that
 11 address the staffing shortage.

12 Strategies that address the staffing shortage
 13 naturally address hiring, retention, culture and morale.
 14 In the past, I have spoken about the need for more
 15 resources in Special Education. We need to continue to
 16 try and staff elementary schools with IEP facilitators.

17 The work-life balance of most Assistant
 18 Principals is nonexistent. Assistant Principals should
 19 be focused on instruction and student performance so
 20 there is a pipeline of people ready to lead schools. But
 21 Assistant Principals spend much of their time addressing

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1 student behavior, transportation, testing and afterschool
 2 activities.

3 We need staffing strategies that support
 4 administrators with tasks not related to instruction so
 5 they can concentrate on being instructional leaders.
 6 Research tells us that teachers stay when they feel
 7 supported. We need to make sure that administrators have
 8 the time and expertise to support.

9 Thank you for the opportunity to speak on
 10 behalf of CASE.

11 MS. LICHTER: Thank you. Our next speaker is
 12 Cindy Sexton from TABCO. Good evening.

13 MS. SEXTON: Good evening, Chair Lichter, Vice
 14 Chair Harvey, Dr. Yarbrough and members of the Board. I
 15 have so many thoughts as this school year has started.
 16 It has been a relatively smooth start and there is an air
 17 of hope with our educators.

18 We know there is work to be continued,
 19 discipline, cell phones and yes, MCAP and other such
 20 scores, but as I visit schools, I can feel the
 21 difference. And I thank you, Dr. Yarbrough, your team

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1 and this School Board. Our school community needs that
 2 hope and we must all focus on the work that will help our
 3 students succeed and of course, retain our educators.

4 I want to quickly comment on the school
 5 calendar you're looking at tonight. Please be sure to
 6 use the lens of what is best for our students, what gives
 7 them the most beneficial instructional time before
 8 standardized tests and the like. Students living in
 9 poverty, English language learners and those who receive
 10 Special Ed services. These are a targeted group who are
 11 among our most needy academically. What calendar best
 12 serves their needs.

13 And I simply must speak about the need for
 14 safety for all of our students. We practice ALICE
 15 drills, we talk about weapon detection devices and we
 16 speak about mental health needs and more. We have been
 17 working as a country for decades on racial equity and
 18 safety and we also now add equity for our LGBTQ+
 19 students. It's part of the work that we must do.

20 I have so many thoughts and emotions about the
 21 safety of all of our students. And especially, the most

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1 marginalized, the most bullied and the ones who need us
 2 to stand up for them, because sometimes school is their
 3 only safe place. Our trans students are not dangerous.
 4 I was going to share data about how our LGBTQ+ students
 5 are bullied more frequently, consider suicide more
 6 frequently and are more likely not to have a safe place
 7 at home.

8 But for now, I will just remind you of Board
 9 Policy O100 which states while complex societal and
 10 historical factors contribute to the inequities our
 11 students face, rather than perpetuating disparities the
 12 school system must address and overcome inequity by
 13 providing all students with the opportunity to succeed.
 14 Students who are typically the least safe in our schools
 15 are our marginalized students.

16 Let us not find ways to make it more difficult
 17 for them, but ways to support them and help them in their
 18 journeys so our schools community and society can be
 19 kinder, more accepting, caring places. Students can't
 20 learn if they don't feel safe. TABCO stands at the ready
 21 to do this work with you, Dr. Yarbrough, your team and

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1 this Board. We must act now. Thank you.

2 MS. LICHTER: Thank you. Our next group is
 3 individual citizens or students. And our first speaker
 4 is Sharon Saroff. Good evening.

5 MS. SAROFF: Good evening. I want to start
 6 with a compliment. This goes to Allison Myers for hiring
 7 -- or I should say, hiring back an individual into a new
 8 position of Parent Engagement Liaison, I believe it's
 9 called. Keenya Golden is doing an amazing job for the
 10 beginning of the school year. I have worked with her on
 11 a couple of cases recently. As far as getting concerns
 12 addressed and for the first time, I am feeling heard on
 13 those cases. So I'm complimenting this particular idea.
 14 She is one person, however, and she needs help. So we
 15 need to give it to her and we need to support her.

16 On that note, I have still a couple of clients
 17 that are not in school. And I believe this is, what,
 18 week six? We're on interims right now, folks. Students
 19 should be in school. Not sitting at home waiting for a
 20 placement. Keenya and I are working on those things, but
 21 in order to work on these things, we need a clear process

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1 that parents, educators, IEP chairs and administrators
 2 have to follow. And we don't have a clear process.

3 We need to have it written down so that when we
 4 go into an IEP meeting, parents know exactly what their
 5 rights are, the IEP chair knows what their rights are,
 6 the administrators know what their rights are and how to
 7 proceed. I shouldn't be getting emails from clients
 8 telling me, well I can't -- they're telling me I can't
 9 say this and I can't say that and they show me the email.
 10 That's concerning. I shouldn't be getting agreements
 11 that say that in order for a student to get into a
 12 placement, they have to waive FAPE, Free and Appropriate
 13 Public Education. And yes, I have seen such an
 14 agreement.

15 But that's not the case for everybody. And
 16 that's why I'm saying that process needs to be clear,
 17 needs to be the same and needs to be written down. And
 18 if we have to make a new policy, then let's get going.
 19 Thank you.

20 MS. LICHTER: Thank you. Our next speaker is,
 21 and I'm sorry if I pronounce your name wrong, Tony De

<p style="text-align: right;">Page 22</p> <p>1 Cesare.</p> <p>2 MR. DE CESARE: Cesare.</p> <p>3 MS. LICHTER: Perfect. Which one. I did three</p> <p>4 different --</p> <p>5 MR. DE CESARE: Cesare.</p> <p>6 MS. LICHTER: Cesare. Okay. All right. The</p> <p>7 first one was right. Mr. De Cesare. Good evening.</p> <p>8 MR. DE CESARE: Good evening. All right. Good</p> <p>9 evening, members of the Board, Dr. Yarbrough. I want to</p> <p>10 address a couple of things.</p> <p>11 So currently, our students are navigating an</p> <p>12 existential physical and mental health crisis that needs</p> <p>13 to be addressed. I have done a lot of work on this.</p> <p>14 Childhood obesity rates have more than tripled over the</p> <p>15 last four decades. Teen suicide rates have more than</p> <p>16 doubled from 2008 to 2018. There has been a dramatic</p> <p>17 spike in ADHD medication usage, post pandemic. And they</p> <p>18 are faced with a decade-long trend of declining mental</p> <p>19 health by teenagers who are 42 percent, now report</p> <p>20 feelings of hopelessness and sadness.</p> <p>21 In January 2023, the Maryland Department of</p>	<p style="text-align: right;">Page 24</p> <p>1 reduces stress and anxiety. Problems in these areas</p> <p>2 frequently cause or contribute to cognitive impairment.</p> <p>3 As someone who has been involved in the health,</p> <p>4 fitness and nutrition industry for over 30 years, I feel</p> <p>5 we need to return to the standards established by the</p> <p>6 President's Council and physical fitness and begin</p> <p>7 implementing regular daily physical activity for our</p> <p>8 students.</p> <p>9 Virtual learning and sedentary activities have</p> <p>10 been a colossal failure to this generation of students</p> <p>11 and we need to pivot back to physical and outdoor</p> <p>12 activities to improve the physical and mental health as</p> <p>13 well as the academics. And I have resource documents for</p> <p>14 everybody with all of the information on there. Thank</p> <p>15 you.</p> <p>16 MS. LICHTER: Thank you. Somebody should --</p> <p>17 you can just put it on -- down and somebody will get it</p> <p>18 for us. Thank you.</p> <p>19 MS. DE CESARE: Thank you.</p> <p>20 MS. LICHTER: Our next speaker is Bobbie</p> <p>21 Brooks. Good evening.</p>
<p style="text-align: right;">Page 23</p> <p>1 Education reported Student performance has not returned</p> <p>2 to pre-pandemic levels in mathematics. In fact, math</p> <p>3 proficiency percentages for grades 3 through 8 combined</p> <p>4 decreased from 33 percent in 2018-'19 to 22 percent in</p> <p>5 2021-2022. Obviously, what we are doing isn't working</p> <p>6 and something needs to change.</p> <p>7 What I am proposing is not a change in the</p> <p>8 curriculum but an entire paradigm shift. A suburban</p> <p>9 school district outside of Chicago is proving this point.</p> <p>10 The Naperville Illinois District implemented an early</p> <p>11 morning exercise program called Zero Hour. Which sought</p> <p>12 to determine whether working out before school gives</p> <p>13 students a boost in their reading ability and other</p> <p>14 subjects. Since introducing the program ,the district</p> <p>15 has seen remarkable results in both wellness and academic</p> <p>16 performance.</p> <p>17 Research from across the country shows students</p> <p>18 with higher fitness scores also have higher test scores.</p> <p>19 In fact, physical activity has a positive influence on</p> <p>20 memory, concentration, and classroom behavior.</p> <p>21 Indirectly, exercise improves mood and sleep and it</p>	<p style="text-align: right;">Page 25</p> <p>1 MS. BROOKS: Good evening. Hello. My name is</p> <p>2 Bobbie Jo Brooks. I am a mother of children enrolled in</p> <p>3 Baltimore County Public Schools and a long-term resident</p> <p>4 of Baltimore County. I am here today with intentions to</p> <p>5 reach your hearts. I speak with an abundance of love for</p> <p>6 everyone, but especially our vulnerable children.</p> <p>7 I have walked 38 years in this body, going</p> <p>8 through all of the changes within myself. Acknowledging</p> <p>9 the differences between my brothers and I. Now, watching</p> <p>10 my children go through those same changes, puberty,</p> <p>11 growth spurts, hygiene, et cetera, and taking notes on</p> <p>12 the different ways I must respond to each of them. They</p> <p>13 are each unique in their own way, but also unique to</p> <p>14 their responses in growth when it comes to their sex.</p> <p>15 I think that I can speak for all of the</p> <p>16 attendance here today in adolescence we all get that</p> <p>17 feeling of no one understands me. I want to be</p> <p>18 independent and grown, yet still crave the safety and</p> <p>19 protection of being a child.</p> <p>20 These private conversations in our bathrooms</p> <p>21 and locker rooms while sharing our similarities and</p>

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1 experiences with others of the same sex, help mold us to
 2 help us understand ourselves better. We take away that
 3 privacy, we have taken away that child's outlet. And
 4 let's be real, we already feel like the world doesn't
 5 understand at that age. And just to add in, the
 6 uncomfortableness of asking for a tampon from a female
 7 peer. Remember that feeling, ladies? We could
 8 comfortably ask for that in our bathrooms.

9 I have walked the path of a woman, I have
 10 specific needs particular to my body that I can only
 11 guide my daughters through. When a problem arises with
 12 my son, physically or mentally, I have to pull my spouse
 13 aside to get his advice, because he has lived it and he
 14 has walked that path.

15 That is why we teach history, correct? Or any
 16 subject in that matter. The experience of living it is
 17 what gives us the truth. If I want to be a better
 18 musician, I hire a musician. Look at our textbooks, the
 19 one who was experienced in math, wrote our math books.
 20 It is the chemist who wrote the chemistry books. As our
 21 youth is maturing, they will need to look to that man and

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1 woman who have experienced that life for their truth.
 2 And that's who you feel comfortable learning from.

3 And to reiterate what I have already previously
 4 said, my 12-year-old daughter is going to be looking for
 5 those conversations in those bathrooms. Looking for
 6 those people that have experienced it.

7 And now, let's look at the safety aspect of all
 8 of it. I think that the truth of the matter is, behind
 9 closed doors is where people go to do mischievous things.
 10 If pupils have an argument, it's more than likely going
 11 to happen in the bathroom. Regardless or not, or whether
 12 a male identifies as a woman, he still has the physical
 13 prowess of a male. Which means, scientifically, he has
 14 more absolute strength. So if it just so happens to be a
 15 male is having an argument with a female, the potential
 16 for that male to cause harm to that female has now
 17 increased.

