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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

BROADCAST VIA MICROSOFT TEAMS

OCTOBER 10, 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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1 PROCEEDINGS

2 MS. LICHTER: -- Education of Baltimore County

3 for Tuesday, October 10, 2023. I invite you to recite

4 the Pledge of Allegiance to the flag, to be led by Ms.

5 Kayla Drummond. We will then have a moment of silence in

6 recognition of those who have served education in

7 Baltimore County.

8 (Pledge of Allegiance.)

9 MS. LICHTER: Thank you. Tonight's Board of

10 Education meeting is being broadcast through the BCPS

11 Online Live Meeting Broadcast and on BCPS TV, XFINITY

12 channel 73, and Verizon Fios channel 34. In order to

13 efficiently conduct this meeting, all voting items this

14 evening will be done by roll call vote.

15 The first item on the agenda is the

16 consideration of the October 10th agenda.

17 Dr. Rogers, are there any additions or changes

18 to tonight's agenda?

19 DR. ROGERS: I am not aware of any changes or

20 additions to tonight's agenda.

21 MS. LICHTER: Hearing none, the agenda stands

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1 as presented.

2 Earlier this evening, the Board met in closed

3 session pursuant to the Open Meetings Act for the

4 following reasons: to discuss the appointment,

5 employment, assignment, promotion, discipline, demotion,

6 compensation, removal, resignation, or performance

7 evaluation of appointees, employees, or officials over

8 whom it has jurisdiction, or any other personnel matter

9 that affects one or more specific individuals; and

10 consult with counsel to obtain legal advice.

11 The summary of the closed session and open

12 session information summary can be found on BoardDocs

13 under this Board meeting agenda date.

14 The next item on the agenda is personnel

15 matters, and for that I call on Mr. McCall. Good

16 evening.

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

18 Chair Harvey, Superintendent Dr. Rogers, and members of

19 the Board. I'd like the Board's consent for the

20 following personnel matters: terminations, retirements,

21 resignations, leaves, certificated appointments, and

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1 Southeast Area Education Advisory Council appointment.

2 MS. LICHTER: Okay. So do I have a motion to

3 approve the personnel matters as presented in Exhibit D1?

4 MS. FREMPONG: So moved, Frempong.

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

6 MR. YOUNG: Second, Young.

7 MS. LICHTER: Thank you. Any discussion?

8 May I have a roll call vote, please?

9 MS. GOVER: Ms. Domanowski?

10 MS. DOMANOWSKI: Yes.

11 MS. GOVER: Mr. Young?

12 MR. YOUNG: Yes.

13 MS. GOVER: Ms. Stolusky?

14 MS. STOLUSKY: Yes.

15 MS. GOVER: Ms. Frempong?

16 MS. FREMPONG: Yes.

17 MS. GOVER: Ms. Henn?

18 MS. HENN: (No audible response.)

19 MS. GOVER: Ms. Harvey?

20 MS. HARVEY: 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. Do I have a motion to

12 approve the personnel matters as presented in Exhibits D2

13 through D6?

14 MS. STOLUSKY: So moved, Stolusky.

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

16 MS. FREMPONG: Second, Frempong.

17 MS. LICHTER: Thank you. Any discussion?

18 May I have a roll call vote, please?

19 MS. GOVER: Ms. Domanowski?

20 MS. DOMANOWSKI: Yes.

21 MS. GOVER: Mr. Young?

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1 MR. YOUNG: Yes.
 2 MS. GOVER: Ms. Stokusky?
 3 MS. STOLUSKY: Yes.
 4 MS. GOVER: Ms. Frempong?
 5 MS. FREMPONG: Yes.
 6 MS. GOVER: Ms. Harvey?
 7 MS. HARVEY: Yes.
 8 MS. GOVER: Ms. Drummond?
 9 MS. DRUMMOND: Yes.
 10 MS. GOVER: Ms. Pumphrey?
 11 MS. PUMPHREY: Yes.
 12 MS. GOVER: Dr. Savoy?
 13 DR. SAVOY: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 MR. McMILLION: Yes.
 16 MS. GOVER: Ms. Booker-Dwyer?
 17 MS. BOOKER-DWYER: Yes.
 18 MS. GOVER: Ms. Lichter?
 19 MS. LICHTER: Yes.
 20 MS. GOVER: Thank you.
 21 MS. LICHTER: The next item on the agenda is