18 Which leads our daughters extremely vulnerable.
 19 Even more so vulnerable in that bathroom. And that is
 20 not even mentioning the ones that specifically go into
 21 the bathroom with the intention to sexually harass. I

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1 appreciate your time, I appreciate you listening. Please
 2 consider this when deciding to have a separate restroom
 3 for our (mic turned off).

4 MS. LICHTER: Thank you. Our next speaker is
 5 M.J. Fraker.

6 MS. FRAKER: Fraker.

7 MS. LICHTER: I'm sorry, Fraker. Good evening.

8 MS. FRAKER: Good evening. Thank you for this
 9 opportunity to exercise my first amendment guaranteeing
 10 me the rights to express my beliefs and my opinions
 11 without forced censorship. My name is Mary Jay Fraker, I
 12 am a US Citizen, defender of truth and justice, and I am
 13 a female who is standing up and speaking against the pro-
 14 trans bathroom and locker room policies. I believe in
 15 freedom and (indiscernible) for freedom.

16 Science documents that there are only two
 17 genders. The Y chromosome is a female, and -- excuse me.
 18 The X chromosome is a female, and the Y chromosome is a
 19 male. This can never ever be changed. A boy or a girl
 20 can change their outward structure, but when they take a
 21 blood test, their DNA stays the same, male or female. It

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1 never changes. It never ever changes.

2 So why would the Board of Education bow down
 3 and be cowards to not push back protecting not just a
 4 certain sector of students but all the students? Why are
 5 they given special attention? Why did the Board of
 6 Education decide to make parental decisions for students
 7 on their own behalf and not the parents? Who is ensuring
 8 protection for all of these students? Safety, oh my
 9 goodness, enforcing safety for all students. Not just
 10 for one but for all.

11 What happens when a young -- when a man says
 12 that he is a girl and he goes into the bathroom or goes
 13 into the locker room and all of a sudden, his equipment
 14 starts working and he wants to express that equipment on
 15 a girl? And then he pushes himself on them and then
 16 there is a rape, there is forced sex, what happens? What
 17 happens? Is there a particular --

18 MS. LICHTER: Excuse -- I'm sorry. I think
 19 your comments are not talking about public education at
 20 this point. What is the statement you're trying to make?

21 MS. FRAKER: So what I'm trying to make is just

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1 like the other person that was speaking, that how can
 2 they learn when they're even afraid to go to the
 3 bathroom? There are girls that I knew that hold their
 4 body until they get home to relieve themselves. So
 5 that's what I am trying to bring forth, is about the
 6 safety issues.

7 MS. LICHTER: Okay. Thank you.

8 MS. FRAKER: Okay. And that is hindering their
 9 education. Okay. So responsibility stand is not just
 10 for one, but it is for all. And it's not just to put on
 11 a garment and take the garment off. It is a 24-by-7
 12 responsibility. You each probably have children,
 13 grandchildren, how are you teaching them? What are you
 14 telling them to do in order to enforce this safety for
 15 them so they can learn freely what they need to learn in
 16 a school system?

17 When I was in a school system, I didn't have
 18 these things that were against me. But I also had
 19 parents that supported me. And I'm so grateful for that.
 20 So I say to you today, why don't we be just like the
 21 Presidents, like Ronald Reagan, who took responsibility

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1 to enforce freedom on June 12, 1987? He said,
 2 "Gorbachev, tear down these walls."

3 I decree today the Baltimore Board of Education
 4 tear up the pro-trans bathroom and locker room policies
 5 right now. And I thank you for this time.

6 MS. LICHTER: Thank you. The next speaker is
 7 Arya Kazemnia. Did I get that -- how bad did I do? Very
 8 close?

9 MR. KAZEMNIA: Arya Kazemnia.

10 MS. LICHTER: Okay. Kazemnia. Yes, right
 11 there. Thank you.

12 MR. KAZEMNIA: Sorry.

13 MS. LICHTER: No, you're fine. Good evening.

14 MR. KAZEMNIA: Good evening to the Chair, Vice
 15 Chair, Superintendent and members of the Board. My name
 16 is Arya Kazemnia and I am here today as a member of the
 17 first Tech Challenge Team 2000 -- 23741 and a former
 18 Baltimore County Public School student. As a curious
 19 elementary schooler, I loved space and astronauts. I
 20 mean, who didn't?
 21 Throughout my time at elementary school at

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1 Cromwell Valley Elementary, my teachers sought to
 2 integrate my interests into all of the subjects we
 3 learned in class. In my kindergarten reading group, I
 4 was paired with students who like to read -- who like
 5 science and we learned about trees and stars through the
 6 books that we read. Throughout 1st and 2nd grade, I was
 7 encouraged to explore my interest through various
 8 creative projects and lessons.

9 Our school had scratch and Lego EB3 robots to
 10 teach the students about coding and STEM. In 5th grade,
 11 our school participated in events run by Code to the
 12 Future which exposed students of all grade levels to
 13 coding and robotics. However, on my trip back to my
 14 elementary school, none of these programs are still
 15 there.

16 This isn't an isolated incident, however. Many
 17 Baltimore County Public School STEM programing only last
 18 for a year or two before the lessons are gone. To
 19 adequately prepare our students for the future, we need
 20 to integrate STEM lessons and challenges into the
 21 Baltimore County Public School curriculum as part of

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1 science, English and math classes.

2 As you can see here, the National Science
 3 Foundation lists Maryland as one of the states where 11.2
 4 to 15 percent of the state's workforce has a degree in
 5 STEM. And many of these students, 51 percent of them,
 6 were exposed to some interdisciplinary STEM program in
 7 school. Interdisciplinary STEM could look like teaching
 8 about how plants grow in science class, the measuring and
 9 calculating the growth rates in math class and reading
 10 out how George Washington Carver utilized crop rotations
 11 to increase plant growth rates. Which could introduce
 12 students to diverse stories.

13 This would allow students to be exposed to STEM
 14 within all of their classes and obtain an interest in the
 15 STEM field. Furthermore, educating our county students
 16 in STEM will allow them to enter the workforce in a high
 17 paying field regardless of their social economic
 18 background. Interdisciplinary STEM practices are a key
 19 to building a more equitable curriculum to -- for our
 20 county and leveling the social economic playing field.
 21 The National Science and Technology Council

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1 wrote in a 2018 report that modern STEM education
 2 promotes not only skills, such as critical thinking,
 3 problem solving, higher order thinking, design and
 4 inference, but also behavioral competencies such as
 5 perseverance, adaptability, cooperation, organization and
 6 responsibility. Allowing students with all interests to
 7 grow individual and as a collective, preparing them with
 8 real world experience that they will encounter in their
 9 professional careers.

10 The interpersonal skills earned through
 11 interdisciplinary STEM education are vital soft skills in
 12 any workplace. The time is now for our county to update
 13 its STEM practices and prepare our students for a rapidly
 14 progressing future. Thank you.

15 MS. LICHTER: Thank you. Our next speakers are
 16 for Board Policy 8131, and the first speaker is Sharon
 17 Saroff. Okay. Thank you. Our next speaker for Policy
 18 8131 is Dr. Pharoan. Good evening.

19 DR. PHAROAN: Good evening to all. This is a
 20 critique and not criticism.

21 MS. LICHTER: She's ready.

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1 DR. PHAROAN: Line 8, the Board of Education
 2 talks about formal session, however I don't see in the
 3 policy that there is a ruling about informal sessions.
 4 So as a public speaker, I really don't know whether you
 5 meeting in close session or some other form as informal
 6 and what applies to it.

7 Grammar wise, not a big deal, line 7, I think
 8 formal sessions would be better there.

9 Line 11 talks about the Superintendent taking
 10 actions -- immediate actions if there is no guidance by
 11 policy or by the Board. And shall be subject to the
 12 review -- line 12 -- by action of the Board and next
 13 regular meeting. And then it says, Superintendent to
 14 inform the Board promptly.

15 So here is my question, why do we need to give
 16 permission to the Superintendent to act? I mean, to me,
 17 it's to -- we hired a superintendent to do the work of
 18 the school system. And why the Board would not really
 19 be, in this day and age, available, you know, in the time
 20 of Zoom, Teams, phones, artificial intelligence, et
 21 cetera. For the Superintendent to inform the Board of

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1 Education for policy promptly. I'm really concerned
 2 about that, because promptly has different meaning to
 3 different people. And it can basically draw what is
 4 done, really, in hospitals, people come Monday morning,
 5 it's Monday morning quarterback. I don't think that's
 6 really fair for the Superintendent.

7 Next item in that policy is nothing contained
 8 herein shall limit the authority of the Superintendent.
 9 And I have three boards under my belt, but I really don't
 10 understand that. Why mention it, all together. The
 11 Superintendent cannot really violate State, County,
 12 Federal Law. You know, so I don't get it why the policy
 13 states the obvious.

14 Now, in the past, I always criticized for vague
 15 language that allows too much leeway that can be used
 16 against a teacher or employee. Here I see the obvious
 17 being stated and I just don't get it. I hope you can
 18 answer me. Thank you.

19 MS. LICHTER: Thank you. That concludes the
 20 public comment portion of the meeting.

21 The next item on the agenda is Contract Awards.

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1 And for that, I call on Ms. Harvey, Chair of the
 2 Building and Contracts Committee.

3 MS. HARVEY: The members of the Board. The
 4 Board's Building and Contracts Committee postponed this
 5 contract on June 12, 2023, Contract MWE806-23
 6 Comprehensive Maintenance Plan. Until the Comprehensive
 7 Maintenance Plan could be updated with information that
 8 was not available that the time. Therefore, item G1 is
 9 coming to the Board without a recommendation from the
 10 committee.

11 MS. LICHTER: Thank you. Do I have a motion to
 12 approve item G1?

13 MR. YOUNG: So moved, Young.

14 MS. LICHTER: Is there a second?

15 MS. HARVEY: Second, Harvey.

16 MS. LICHTER: Any discussion?

17 MS. BOOKER-DWYER: I have a question, that's
 18 the comprehensive maintenance plan, correct?

19 MS. LICHTER: Correct.

20 MS. BOOKER-DWYER: So I did have a couple of
 21 questions about the plan.

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1 MS. LICHTER: One second. We're going to get
 2 some staff to come up. Dr. Grim and --
 3 MS. BOOKER-DWYER: So thank you, this is truly
 4 a comprehensive plan. So the title is fitting. I had a
 5 question on page 13, custodial and then you had AB. My
 6 question was around B. The percentage of custodial
 7 duties completed adequately. And so it has an FY '23
 8 goal, 100 percent. FY '23 actual, 53 percent. Then FY
 9 '24 100 percent. It seems like the goal for FY '24 may
 10 be unrealistic based off the goal -- the actual for FY
 11 '23. So could you speak to a little bit -- and I haven't
 12 seen, you know, FY '22 actual. Maybe if it was at 100
 13 percent for the YF '22 actual, but to go from 53 percent
 14 to 100, I'm just -- I wasn't -- could you just speak a
 15 little bit to how we plan on getting there and why that
 16 number is realist?
 17 DR. GRIM: I can start and part of the
 18 challenge is our pages aren't quite numbered in the same
 19 way on the report. So we do know that's a challenge. I
 20 know you're referring to that chart when it takes a look
 21 in snapshot in our goals, correct?

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1 MS. BOOKER-DWYER: Right.
 2 DR. GRIM: So typically, our goals for the most
 3 part, when you're looking at the duties completed
 4 adequately are 100 percent because adequate completion
 5 would be 100 percent. I'll ask Mr. Dixit and Mr. Roberts
 6 if they can maybe speak a little bit more to why we were
 7 at 53 percent last year.
 8 MR. DIXIT: So I'll share with you what I know
 9 and then I'll give it to Mr. Roberts. What we are
 10 indicating here is that custodial duties that have been
 11 completed adequately are 50 percent -- 53 percent. And
 12 our goal remains at 100 percent. So it is a continuously
 13 improvement -- a continuous improvement process. So it's
 14 our goal to go back to -- try to do 100 percent.
 15 MS. BOOKER-DWYER: Have you ever hit 100
 16 percent?
 17 MR. DIXIT: Well, the goal always remains 100
 18 percent. If you see in the first question, the number of
 19 -- the percentage of custodians trained on the LEAs, it
 20 is 100 percent. But our goal remains 100 percent knowing
 21 that we'll hit somewhere close to it, may never be

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1 perfect, but we keep striving.
 2 MS. BOOKER-DWYER: And so I'm just thinking
 3 about goal setting and like effective practices for goal
 4 setting and just kind of looking at, well, what is the
 5 root causes as to why we're not getting at the 100
 6 percent and then maybe setting some incremental targets.
 7 So maybe, it's -- you know, you go from 53 to 70 percent
 8 and then FY '25 to you go to 100 percent. So that it is
 9 part of the continuous improvement process. So that was
 10 my only concern. I --
 11 MR. DIXIT: I think your statement is correct.
 12 But our goal remains that we try to do it as good as we
 13 can. And that's exactly what it is.
 14 MS. BOOKER-DWYER: I appreciate that.
 15 DR. GRIM: Ms. Booker-Dwyer, I think if you
 16 look at a few of the other goals as well, you're correct.
 17 For example, the number of our work orders and the
 18 completion of those. That is a little bit more finite
 19 that we can track. So I think one of the challenges that
 20 we have is when you look at the completion of a duty
 21 being adequately completed, part of that relates back to

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1 our staffing and how we are supporting our staff in
 2 schools to reach these goals. So when we say adequately,
 3 we know if we can do things a little bit differently, we
 4 would. So that's why that goal remains 100 percent. But
 5 I think your point about incremental change is well --
 6 worth well. And no, I don't think we've ever hit 100
 7 percent.
 8 MS. BOOKER-DWYER: And then on page 12, I just
 9 had a question about the 60 -- so item number 5. It went
 10 from, what, 80 to 60,000. Is that because -- so if I'm
 11 reading this right, we increased the number of workers so
 12 we don't need as many contractors, is that why -- could
 13 you just speak a little bit to the decrease from 80,000
 14 to 60,000 on -- well, it's the corrective CM section,
 15 line 5. The total number of contract hours spent on CM
 16 work.
 17 MR. ROBERTS: In this current budget cycle, we
 18 had the benefit of adding five additional preventative
 19 maintenance technician in house. So that will reduce the
 20 number of hours that we will require from contracted
 21 services.

<p style="text-align: right;">Page 42</p> <p>1 MS. BOOKER-DWYER: Yep. That's all my 2 questions.</p> <p>3 MS. LICHTER: Henn?</p> <p>4 MS. HENN: Thank you. I had submitted 5 questions on this in advance. So in the interest of 6 time, I would appreciate if staff could provide written 7 responses to those questions. I'll ask a few now, but I 8 don't want to take up too much of everyone's time this 9 evening. Okay.</p> <p>10 MS. LICHTER: Thank you.</p> <p>11 MS. HENN: I would ask Madam Chair to 12 facilitate that. My first question is -- good evening, 13 gentlemen. The IAC recently released its FY '23 14 maintenance report, maintenance of Maryland Public School 15 buildings. And in that report, they cite that a well- 16 conceived CMP uses comparable metrics to determine if 17 maintenance is being performed as required. My question 18 is, how does our fiscal year '24 CMP meet that 19 requirement? How does it address the use of metrics to 20 determine if maintenance is being performed as required 21 and how does it address the reporting and compliance</p>	<p style="text-align: right;">Page 44</p> <p>1 really the assessment or the compliance component of 2 this.</p> <p>3 MS. HENN: Thank you, Dr. Grim. My second 4 question is, what is the status of the use of the 5 computerized maintenance management system, CMMS, we had 6 selected Brightly for tracking and managing all assets 7 and work orders. And what is the plan if Brightly does 8 not meet that capability to acquire the capability?</p> <p>9 MR. ROBERTS: Absolutely. So yeah. Thank you 10 for that question. So we have a robust comprehensive 11 maintenance management system in Brightly as you 12 referenced. So we utilize that for the tracking of all 13 work orders. So that is all of our corrective, emergent 14 and our preventative maintenance tickets. So it is an 15 excellent tool and it meets that goal for us very well. 16 For asset tracking, we track all of our critical assets, 17 all of those pertaining to life safety and health. And 18 we're continuing to grow our asset tracking in that. So 19 our goal, ultimately, is to get everything, but we have 20 all of our critical assets in there now and we are 21 continuing to build that portfolio, if you will, in the</p>
<p style="text-align: right;">Page 43</p> <p>1 monitoring of school maintenance? Which is also a 2 recommendation of the IAC.</p> <p>3 DR. GRIM: I'll go ahead, Mr. Dixit. So first 4 of all, thank you for that question. Thank you for 5 bringing up the IAC report, because we're very proud -- 6 we received that report on Friday as well. And in that 7 report, BCPS is actually third among all LEAs in our 8 comprehensive maintenance percentage, our goals. Chris 9 Roberts, our director in facilities support, has really 10 done an outstanding job of making sure we are maintaining 11 our schools.</p> <p>12 So with that being said, and having really the 13 third oldest infrastructure in the state, the CMP 14 actually addresses the use of comparable metrics in two 15 ways. It compares BCPS' fiscal year goals and the actual 16 data for preventative and corrective maintenance tasks, 17 and that's on pages 12 and 13. And second by comparing 18 BCPS against industry standards. The association of 19 physical plan administrators, pages 18 to 20. So the CMP 20 is a required reporting document as we will point out. 21 And the IAC maintenance effectiveness assessment is</p>	<p style="text-align: right;">Page 45</p> <p>1 CMMS system.</p> <p>2 MS. HENN: Thank you. So just a follow-up, we 3 have the capability we need in the Brightly system to be 4 able to track all of our assets? I think the report 5 referenced 16 or 17 facilities that were being tracked?</p> <p>6 MR. ROBERTS: Assets probably, not facilities. 7 But yes, we do have the capability and it's just a matter 8 of, as you can imagine, with 175 facilities, the number 9 of assets is innumerable, if you will. So yes, we have 10 the capability and we continue to build, you know, each 11 year.</p> <p>12 MS. HENN: Thank you.</p> <p>13 DR. GRIM: And just to add, Ms. Henn, there was 14 -- what's noted in the report with some of the assets 15 that Mr. Roberts is referring to the assets weren't 16 tracking as well as they could among assets -- the asset 17 essentials, Chris, if I'm saying that correctly, and 18 other parts of that system. They have been working with 19 Brightly to rectify that and that's why there is some 20 manual tracking at this time. Certainly, if we don't 21 believe that Brightly is the best software for us, we</p>

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1 will come back to the Board. But at this time, it is
 2 meeting our needs in a number of other areas.
 3 MS. HENN: Perfect. Thank you for that
 4 clarification. And my last question is the CMP
 5 references internal and external facility assessments.
 6 Where can the public locate these assessments and have
 7 they been provided to the IAC for input into their plan?
 8 And how can the Board access those?
 9 DR. GRIM: So some of the reporting that you
 10 had asked for are actually individual to schools. So for
 11 example, fire marshal's report is individual to a
 12 specific school, it goes to the specific school. They
 13 are not -- those documents are not kept centrally in a
 14 master file at this particular point in time. So they
 15 are not publicly available except, perhaps, through a PIA
 16 request to the individual school. The other reports, we
 17 do have some links that we can provide to the Board for
 18 where certain documents are located. Everything that we
 19 are to report to the IAC has been reported and shared
 20 with them.
 21 MS. HENN: Thank you. So for instance the MAB

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1 (phonetic) report, the report references an annual MAB
 2 assessment, which I was not familiar with. I haven't
 3 seen that assessment. That would be helpful to provide
 4 to the Board. You see no problem sharing that publicly?
 5 DR. GRIM: So there is no MAB master report.
 6 Those are for individual school sites. So we don't have
 7 a master file of those.
 8 MS. HENN: Thank you.
 9 DR. GRIM: You're welcome.
 10 MS. LICHTER: Other questions? Nope. Okay.
 11 Then may we have a roll call vote please?
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Mr. Young?
 15 MR. YOUNG: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: Yes.
 18 MS. GOVER: Ms. Stolusky?
 19 MS. STOLUSKY: Yes.
 20 MS. GOVER: Ms. Henn?
 21 MS. HENN: Yes.

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1 MS. GOVER: Ms. Harvey?
 2 MS. HARVEY: Yes.
 3 MS. GOVER: Ms. Drummond?
 4 MS. DRUMMOND: Yes.
 5 MS. GOVER: Ms. Pumphrey?
 6 MS. PUMPHREY: Yes.
 7 MS. GOVER: Dr. Savoy?
 8 DR. SAVOY: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. McMILLION: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer?
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Ms. Lichter?
 14 MS. LICHTER: Yes.
 15 MS. GOVER: Thank you.
 16 MS. LICHTER: Thank you, gentlemen. The next
 17 item on the agenda is action taken in closed session, and
 18 for that I call on Mr. Burns. Good evening.
 19 MR. BURNS: Good evening. Madam Chair, Dr.
 20 Rogers, members of the Board. In closed session, you
 21 considered and took action on two appeal cases. One was

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1 case number SD23-04, a discipline case. The other was
 2 case number H.E. 23-35, a residency case.
 3 MS. LICHTER: Thank you. May I have a motion
 4 to approve the action taken in closed session on Hearing
 5 Examiners case H.E. 23-35 and SD2022/23-04?
 6 MS. HENN: So moved.
 7 MS. LICHTER: And authorize Ms. Gover to sign
 8 for those Board members not physically present.
 9 MS. HENN: So moved.
 10 MS. LICHTER: Thank you. Is there a second?
 11 MR. YOUNG: Second, Young.
 12 MS. LICHTER: Thank you, any discussion? May I
 13 have a roll call vote, please?
 14 MS. GOVER: Ms. Domanowski?
 15 MS. DOMANOWSKI: Yes.
 16 MS. GOVER: Mr. Young?
 17 MR. YOUNG: Yes.
 18 MS. GOVER: Ms. Frempong?
 19 MS. FREMPONG: Yes.
 20 MS. GOVER: Ms. Stolusky?
 21 MS. STOLUSKY: Yes.

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1 MS. GOVER: Ms. Henn?
 2 MS. HENN: Yes.
 3 MS. GOVER: Ms. Harvey?
 4 MS. HARVEY: Yes.
 5 MS. GOVER: Ms. Drummond?
 6 MS. DRUMMOND: Yes.
 7 MS. GOVER: Ms. Pumphrey?
 8 MS. PUMPHREY: Abstain.
 9 MS. GOVER: Dr. Savoy?
 10 DR. SAVOY: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. McMILLION: Yes.
 13 MS. GOVER: Ms. Booker-Dwyer?
 14 MS. BOOKER-DWYER: Yes.
 15 MS. GOVER: Ms. Lichter?
 16 MS. LICHTER: Yes.
 17 MS. GOVER: Thank you.
 18 MS. LICHTER: Thank you.
 19 MR. BURNS: Thank you.
 20 MS. LICHTER: May I have a motion to approve
 21 the action taken in closed session with respect to

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1 approved litigation?
 2 MS. STOLUSKY: So moved, Stolusky.
 3 MS. LICHTER: Thank you. Is there a second?
 4 MS. PUMPHREY: Second, Pumphrey.
 5 MS. LICHTER: Thank you. Any discussion? May
 6 I have a roll call vote, please?
 7 MS. GOVER: Ms. Domanowski?
 8 MS. DOMANOWSKI: Yes.
 9 MS. GOVER: Ms. Young? Mr. Young, I'm sorry.
 10 MR. YOUNG: Yes.
 11 MS. GOVER: Ms. Frempong?
 12 MS. FREMPONG: Yes.
 13 MS. GOVER: Ms. Stolusky?
 14 MS. STOLUSKY: Yes.
 15 MS. GOVER: Ms. Henn?
 16 MS. HENN: Yes.
 17 MS. GOVER: Ms. Harvey?
 18 MS. HARVEY: Yes.
 19 MS. GOVER: Ms. Drummond?
 20 MS. DRUMMOND: Yes.
 21 MS. GOVER: Ms. Pumphrey?

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1 MS. PUMPHREY: Yes.
 2 MS. GOVER: Dr. Savoy?
 3 DR. SAVOY: Yes.
 4 MS. GOVER: Mr. McMillion?
 5 MR. McMILLION: Yes.
 6 MS. GOVER: Ms. Booker-Dwyer?
 7 MS. BOOKER-DWYER: Yes.
 8 MS. GOVER: Ms. Lichter?
 9 MS. LICHTER: Yes.
 10 MS. GOVER: Thank you.
 11 MS. LICHTER: Thank you. The next item on the
 12 agenda is new business, report of Board Policies. This
 13 is the first reader for this policy, and for that I call
 14 on Ms. Christina Pumphrey, Chair of the Policy Review
 15 Committee.
 16 MS. PUMPHREY: Thank you. Members of the
 17 Board, the Policy Review Committee asks that the Board
 18 accept this report of the committee's recommendation of
 19 the proposed changes to Board Policy 8131, organization,
 20 administration and policy absence. This policy is
 21 presented to you on tonight's agenda as Exhibit 1.

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1 MS. LICHTER: May I have a motion to accept the
 2 recommendation of the Board's Policy Review Committee for
 3 Board Policy 8131?
 4 MS. DOMANOWSKI: So moved, Domanowski.
 5 MS. LICHTER: No second is needed since the
 6 recommendation comes from the committee. Is there any
 7 discussion? May I have a roll call vote, please?
 8 MS. GOVER: Ms. Domanowski?
 9 MS. DOMANOWSKI: Yes.
 10 MS. GOVER: Mr. Young?
 11 MR. YOUNG: Yes.
 12 MS. GOVER: Ms. Frempong?
 13 MS. FREMPONG: Yes.
 14 MS. GOVER: Ms. Stolusky?
 15 MS. STOLUSKY: Yes.
 16 MS. GOVER: Ms. Henn?
 17 MS. HENN: Yes.
 18 MS. GOVER: Ms. Harvey?
 19 MS. HARVEY: Yes.
 20 MS. GOVER: Ms. Drummond?
 21 MS. DRUMMOND: Yes.

<p style="text-align: right;">Page 54</p> <p>1 MS. GOVER: Ms. Pumphrey?</p> <p>2 MS. PUMPHREY: Yes.</p> <p>3 MS. GOVER: Dr. Savoy?</p> <p>4 DR. SAVOY: Yes.</p> <p>5 MS. GOVER: Mr. McMillion?</p> <p>6 MR. McMILLION: Yes.</p> <p>7 MS. GOVER: Ms. Booker-Dwyer?</p> <p>8 MS. BOOKER-DWYER: Yes.</p> <p>9 MS. GOVER: Ms. Lichter?</p> <p>10 MS. LICHTER: Yes.</p> <p>11 MS. GOVER: Thank you.</p> <p>12 MS. LICHTER: Thank you. The next item on the</p> <p>13 agenda is the report on the proposed 2024-2025 school</p> <p>14 calendar, and for that I call on Ms. Charley-Greene and</p> <p>15 Ms. Bielski. Good evening.</p> <p>16 MS. CHARLEY-GREENE: Good evening, Board Chair</p> <p>17 Lichter, Vice Chair Harvey, Dr. Yarbrough and members of</p> <p>18 the Board. Tonight I am here with manager staff</p> <p>19 relations Ms. Joelle Bielski to bring forward for the</p> <p>20 Board's consideration a proposed 2024-2025 school</p> <p>21 calendar, as required by Board Policy and Superintendent</p>	<p style="text-align: right;">Page 56</p> <p>1 access to the PowerPoint, obviously, it was in BoardDocs.</p> <p>2 If you would like us to continue, we can, if you prefer</p> <p>3 that we wait for the slides for the members of the</p> <p>4 public, we will do that as well.</p> <p>5 MS. LICHTER: I think we can keep going.</p> <p>6 Because we have the slides and then we'll make sure</p> <p>7 they're included on the board.</p> <p>8 MS. CHARLEY-GREENE: Okay. Thank you.</p> <p>9 MS. BIELSKI: So there are a variety of</p> <p>10 stakeholders were involved with the calendar committee.</p> <p>11 We had school administrators from all levels from across</p> <p>12 the system. We had representatives from offices across</p> <p>13 the system. And then community stakeholders, for</p> <p>14 example, the central area advisory committee rep.,</p> <p>15 southeast area advisory committee rep., the presidents of</p> <p>16 each of the unions also participated in the calendar</p> <p>17 committee.</p> <p>18 MS. LICHTER: Okay. Can you pause for a</p> <p>19 second? I think we may be in violations of Open Meetings</p> <p>20 Act without having the slides. No? Mr. Burns?</p> <p>21 Clarification? Point of order?</p>
<p style="text-align: right;">Page 55</p> <p>1 Rule 6301. So at this time, I'll turn it over to Ms.</p> <p>2 Bielski to share with you the work of the committee and</p> <p>3 the proposed calendar.</p> <p>4 MS. BIELSKI: Thank you.</p> <p>5 MS. CHARLEY-GREENE: There is a PowerPoint, if</p> <p>6 we could.</p> <p>7 MS. BIELSKI: So in accordance with Board</p> <p>8 Policy and Superintendent Rule 6301, the Superintendent</p> <p>9 is charged with convening a committee to assist in the</p> <p>10 development of the school calendar. The calendar</p> <p>11 committee meets 16 months prior to the school year for</p> <p>12 which the committee is making the calendar</p> <p>13 recommendation. The calendar is to be presented to the</p> <p>14 Board no later than the first regular meeting in October.</p> <p>15 The calendar committee met on May 8, 2023, and</p> <p>16 May 15, 2023, to develop a calendar for the 2024-2025</p> <p>17 school year. By a majority vote, the calendar committee</p> <p>18 recommended a pre-Labor Day start calendar for the 2024-</p> <p>19 2025 school year. Eleven votes were for pre-Labor Day</p> <p>20 and five votes were for post-Labor Day.</p> <p>21 MS. CHARLEY-GREENE: And so Board members have</p>	<p style="text-align: right;">Page 57</p> <p>1 MR. BURNS: Darren Burns, Board Counsel. I</p> <p>2 think they're posted to a public site, they're accessible</p> <p>3 to the public. You're just discussing them in the public</p> <p>4 eye and public ear. I think for the convenience of the</p> <p>5 public, though, if you get them up between now and the</p> <p>6 end of the meeting, that's how.</p> <p>7 MS. LICHTER: Okay. It's coming. We need that</p> <p>8 Jeopardy music. That means something happened. And</p> <p>9 there it is. And the question is. There it is. Okay.</p> <p>10 Which slide are you on?</p> <p>11 MS. BIELSKI: We are on the third slide.</p> <p>12 MS. LICHTER: Thank you for your patience,</p> <p>13 everyone.</p> <p>14 MS. BIELSKI: Maryland State Law dictates both</p> <p>15 the minimum number of school days and the minimum number</p> <p>16 of student contact hours that must be met annually by all</p> <p>17 Maryland school systems. School calendars must be</p> <p>18 comprised of a minimum of 180 student days offering</p> <p>19 elementary and middle school students 1,080 contact hours</p> <p>20 and high school students 1,170 contact hours.</p> <p>21 Next slide please.</p>

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1 State Law also spells out holidays to be
 2 observed in Maryland’s public schools and minimally
 3 included in all school calendars. Those 14 days are
 4 depicted on this slide. This slide does not include BCPS
 5 days off, such as spring break closures, beyond the
 6 Friday before Easter and the Monday after Easter.
 7 Juneteenth is also recognized as a State mandated
 8 holiday. However, this holiday falls outside the school
 9 year with a pre-Labor Day start.

10 This slide indicates the number of professional
 11 development days to be included in the school calendar.
 12 The Friday before Easter and the Monday after Easter are
 13 included inside four State mandated public school
 14 holidays. The total student closure days including State
 15 mandated public school holidays, teacher professional
 16 development days and other school closure days listed on
 17 this current slide for the ’24-’25 school year, totals 25
 18 days.

19 Next slide, please. Thank you. Actually, one
 20 more slide, please. Thank you.

21 The kindergarten readiness assessment -- this

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1 slide depicts the conversation and the data behind the
 2 pre-Labor Day start. The kindergarten readiness
 3 assessment -- MSDE requires the census administration of
 4 the KRA. This assessment includes both individual direct
 5 performance task and observational components. The
 6 nonnegotiable MSDE deadlines for administration is
 7 October 11, 2024. The pre-Labor Day start provides
 8 kindergarten teachers an additional five days to
 9 administer this comprehensive (inaudible).

10 The MCAPS, PSAT, SAT and Advanced Placement
 11 Exams, the pre-Labor Day start provides elementary and
 12 secondary students an additional five days of instruction
 13 in preparation for various assessments that being in the
 14 early winter and run through May.

15 The graduation day for seniors does not change.
 16 The pre-Labor Day provides seniors with five additional
 17 days which they would lose with a post-Labor Day start.

18 Some summer camps stop mid-August, so the pre-
 19 Labor Day start allows students to return one week
 20 earlier. Working parents would not have to look for
 21 childcare when camp ends. Students will not be home

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1 unsupervised.

2 And then student enrollment data is required to
 3 be reported to the State by September 30th. The pre-
 4 Labor Day start provides secretaries five additional days
 5 to get students enrolled. If students are not enrolled
 6 by the nonnegotiable September 30, 2024 deadline, there
 7 is no funding for that student.

8 Next slide, please.

9 I’m happy to take any questions you may have?

10 MS. LICHTER: Question, Ms. Domanowski?

11 MS. DOMANOWSKI: So I know they -- for the
 12 summer school options for kids that need extra help, is
 13 there any data showing the enrollment success for having
 14 that in starting early July? I mean, those that are
 15 offered to and those that actually show up for it? Do we
 16 have any data to show that attendance versus
 17 actualization, I mean?

18 MS. CHARLEY-GREENE: So I will -- Dr.
 19 Yarbrough, certainly if you don’t mind me responding, I
 20 think that one of the things that we have noticed about
 21 our offerings over the last couple of years is that they

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1 have (inaudible) voluntary and not required. So one of
 2 the things that we’re looking to do is to require that
 3 attendance. So in order to do, sort of, a comprehensive
 4 look at that attendance rate, we would like to make sure
 5 it's not just an offer, but it is actually a requirement
 6 that students attend. I don’t know if we have additional
 7 data on student attendance and that correlation and we
 8 certainly can look into that.

9 MS. DOMANOWSKI: My reason for asking is I feel
 10 like that month of July is a very busy time for families
 11 to go on vacation. Especially around the 4th of July. I
 12 know we’re on vacation the last week of June, the first
 13 two weeks in July. That’s a long vacation for us, I
 14 know. But in general, I think it’s a hard -- and my
 15 child was offered that but we weren’t there half the
 16 time, because I don’t want to make him come home from
 17 vacation.

18 And also when we get that notice, it’s late in
 19 the year. And you have to make a decision for camp,
 20 because those camps close up. And I have a full-time job
 21 so I need that. And if we could -- is there a way to get

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1 that information to the students quicker, so that that
 2 decision could be made by the parent? Because I know I
 3 want my child to be here, he could use the extra work.
 4 But trying to juggle it all with a job and camp and
 5 family, it's hard.

6 MS. CHARLEY-GREENE: And my apologies. I
 7 sympathize with your question. I misunderstood your
 8 question. Dr. Yarbrough, you wanted to offer a comment?

9 DR. YARBROUGH: Sure. I can share that we
 10 already currently in conversations about the summer for
 11 2024, even though October is not here yet. So you can
 12 absolutely expect advance notice about our offerings for
 13 students and staff.

14 MS. LICHTER: Other questions? Ms. Booker-
 15 Dwyer?

16 MS. BOOKER-DWYER: So I appreciate this
 17 calendar. I know how hard it is to create the calendar.
 18 And when I look at the calendar, I feel like this is a
 19 calendar for compliance. And I'm wondering how can we
 20 maximize student learning? And if we can think of some
 21 innovative ways and take advantage of that for this

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1 planning opportunity, with the calendar now, while we're
 2 also negotiating teacher contracts.

3 So for instance, why do we still have half
 4 days? We know that attendance goes -- declines on a half
 5 day. I charge any Board member to go into a Baltimore
 6 County School during a half day to see the quality of
 7 instruction that's happening or not happening. And so
 8 could we have a calendar, where at least, we're
 9 maximizing student learning, by either you have the full
 10 day or give them the day off.

11 But the half day, to me, it just doesn't work
 12 well for families and it doesn't work well for student
 13 learning. Because oftentimes, students are watching
 14 videos, there's makeup work to be done, which is great,
 15 but then if you're a student who has done all of your
 16 work, then you're either given busy work or you're just
 17 there on your phone. And so I think that's like a low-
 18 hanging fruit that if we could look at reimagining the
 19 half day.

20 The second thing, and dare I say it, year-round
 21 school perhaps? Or spreading out the 180 days so that we

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1 can minimize the summer learning loss. I mean, I don't
 2 think we have to do it forever, but until our students
 3 can begin to show a high rate of proficiency on the MCAPs
 4 and on those types of assessment, especially as we enter
 5 into this blueprint phase, we may need to all just buckle
 6 down and get our kids into school.

7 Still 180 days, but spread that across a longer
 8 window so that you're not having this huge summer
 9 learning loss and then -- it's the same thing every year,
 10 I feel like these calendars have been the same since the
 11 '80s. The only thing that has changed is pre-Labor Day
 12 start. And so this is our opportunity now to do some
 13 things that are innovative. We can apply for waivers
 14 from the State, but at a bare minimum, let's get rid of
 15 these half days. But if we could go year-round or if we
 16 could go -- minimize that summer break, I would love it.

17 MS. LICHTER: Thank you. Mr. McMillion?

18 MR. McMILLION: I think Ms. Dwyer has a --
 19 Booker-Dwyer has an excellent idea about year-round
 20 school. And if somehow somebody should do a presentation
 21 on what's going -- you know, what are school systems

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1 around the country doing? I've ran into on my travels --
 2 and this was years ago, there's been school systems that
 3 have done this for years. And they rotate the time off,
 4 and it's some really creative ways out there. And that
 5 might be something that really spurs an improvement in
 6 the performance if we look at that. It's something to
 7 seriously look outside the box and come up with some
 8 ideas that maybe we decide to pursue it or maybe no, but
 9 at least we have the opportunity to examine it. Thank
 10 you very much for the idea.

11 DR. YARBROUGH: Well, I would like to thank
 12 both Board member Booker-Dwyer as well as Board member
 13 McMillion for talking about innovative ways for us to
 14 schedule students. What I'm going to call back to the
 15 attention of our Board is FY '25 is a very tight fiscal
 16 challenging year. With that being said, you know, for
 17 the SR fiscal cliff as well as the blueprint reserve, the
 18 portion that is being allocated to school districts, is
 19 much smaller in FY '25 compared to the upcoming years.

20 With that being said, I think everyone is clear
 21 that our commitment is to academic achievement. So

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1 perhaps we -- our first step is to identify whether or
 2 not there are funds that exist for some kind of pilot and
 3 an appetite exists for that. But I would say that the
 4 real first step, if we're looking at evidence-based
 5 strategies for working on systemic improvement of
 6 students, students who need it the most, that has to do
 7 with the kinds of programs that we're offering over the
 8 summer.

9 And as Ms. Charley-Greene said, our offerings
 10 can't be opportunities and offerings. We need to
 11 communicate early, as Ms. Domanowski said, we need to
 12 communicate often, we need to make it convenient for
 13 families and we need to make some requirements. And then
 14 we have comparison to say whether or not what we're
 15 offering meets the needs of students, while we can take a
 16 look at some creative options perhaps with lead grant
 17 funding that allows us to look at school time
 18 differently. Whether or not there are some options for
 19 our most -- our schools that are most in need of
 20 innovative ways to move forward with scheduling time.

21 MS. LICHTER: There is a comment from Ms.

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1 Frempong I want to read. She says it is always tough in
 2 creating a calendar to account for holidays, required
 3 hours, professional development, require student days,
 4 teacher days, et cetera. And she wants to thank the
 5 committee for their work. And her question is, does the
 6 calendar still include mental health days?

7 MS. BIELSKI: Yes.

8 MS. LICHTER: Yes, Ms. Frempong, it does.

9 There was a hand? Ms. Henn.

10 MS. HENN: Thank you, Madam Chair. So I agree
 11 with Ms. Booker-Dwyer's comments regarding the half days.
 12 That we need to think outside the box and how we use that
 13 time more effectively. Our educators tell us they want
 14 more professional development. We know we need it.
 15 We've seen that linked to increased student success. Is
 16 there an opportunity to better use that time, give
 17 teachers the PD that they're asking for that we know they
 18 need? And to give our students other opportunities,
 19 because that, as Ms. Booker-Dwyer said, the learning is
 20 likely not taking place on those half days anyways. So
 21 how can we make the best use of those hours?

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1 DR. YARBROUGH: Ms. Henn, I will thank you for
 2 that question. And again, and share, we are deeply
 3 entrenched in conversations around professional learning.
 4 We know second to high evidence-based curriculum you need
 5 quality professional learning for our teachers. Just as
 6 recently as last week, we sent out to all of our leaders
 7 information about training, how we're going to use our
 8 system wide professional development days throughout the
 9 year to meet the needs of teachers and provide them with
 10 that professional learning.

11 As well as how we're going to track that in our
 12 professional learning system to make sure everyone has
 13 the training that they need and we're working on a summer
 14 plan now. So I think you have a large group of people
 15 who are coming together, committed to enhancing the type
 16 of professional development that we provide and more
 17 information as we provide reports to the Board and to the
 18 community about what that will look like and creative
 19 ways next year.

20 MS. HENN: Okay. Thank you, Dr. Yarbrough.

21 MS. LICHTER: Ms. Stolusky, did you want to

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1 make a comment or just for the chat? Okay. Any other?
 2 Ms. Harvey.

3 MS. HARVEY: Thank you for the presentation and
 4 the thoughtfulness in developing the calendar. I think
 5 the Board is expressing -- or members of the Board are
 6 expressing that we have an appetite for some innovation
 7 in how that we develop the calendar. I would also --
 8 traditionally, school -- year-round school is like a
 9 45/15 split, there there's 45 days in school and 15 days
 10 out of school. And it's spread throughout the year. But
 11 we should consider how childcare and those kinds of
 12 things are impacted when parents have to provide those
 13 services or make arrangements for their children
 14 throughout the year for those kinds of stretches of time.

15 I do believe that the learning loss that we're
 16 experiencing and the gap that we're trying to close
 17 around that is important in that in our innovation
 18 offering high dose tutoring or other ways that we can
 19 impact the way that our children are learning is also a
 20 consideration. And I do think that half days could be
 21 utilized better. Thank you.

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1 MS. LICHTER: Thank you. Ms. Stolusky?

2 MS. STOLUSKY: Just one quick little -- I agree

3 with your point. I think something -- that a year-round

4 school wouldn't be something we could implement, you

5 know, in 2025-2026, it's something that we have to look

6 further down the range so that we give parents the

7 opportunity to get ready for that. But I also want to

8 say having younger children, I know that if I was going

9 to call my in-laws and says can you take to the kids for

10 three days, as opposed to three weeks, they're going to

11 take three days. So that's just my point.

12 MS. LICHTER: Any other comments or questions?

13 This is the first reader of the proposed 2024-20 --

14 there's a typo, 2025-2025 school calendar. The public

15 hearing on the calendar will be held during the next

16 Board meeting on Tuesday, October 10, 2023, during the

17 public comment agenda item. With the second reader and

18 consideration of the calendar on Tuesday, November 7,

19 2023. Okay. Thank you, ladies.

20 MS. CHARLEY-GREENE: Ms. Booker-Dwyer?

21 MS. BOOKER-DWYER: So I want to move that we

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1 are presented a calendar that does not have half days.

2 MS. HENN: Second, Ms. Henn.

3 MS. LICHTER: Any discussion? Go ahead, Dr.

4 Yarbrough.

5 DR. YARBROUGH: Yes. I just wanted to raise to

6 everyone awareness. If you remove all of the half days,

7 there is an impact on grading and reporting days that

8 happen quarterly. Which I believe might be part of the

9 negotiated agreement and additionally the Board has voted

10 at least the last two years, to provide those mental

11 health days to staff and students. I believe possibly

12 co-sponsored by our student member of the Board,

13 identifying the needs of students monthly. So just want

14 to raise that to the awareness of everyone.

15 MS. LICHTER: So, Ms. Henn?

16 MS. HENN: So unless Ms. Booker-Dwyer would

17 like to speak to her motion first?

18 MS. BOOKER-DWYER: No, you can go ahead.

19 MS. HENN: Okay. Thank you. I'll speak to my

20 second. I'd like to explore the possibility and the many

21 members of the Board have expressed support for this

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1 concept. And considering that we're -- we have a couple

2 of weeks to consider it, what options exist? Maybe it's

3 not all of the half days immediately, maybe it's

4 eliminating two. But we need to think creatively. We're

5 asking for innovation. If you come back to us and say

6 this really isn't possible, we can't make it work this

7 year, that's one thing. But I'm supporting this motion,

8 because I think we need to start somewhere and yeah. So

9 that's why I support this motion. Thank you.

10 MS. LICHTER: Thank you. Ms. Stolusky?

11 MS. STOLUSKY: There are a number of health --

12 half days, excuse me, that I think are labeled as the

13 mental health days. So the contracted days for the grade

14 reporting might not be able to be a part of a reimagined

15 calendar. But, you know, I would wonder if we were to

16 survey student's teachers on the impact of the half days

17 that are the mental health days, might they be in

18 agreement that a reimagined creation of the mental health

19 support, but also better use of the half days would be

20 ideal. Thank you.

21 MS. BOOKER-DWYER: I just have one. So a half

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1 day mental health day is not a mental health day. You

2 need a day. So I'm concerned that if you do need that

3 mental health day and you're there for that half day,

4 what's happening. So I just -- if you need a mental

5 health day, take the day and tend to your mental health.

6 MS. LICHTER: Thank you. Ms. Frempong asked a

7 question, are we able to hear why the pre calendar was

8 chosen over the post-Labor Day calendar? I think that

9 was on that slide?

10 MS. BIELSKI: Correct. So the calendar

11 committee voted on it and then -- it was 11 to 5, pre-

12 Labor Day. And we'd just -- as a note, be mindful of the

13 number of hours we are required to be in front of

14 children. And so if we make these half days full days

15 off that is going to direct impact the hours in front of

16 kids. So just a note for that.

17 MS. CHARLEY-GREENE: There is a MSDE

18 requirement related to the number of days, but also the

19 number of hours that students must attend. And those

20 half days are counted as, you know, meeting either one of

21 those requirements. And so as the committee reconvenes

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1 to, you know, bring the calendar back to the Board that
 2 you've requested, do know that those are the things that
 3 are in the balance and the reason some of those days are
 4 there is to meet both requirements. It's not enough to
 5 meet one.
 6 MS. LICHTER: Ms. Harvey?
 7 MS. HARVEY: I just wanted clarification. If
 8 we eliminate half days, does that extend the school year
 9 for students?
 10 MS. BIELSKI: We'll have to make up those hours
 11 somewhere for the total number of student hours.
 12 MS. BOOKER-DWYER: So I'm not saying just take
 13 off, make them a full day or make them -- so if you take
 14 two half days and put them together, you'll have a full
 15 day. You'll still get the hours. So just having that
 16 balance between the full day off or full day on.
 17 MS. LICHTER: But there are hours and days, so
 18 it may be something -- that's what the proposed calendar
 19 will do. It will either extend something, shorten
 20 vacation or something. Okay. Any other further
 21 discussion or comments? So we had a motion, we had a

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1 second, we had discussion. So may I have a roll call
 2 vote on the motion to bring a calendar that alters the
 3 amount of half days included. Is that correct motion?
 4 MS. BOOKER-DWYER: So I'll amend that motion.
 5 To minimize -- how about that.
 6 MS. LICHTER: Okay. To minimize the number of
 7 half days.
 8 MS. BOOKER-DWYER: I would like them eliminated
 9 but minimize the number of half days.
 10 MS. LICHTER: Okay.
 11 MS. HENN: I'll second the amended motion.
 12 MS. LICHTER: Okay. So may we have a roll call
 13 vote on the amended motion to minimize the number of half
 14 days in the current proposed calendar?
 15 MS. GOVER: Ms. Domanowski?
 16 MS. DOMANOWSKI: Yes.
 17 MS. GOVER: Mr. Young?
 18 MR. YOUNG: Yes.
 19 MS. GOVER: Ms. Frempong?
 20 MS. FREMPONG: Yes.
 21 MS. GOVER: Ms. Stolusky?

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1 MS. STOLUSKY: Yes.
 2 MS. GOVER: Ms. Henn?
 3 MS. HENN: Yes.
 4 MS. GOVER: Ms. Harvey?
 5 MS. HARVEY: Yes.
 6 MS. GOVER: Ms. Drummond?
 7 MS. DRUMMOND: Yes.
 8 MS. GOVER: Ms. Pumphrey?
 9 MS. PUMPHREY: Yes.
 10 MS. GOVER: Dr. Savoy?
 11 DR. SAVOY: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 MR. McMILLION: Yes.
 14 MS. GOVER: Ms. Booker-Dwyer?
 15 MS. BOOKER-DWYER: Yes.
 16 MS. GOVER: Ms. Lichter?
 17 MS. LICHTER: Yes.
 18 MS. GOVER: Thank you.
 19 MS. LICHTER: Thank you. The next item --
 20 nope, we already did that. No, okay, the next item on
 21 the agenda is a report on the Maryland Comprehensive -- I

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1 know we had one comprehensive report already. But this
 2 one is one the Maryland Comprehensive Assessment Program,
 3 MCAP, and for that I think we -- Dr. DiDonato, Dr. Jones
 4 and Dr. Yarbrough is going to begin.
 5 DR. YARBROUGH: Thank you. I'll be drawing to
 6 the moment, Dr. DiDonato, Chief Academic Officer, and Dr.
 7 Jones, Chief of Schools, will take over the presentation.
 8 I just wanted to start by sharing the MCAP scores for
 9 2023 have been released as of today. Additional data was
 10 released by the Maryland State Department of Education.
 11 I am grateful for our hardworking staff and students
 12 daily who deserve our very best.
 13 Our data further reenforces the need for us to
 14 prioritize academic achievement and prioritize making
 15 sure that we have highly effective staff members across
 16 team BCPS. While we have made modest gains in ELA and
 17 mathematics, there is much work to be done. You will
 18 see, based on a sample of mathematics problem that will
 19 be shared by Dr. DiDonato, that literacy is truly our key
 20 to moving forward. Making sure that all students can
 21 read and comprehend information effectively is critically

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1 important. It has an impact, not only in our ELA scores
 2 but also in our mathematic scores and across all of our
 3 subjects in schools.
 4 This presentation they will share an overview
 5 of the data that has already been released. Trends in
 6 terms of where our students are finding the majority of
 7 difficulty in ELA and in mathematics. And our next steps
 8 -- most importantly, our next steps that we're going to
 9 take a school system to improve. So with that, I'll turn
 10 it over to Dr. DiDonato.
 11 DR. DIDONATO: Good evening. Good evening,
 12 Vice Chair -- Chair Lichter, Vice Chair Harvey, Dr.
 13 Yarbrough and the members of the Board.
 14 Thank you. Next slide.
 15 You do have the presentation. I know the
 16 numbers on the screen are a little bit small. The green
 17 columns represent our ELA results. Blue are our math
 18 results. There are two years of BCPS data accompanied by
 19 the third column which is the MSDE Maryland data. You
 20 can see grades 3, 5, 8. Baltimore County, as you can see
 21 here, is trailing behind the State average.

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1 Next slide.
 2 So we know what our data shows. We know that
 3 we have some work to do. Part of digging into that work
 4 is really understanding our most complex areas of needs.
 5 And when we look at literacy, and what you see on the
 6 screen on the left-hand side, is the key standards that
 7 we -- Anchor Standards that we are struggling with in
 8 BCPS. They are listed in hierarchical order of greatest
 9 challenge.
 10 One of the things we notice about our Anchor
 11 Standards, they do -- Anchor Standards in reading do
 12 spiral across grade levels, so you'll see a standard --
 13 for example, the key ideas and details, citing strong
 14 text evidence. You'll see the complexity of what
 15 students need to do when citing text evidence, they might
 16 need to use multiple sources, so citing from a variety of
 17 type of text or multiple text. Sometimes the citations
 18 are quoting directly versus making an inference. And
 19 then adding that information to the complexity of that
 20 skill you see from the very, very beginning of students
 21 recalling something in kindergarten and first grade and

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1 pointing to a picture of where that might be. All the
 2 way to having multiple text to look at.
 3 So when you see that the reading informational
 4 text, so determining the central idea is a challenge,
 5 determining and analyze an author's point of view, so the
 6 structure that an author uses in order to convey
 7 information. Key ideas and details, which is really
 8 supporting your answer. So using text evidence you can
 9 see that actually in reading literature, our Anchor
 10 Standard that is the most challenging for our students is
 11 again, citing text evidence.
 12 So you can see that there is a standard that
 13 we're having difficulty with both in reading information
 14 text as well as in literature. So when we're looking at
 15 how do we start making impacts of things, these -- this
 16 type of data having the explicit information as far as
 17 standards that are most challenging for kids that allow
 18 us to see where we can focus instruction and the fact
 19 that it is across two different types of reading allows
 20 us to work with kids on creating consistency with being
 21 able to demonstrate that skill.

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1 Again, you can see another area with craft and
 2 structure determining and explaining word choice for
 3 meaning and tone, that often is related to looking at
 4 authors' point of view, because how does an author convey
 5 information, how do they -- what words do they use and
 6 chose that convey certain information within a text.
 7 So you can see on this slide again, these are
 8 the standards that students demonstrated the most
 9 challenge with. Part of MCAP, the way questions are
 10 asked, not every student has every single question the
 11 same. So these are questions that more than 50 percent
 12 of students had, so there's questions that maybe only 10
 13 students responded to. We wouldn't look at those Anchor
 14 Standards necessarily, but this had a large enough pool
 15 of students who answered questions in this area for us to
 16 identify it as an area of need.
 17 You can go to the next slide.
 18 When we look at our math score, there is three
 19 types of math tasks asked on the MCAP. The two on the
 20 screen are the areas that, again, we need to do our most
 21 work with. So Type I tasks, which are not on the screen,

<p style="text-align: right;">Page 82</p> <p>1 that was an area of promise for us. Those types of tasks 2 have students really demonstrate conceptual 3 understanding, procedural skills. There is some 4 reasoning in the ability use of mathematics to solve real 5 world problems. This is more what you will see as 6 computational type problem for the most part. And that 7 is an area of strength for students.</p> <p>8 Again, when you look at those types of 9 problems, there are primarily numbers in the problems. 10 When we're looking at our more complex task types, the 11 Type II and III. Just highlighting some key words in 12 this, a student's ability to reason mathematically. In 13 order to reason mathematically and explain your 14 reasoning, you have to be able to communicate that 15 information that ties directly into writing. Reading and 16 writing are very connected. So when students need to 17 reason, not only do they have to think about the math 18 vocabulary related to that to explain their answers, they 19 need to then be able to articulate it on the assessment.</p> <p>20 Keep reading some of those other key words in 21 there, provide arguments of justification. So that's</p>	<p style="text-align: right;">Page 84</p> <p>1 Decimals and fractions are very much related to each 2 other. If you understand that a fraction written as 1/10 3 and now it also would be equivalent to the decimal of 4 0.1. That is important information to be able to -- for 5 a student to be able to transition between those two 6 types of calculations. That is an area, when we look at 7 our elementary school grades for us to continue to work 8 on.</p> <p>9 When you look at grades 6 through 10, the 10 number system, compute fluently with multi-digit numbers. 11 That's really looking at our student's ability not just 12 23 times 54, but really looking at the ability to do that 13 within the context of word problems and story problems. 14 So again, the understanding of what a task is asking you 15 to do or how to solve something comes into play with 16 this.</p> <p>17 Expression and equations, again looking at the 18 connections between proportions, lines, linear equations. 19 Again, that often relies, a lot of time, on student's 20 ability to compute fluently, because they have to do 21 multistep problems when solving those kinds of things.</p>
<p style="text-align: right;">Page 83</p> <p>1 really, again, explaining in detail. So the complexity 2 of writing that is required on math assessments is truly 3 indicative of some of the work that we are hoping to see 4 make progress with our reading scores.</p> <p>5 Type III tasks, again, students ability to 6 understand -- demonstrate their understanding of math 7 when solving real world problems. So if you're able to 8 demonstrate your understanding, that means you understand 9 the complexity of the math problem that you're faced 10 with. So you understand the question that it is asking, 11 the information that it is conveying before you even try 12 to solve it, do you understand what the problem is asking 13 you to do.</p> <p>14 Go to the next slide.</p> <p>15 So when we look at the area of math, some of 16 the domains where we had challenges, and again, we tried 17 to break this up a little bit with grades 3 through 5 18 together and then looking at grades 6 through 10 in 19 Algebra. Numbers and operations, fractions, and place 20 value is an area of growth for us. Numbers and 21 operations with base ten, so looking at decimals.</p>	<p style="text-align: right;">Page 85</p> <p>1 Next slide, please.</p> <p>2 Just to give you a sample of some of the things 3 students may be asked to do. This is a sample Type III 4 task.</p> <p>5 "Two science classes are conducting an 6 experiment together in the science lab. Each class has 7 23 students. The tables in the science lab can each seat 8 up to 4 students. How many tables are needed for all the 9 students from both classes?"</p> <p>10 So you have a sample of one student's work 11 there. The bottom is the question that it asks. So the 12 -- what is displayed in orange is what the students are 13 presented with. So this is one where they have to 14 justify and provide an argument for how this sample 15 student solved the problem.</p> <p>16 "Analyze the student's work. Is the answer 17 reasonable? Explain how the student's work correctly or 18 incorrectly represented the problem. Enter your answer 19 and your work or explanation in the space provided. You 20 may also use the drawing tool --"</p> <p>21 So when a student has to complete this task,</p>

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1 first they have to read that problem. So they need to
 2 understand all of the language that is incorporated
 3 within that. They have to understand, you know, the
 4 mathematical vocabulary that is within it. They also
 5 have to understand the vocabulary of -- is the student's
 6 answer reasonable. So they not only have to answer the -
 7 - look at the question, understand it, they have to look
 8 at the sample of how another student might have solved
 9 the problem, determine if that is appropriate way to
 10 solve the problem and then explain why it is or isn't.
 11 Now they can explain in numbers but they also need to
 12 explain in words. Simply mathematical or numeric numbers
 13 usually is not sufficient. They need to include
 14 information about how they solved it. Some sort of
 15 explanation using mathematical vocabulary.

16 This is a sample of a 5th grade problem. So
 17 these are the things that our students are being asked to
 18 do. So when you look at the language and reading load of
 19 that type of problem, it really give insight into the
 20 demands that need to happen in our math classes as well
 21 as students coming into math with those foundational

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1 reading skills so that they can access that.

2 Oftentimes in math class, during instructional
 3 time, if the student is having difficulty with reading,
 4 the teacher is going to provide that support to them.
 5 However, when -- on a standardized assessment, they're
 6 not able to have that type of support. So while we might
 7 be able to help them so that they are able to demonstrate
 8 an understanding in math of the mathematical
 9 computational skills, the ability to independently read
 10 the text is often a challenge.

11 Next slide.

12 So with all of that, what are we going to do
 13 about it?

14 DR. JONES: Good evening. And as Dr. DiDonato
 15 said, and I'm sure some of the things you heard said, are
 16 things you kind of already know. But it was important
 17 for us to approach the MCAP this way, especially with Dr.
 18 Yarbrough assuming her role and those of us in our new
 19 roles to be able to really think about what is it that we
 20 can change.

21 And what we can change is what lies underneath

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1 the data. And so Dr. DiDonato took that opportunity to
 2 really just kind of explain some of the things that we're
 3 thinking about as a cabinet. How are we -- not just
 4 looking at the percentages, but what are we going to do
 5 about it? And so we are really looking at the evidence
 6 statements and conducting an analysis around the
 7 standards so that we can better support our teachers and
 8 making sure that they get what they need.

9 And so what you see on the screen are some
 10 action items, who is responsible and the timeline. And
 11 quite honestly, when we think about, just based on the
 12 data, and where we are with our current state, and not
 13 just our beliefs about teaching and learning and
 14 instructional leadership. We know that we need to
 15 implement an elementary curriculum -- we need to
 16 implement a viable curriculum for our students. And that
 17 is top priority for us.

18 So we are making sure that we are engaging our
 19 teachers in the science of reading, that we are providing
 20 instructional strategies and then balancing that against
 21 the standards. And in small letters there, that's open

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1 court and, of course, HMH - into reading.

2 We're kind of approaching this from a theory of
 3 action. We believe that if we implement this viable
 4 curriculum and then we implement secondary intervention
 5 strategies which we know the research says when students
 6 need support reading, you have to kind of do something.
 7 So we're providing those strategies that we believe with
 8 the implementation of these evidence-based practices and
 9 then monitoring the implementation and providing a sense
 10 of intervention or monitoring efficacy, if you will -- if
 11 we provide our educators with support, then we will see
 12 the desired outcomes.

13 And so who was responsible? Quite honestly,
 14 just about everyone is here from both of our departments.
 15 But we're really trying to create an all-hands-on-deck
 16 approach. To the work, all of our teams are excited.
 17 We're a little, you know, just kind of thinking about how
 18 we're all going to do this, but the task is great, but
 19 we're ready for it.

20 And then those are the dates. This is not an
 21 all-inclusive list around literacy. We are really

<p style="text-align: right;">Page 90</p> <p>1 thinking about how we're partnering with our external 2 partners, thinking about some things that are already in 3 place. But we wanted to really share that information. 4 Next slide, please. 5 Again, the same thing in mathematics. We 6 believe that effective professional development with 7 adequate time for teachers to learn, practice and 8 implement and reflect on new strategies helps to 9 facilitate a change in their practice. In mathematics, 10 similar things apply. 11 We've got to implement a curriculum that is 12 aligned to the State standards. And so, of course, you 13 know, we are using Bridges and Illustrative Math. And 14 again, some of the things Dr. DiDonato shared are forming 15 our work with teachers. 16 Who is responsible, we have, of course, school- 17 based staff, but then also how are we kind of 18 transforming our work at central office to be able to 19 respond to the needs of our schools. And we know that. 20 We have some able and willing teachers who are ready to 21 do this work, but they need to be supported. So we want</p>	<p style="text-align: right;">Page 92</p> <p>1 students that need to be challenged, quite honestly, what 2 are we doing about it and how are we intervening and 3 proactively moving forward. 4 So again, you see who is responsible, a lot of 5 us, all-hands-on-deck, and then just the timeline. And 6 those are PD days that were mentioned early. But outside 7 of all of this, our goal is to really implement and plan 8 against the standards with a viable curriculum, 9 supporting teachers, making sure everyone has transformed 10 their thinking around providing the support so we can 11 make sure that our students get the things that they 12 need. 13 Next slide, please. Any questions? 14 MS. LICHTER: Thank you for that presentation. 15 Also thank you for really incorporating the action steps 16 into it. Often, we hear the what, but not the, like you 17 said, what's next. I have question first, and then I'll 18 call on the other Board members. 19 The HMH being a new curriculum, I know that 20 sometimes we're not going to see numbers move, as far as 21 -- I mean, test scores may not move right away in that</p>
<p style="text-align: right;">Page 91</p> <p>1 to build their capacity. 2 We're also in conversations about leadership 3 opportunities available in math through MSDE where they 4 have actually outsourced and/or partnered with some of 5 our familiar companies and organizations who are there to 6 support us as well. And that's going to be more like a 7 PLC model that involves school-based staff, our executive 8 directors from the Department of Schools, staff in CNI 9 and even us as district leader or system leader staff. 10 Next slide, please. 11 We're going to kind of bring it all together 12 and think about what can happen at the school level. We 13 know that coaching and teaching in real time also brings 14 about impact. And a lot of the standard based work, the 15 implementation of the curriculum through fidelity checks 16 and then monitoring the assessment data. 17 This is going to be very important, and I feel 18 like our work that we can change is really understanding 19 when to intervene and how to intervene. And Dr. 20 Yarbrough has definitely made that a charge for us, where 21 we see that students need additional support or even our</p>	<p style="text-align: right;">Page 93</p> <p>1 first year. So what are we really going to use to 2 progress monitor that the implementation of that new 3 elementary curriculum? 4 DR. DIDONATO: So to your point, the first 5 metrics is really looking at the monitoring and 6 implementation. So the fidelity of the implementation. 7 So doing fidelity checks, not only at the school level, 8 but staff from curriculum instruction. From the division 9 of schools, going out together with school administrators 10 to look at instruction to see is the quality of 11 instruction -- is it specific, is it directed, is it in 12 alignment with what the intention of the curriculum is, 13 not just maybe the words on the page. But are they truly 14 implementing it? And do they understand the standards 15 that they are teaching through the curriculum? 16 The other thing that we're doing is the 17 professional learning for the school administrators. So 18 not only do we need them to know and understand the 19 curriculum but how are they giving feedback to teachers 20 about the curriculum and the things that they're 21 observing? So on the 28th, we have our first</p>

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1 professional learning day for the year for school
 2 administrators. During each of the sessions that they'll
 3 go to, there is an emphasis on what is the curriculum
 4 content that you see in a classroom, based on them
 5 becoming even more familiar with the curriculum
 6 resources, where to access them, what do they expect to
 7 see in the classroom, and then what feedback would they
 8 provide based on what they see. They're going to see
 9 some sample videos of instruction where they're going to
 10 be able to dig into it, work together to look at, if you
 11 see this, what is a feedback or constructive support that
 12 you can provide for a teacher so that really the quality
 13 of the instruction is the focus the first year.

14 MS. LICHTER: Thank you. And this is not a
 15 question, just a comment. Listening to what you're
 16 saying and talking about the practices, just considering
 17 whether Danielson (phonetic) is providing us what we need
 18 for our principals to really measure the content that is
 19 in the room.

20 DR. YARBROUGH: Funny you mentioned that.

21 MS. LICHTER: Other -- just --

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1 DR. YARBROUGH: Same page.

2 MS. LICHTER: Okay. Next, Ms. Domanowski?

3 MS. DOMANOWSKI: I kind of have an unpopular
 4 question. I'm looking at the data from 2022, the
 5 proficiency rates for ELA 10 and Algebra 1 being at 46.3
 6 and 6.6. And our graduation rate that same year was 84.5
 7 percent. So if the proficiencies are low, how many of
 8 those students who are not proficient, and since these
 9 are graduation standards, were held back?

10 DR. DIDONATO: I would need to look into that.
 11 I don't have that kind of information on the ready. But
 12 that is something that we can look into.

13 MS. DOMANOWSKI: Is that something that we
 14 think about doing or is it -- I know that some cities say
 15 that holding a child back is not -- you know, doesn't
 16 benefit them. But if we're not -- if it doesn't seem to
 17 be -- the proficiency rates being what they are, I think
 18 we use all the tools available to get our kids where they
 19 need to be. I would like to -- that is something I would
 20 want to see, you know, as far as the most far behind
 21 kids, are they getting, you know, the actual help

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1 services they need. Whether that -- and including being
 2 held back a full year if they need to be.

3 MS. LICHTER: Dr. Yarbrough?

4 DR. YARBROUGH: Sure. Ms. Domanowski, thank
 5 you for raising that, talking about, you know, retaining
 6 students overall as a practice. I would share that our
 7 commitment is to making sure that students have the
 8 skills and the strategies that they need to move forward.
 9 So while we probably don't have rich data in terms of
 10 student's reading levels and, you know, how that bears
 11 out with their graduation rates, because there is a
 12 variety of mitigating circumstances. For example, if
 13 you've had individualized education plan and your
 14 specific area of need is literacy, growth might not take
 15 you to 12th grade when you are graduation. You might not
 16 be graduating with a diploma.

17 But with that said, our commitment is to
 18 improving academic achievement. And so I think there are
 19 probably some historical pieces of data that can be
 20 provided to you. What we will provide, moving forward,
 21 is how we're monitoring students' level of readiness.

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1 And I think Dr. DiDonato and Dr. Jones and the team,
 2 we're all committed to making sure that we're not only
 3 implementing the curriculum with fidelity providing that
 4 professional learning but, as a central office, that we
 5 are engaging in PLCs. So we're looking at the grades in
 6 the gradebooks, but that is one piece and that's one
 7 measure.

8 We're also looking at how our students are
 9 going to perform on our district assessments, because
 10 those are aligned with the State assessments. Then we're
 11 going to go back with central office when we see specific
 12 standards and specific areas where students aren't doing
 13 well. What is it that we need to send out to schools,
 14 what is it that we need to plan for the next week or the
 15 next few weeks so that there aren't these surprises when
 16 it comes to the State assessments.

17 The State assessments are certainly one
 18 measure, they are an important measure, but we are going
 19 to do our due diligence that -- to ensure that across
 20 multiple measures we start to see that improvement in our
 21 students. And certainly, can provide more robust data

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1 moving forward in terms of the correlation between
 2 graduation rate and retention of students.
 3 MS. LICHTER: Ms. Stolusky.
 4 MS. STOLUSKY: Thank you. This may be what you
 5 were speaking of. But is it possible to get data
 6 connecting -- and taking away IEP students, because
 7 that's a unique group, and possibly even ESL students,
 8 but, you know, the majority of Baltimore County students
 9 to get the, you know, reading level for the graduation
 10 rates for the years going forward. You know, just to
 11 ensure that we're -- we have some kind of baseline data
 12 on graduation rates and how it connects to how well
 13 students read. And maybe that's --
 14 DR. YARBROUGH: Going forward?
 15 MS. STOLUSKY: Yeah. And that may be what you
 16 were speaking of.
 17 DR. YARBROUGH: Yes. Yes. Years going forward
 18 and, you know, making sure that we can -- you know, for
 19 most students you have the map growth data that shows you
 20 the reading levels, that kind of stops at a certain age
 21 depending on the student whether or not they need an

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1 intervention. But certainly for moving forward, having
 2 that correlation of data is something that we could do.
 3 MS. STOLUSKY: Thank you.
 4 MS. LICHTER: Other questions? Ms. Pumphrey?
 5 MS. PUMPHREY: Just a quick question. I
 6 apologize, you may have already said this or maybe in a
 7 prior meeting. But as far as the monthly fidelity checks
 8 that are done by division of curriculum and instruction
 9 and department of schools, the individuals that are going
 10 out and doing these fidelity checks, have they also been
 11 provided with training in our new ELA curriculum?
 12 DR. DIDONATO: So it's staff from the central
 13 office who are actually delivering the training and
 14 professional development to teachers and leaders. So
 15 it's our Director of English Language Arts, our
 16 coordinators, our Coordinator of Elementary Language Arts
 17 as well as our secondary math staff and our Director of
 18 ELA who has provided extensive training on the reading
 19 interventions that we're providing to staff. So she's a
 20 part of all of those. So yes. And we've been working
 21 with the division of schools to make sure that the

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1 executive directors have the same level of training. So
 2 we're all on the same page as far as what we're looking
 3 for when we go into classrooms and we're working with
 4 administrators.
 5 MS. PUMPHREY: Thank you.
 6 DR. DIDONATO: No problem.
 7 MS. LICHTER: Ms. Frempong has a question, she
 8 wants to know the timeline for PD and fidelity checks
 9 clearly specified but not for monitoring of assessment
 10 data. What is the frequency that we can expect for the
 11 monitoring and progress?
 12 DR. DIDONATO: So the reason we put the
 13 timeline about aligned with the administration of PD of
 14 curriculum-based assessments, they're given at different
 15 times across grade levels. So in that tiny little box,
 16 it was not possible to provide all of that information.
 17 But as soon as there is a window for which assessments
 18 can be given, because we do know there's pep rallies at
 19 schools and things that come up in school. Or students
 20 might have struggled with a certain skill, so a teacher
 21 may make a decision that, you know, a percentage of the

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1 class is struggling with this skill, I'm going to
 2 approach it a different way and try to reteach it to see
 3 if that has been connect with students.
 4 So there is a window for which assessments are
 5 given. What we've provided to schools is a schedule by
 6 quarter. So within marking period one, curriculum-based
 7 assessment 1 and 2 for first grade needs to be
 8 administered. So we've provided that to schools so it
 9 gives them a window of when they need to complete it.
 10 But it gives very specific targets. So the monitoring of
 11 it would be at the close of each marking period, but we
 12 can do it during the marking period to see where they --
 13 what were the results of first assessment, prior to
 14 giving the second one later in the marking period.
 15 DR. JONES: And I guess I would just add to
 16 that, that when we -- because I was actually just looking
 17 at the end of unit 1 dates, some dates actually coming up
 18 in terms of just unit 1. To think it's been a month of
 19 school already. So anywhere between the first week in
 20 October to mid-October, there should be some sort of
 21 curriculum-based assessment, depending on the grade, and

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1 depending on the unit. So there's weeks of instruction
 2 and then the assessment comes. But like Dr. DiDonato
 3 said, there are so many different windows, but I do know,
 4 just in preparation for some things tomorrow with the
 5 team, I do know we have some coming up next week and
 6 going into mid-October, November.
 7 MS. LICHTER: Thank you. Ms. Booker-Dwyer.
 8 MS. BOOKER-DWYER: So thank you for this and
 9 presenting it in such a comprehensive way. Like I am
 10 confident that this plan will work, if implemented well,
 11 and I know you all are going to make sure that it is
 12 implemented well. And so just in speaking to that, if we
 13 can go to slide 2, those MCAP results. So just to make
 14 sure that I am reading everything correctly.
 15 So for grade 8 math, in 2022 and 2023
 16 approximately 99 percent of our students did not score at
 17 the proficient level?
 18 MS. DIDONATO: That's correct.
 19 MS. BOOKER-DWYER: And so what is the
 20 performance target for this year and for next year?
 21 Because it's a -- you know, there -- so there's hope,

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1 because we see in grade 5 those students, they performed
 2 a little better and so the thought is, okay, these grade
 3 5 students are now in grade 6, you're implementing some
 4 good practices so they'll get that in grade 6, grade 7
 5 when they go take that assessment again in grade 8, they
 6 should be well prepared. We should see, you know, sky
 7 rocket growth. So what's the -- have you all started to
 8 map out those performance targets for the cohort of
 9 students, so these grade 5 students that will eventually
 10 go to grade 8 and then even for this year students?
 11 DR. DIDONATO: So MSD provides those targets
 12 based on -- so this an aggregate of all schools. So MSD
 13 does provide those targets based on individual schools as
 14 well as specific student group targets. So yes, we want
 15 to continue to see -- when we look at cohort data,
 16 cohorts of students continue to improve as they move
 17 forward.
 18 Some things that we need to, you know, continue
 19 to consider with math, of those grade 5 students who took
 20 the grade 5 assessment, some of them will take the
 21 Algebra exam in 8th grade and not -- in 7th grade or 8th

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1 grade and won't be part of the Algebra 1 takers in high
 2 school. So that group of 8th graders is not necessarily
 3 the same group of 5th grades that took the 5th grade
 4 assessment, because they might not take that assessment,
 5 they're going to take the Algebra 1 assessment. So there
 6 is some variability with that, so it's not -- it's a much
 7 easier time tracking cohorts of students at the
 8 elementary level where they are going to take -- because
 9 even if you are in an advance 5 math, you're still taking
 10 the grade 5 MCAP.
 11 DR. JONES: I want to add on to that. One of
 12 the things that has come out of the transition report
 13 that we are talking about is what will our targets be and
 14 how will we measure our team in all of those targets? So
 15 yes, we are thinking very deeply about it and we feel
 16 that we have a whole lot of promise.
 17 MS. BOOKER-DWYER: Definitely. Thank you.
 18 DR. JONES: No, thank you.
 19 DR. DIDONATO: Thank you.
 20 MS. LICHTER: Thank you. Any further questions
 21 or comments from Board members?

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1 Okay. Thank you very much. Thank you for the
 2 report, the comprehensiveness and just the kind of
 3 authentic dialogue that we had.
 4 DR. JONES: Thank you.
 5 DR. DIDONATO: Thank you.
 6 MS. LICHTER: The next item on the agenda is
 7 Board committee updates. So I will start with the Audit
 8 Committee, because alphabetically that's A, Mr.
 9 McMillion. So any updates?
 10 MR. McMILLION: Just our next meeting is
 11 Tuesday, October 17th, 4:30 virtually. I encourage
 12 everyone to tune in. Thank you.
 13 MS. LICHTER: Thank you. Budget Committee, Ms.
 14 Domanowski?
 15 MS. DOMANOWSKI: Yes, we had our first back to
 16 school budget committee last week on September 20th. Our
 17 next meeting is October 18th, virtually, at 5:30. Where
 18 we are requesting an update on the budget 101 website.
 19 MS. LICHTER: Thank you. Building and
 20 Contracts, Ms. Harvey?
 21 MS. HARVEY: Thank you, Madam Chair. The next

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1 Building and Contracts meeting is Monday, October 9th, at
 2 5 p.m. virtually. We invite everyone to attend. Thank
 3 you.
 4 MS. LICHTER: Curriculum Committee is next,
 5 that is me. We are really digging in to a lot of the
 6 curriculum work that Dr. Domanowski and I were laughing
 7 over there -- we're really digging into it. Especially
 8 the monitoring piece. We went over our time last -- at
 9 our last meeting, so we actually added another meeting
 10 for Thursday -- this Thursday, so there is a Curriculum
 11 Committee meeting this Thursday focusing on the
 12 implementation of HMH. And then our regularly scheduled
 13 one is next Thursday. We're a very dedicated committee.
 14 So that is on October 5th. And again, we will spend more
 15 time really looking at the curriculum.
 16 Next is the Equity Committee and that's Dr.
 17 Savoy.
 18 DR. SAVOY: Thank you, Madam Chair. Equity
 19 Committee meeting met on September 20th at -- I'm so
 20 sorry. The Equity Committee meeting met on September 20,
 21 2023 at 4:00 p.m. Mr. Douglas Handy (phonetic) gave us

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1 an outline of several topics that he will address in the
 2 future. The biggest takeaway was the topic of having an
 3 equity liaison position in the school. The liaisons
 4 would focus on providing resources for each student to
 5 ensure that they succeed. And the next meeting will be
 6 held on October 5, 2023. Thank you.
 7 MS. LICHTER: Next committee is Legislative and
 8 Governmental Relations, and Ms. Booker-Dwyer is the chair
 9 of that.
 10 MS. BOOKER-DWYER: So we are counting down to
 11 the legislative session. We are excited about that. Our
 12 first meeting will be on November 30th. And then we will
 13 ramp it up once the session is started, to two meetings a
 14 month. And then we'll ramp it back down in April and
 15 celebrate when it is over.
 16 MS. LICHTER: Okay. Thank you for that. And
 17 our last committee is our Policy Review Committee, Ms.
 18 Pumphrey.
 19 MS. PUMPHREY: Thank you. I just wanted to
 20 mention at our last committee meeting on September 18th,
 21 we had an AI presentation. And staff is going to come

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1 back to us regarding whether or not they recommend a new
 2 policy regarding AI or if one of our current policies
 3 need to be updated to include specific language regarding
 4 AI. So I would encourage Board members to go back and
 5 watch that presentation. I think it was very
 6 informative. And our next meeting is scheduled for
 7 October 16th.
 8 MS. LICHTER: Thank you. And just a reminder
 9 for the public, that all of the meetings are videoed. So
 10 if you can't tune in at that time, you can watch them at
 11 a later date.
 12 Next are any agenda items that any Board
 13 members want to bring forward. So please raise your hand
 14 if you have anything that you want considered. Ms.
 15 Booker-Dwyer?
 16 MS. BOOKER-DWYER: For a future Board meeting--
 17 so we have all these committees, could we have a
 18 presentation or a vote on the purpose and the actions --
 19 we need to get the level set on all these committees and
 20 what really is their purpose, what are they charged to
 21 do. We did that in our last Budget Committee and that

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1 was helpful. And so I appreciate Ms. Henn for sharing
 2 kind of what happened previously. So if we could just
 3 get an idea of really what's the purpose of all of these
 4 committees and what are they charged to do. And then
 5 maybe if we can all agree on it as a Board, and vote on
 6 it, to make sure we're all in alignment with, you know,
 7 the revised vision and direction for the school system
 8 that would be helpful.
 9 MS. LICHTER: Okay. I think that information
 10 is included in our handbook which is one of the ad hoc
 11 committees, so there may be a way to kind of merge the
 12 two of those. So thank you. I think I saw somebody
 13 else's hand -- Ms. Henn? For agenda item?
 14 MS. HENN: No, I was just going to add and
 15 thank Ms. Booker-Dwyer for bringing that up. I think the
 16 handbook should include the vision, mission and goals of
 17 each of the committees. I think that would be helpful.
 18 MS. LICHTER: Right. Ms. Frempong, who is
 19 still on, is the chair of that ad hoc, so we'll get with
 20 her. Another -- any other?
 21 Okay. Let me see where we are. Okay. The

1 last item on the agenda is announcements. And the
 2 Board's next meeting will be held on Tuesday, October 10,
 3 2023, at 6:30. Thank you for joining us today. The
 4 meeting is now adjourned.

5 (Meeting adjourned.)

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1 CERTIFICATE

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

7 IN WITNESS THEREOF, I have subscribed my name
 8 on October 2, 2023

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