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1 unfinished business -- oh, thank you, Mr. McCall. Sorry.
 2 The next item on the agenda is unfinished
 3 business proposed 2024-2025 School Calendar.
 4 And for that I call Ms. Charley-Greene and Ms.
 5 Bielski. Good evening.
 6 MS. CHARLEY-GREENE: Good evening. Good
 7 evening, Board Chair Lichter, Vice Chair Harvey, Dr.
 8 Rogers, and members of the Board of Education. I'm here
 9 this evening with Staff Relations Manager Julie
 10 (phonetic) -- I'm sorry -- Joelle Bielski to present for
 11 the Board's consideration two additional options for the
 12 proposed 2024-2025 School Calendar.
 13 At this time, I will turn it over to Ms.
 14 Bielski to share the options that we've come up with, and
 15 at the close of that, we are certainly available to
 16 answer any questions the Board would have.
 17 MS. BIELSKI: Thank you. Good evening. As a
 18 result of the motion put forth by the Board of Education
 19 on September 26th, the Department of Staff Relations was
 20 tasked with minimizing the number of half days in the
 21 proposed calendar.

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1 Next slide. Thank you.
 2 The proposed calendar encompasses 191 teacher
 3 days, 181 elementary student days, and 182 middle and
 4 high school student days with an additional three days
 5 built into the calendar as inclement weather days. The
 6 calendar does not allow room for an added one full-day
 7 closure as a mental health day, because if BCPS were to
 8 close one full day, the teacher day total would drop to
 9 190 days.
 10 The current calendar exceeds the required
 11 number of student hours built into the school calendar,
 12 should the Board decide to reinstate half-day mental
 13 health days. However, the student-teacher days cannot be
 14 altered because we have just met the requirement to
 15 maintain compliance. The Calendar Committee will
 16 research the use of half days for upcoming school year
 17 calendars.
 18 This slide reflects attendance data for the day
 19 before Thanksgiving and the day before Winter Break for
 20 the last two years.
 21 I'm happy to entertain any questions.

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1 MS. LICHTER: Questions or comments from Board
 2 members?
 3 Ms. Booker-Dwyer?
 4 MS. BOOKER-DWYER: And so thank you for this
 5 information. And so could you just talk a little bit
 6 about the approach for -- to make half days as productive
 7 as possible, and maybe this is for Dr. Rogers, so that
 8 it's not just movies or makeup assignments?
 9 DR. ROGERS: Sure. Ms. Booker-Dwyer -- Ms.
 10 Bielski, are you finished with all the slides?
 11 MS. BIELSKI: I am.
 12 DR. ROGERS: Oh, okay. I have several slides.
 13 All right. So absolutely happy to discuss
 14 that. So part of the feedback that we received for the
 15 Board was about making sure that our half days were
 16 purposeful for all students. And so in the past we have
 17 shared with our teachers that half days are an
 18 opportunity for students that need extra time for
 19 students that need to complete the work. That -- that's
 20 some of the work that we need done, in addition to the
 21 three half days that are built in for grading and

<p style="text-align: right;">Page 14</p> <p>1 reporting.</p> <p>2 Some of the work that we are going to move</p> <p>3 forward is working directly with our advisory groups that</p> <p>4 contains principals, feedback from assistant principals,</p> <p>5 as well as teachers and school-based staff to identify</p> <p>6 what are some robust activities that currently exist in</p> <p>7 some schools so we can provide a set of guidelines to all</p> <p>8 of our schools in terms of what we expect to happen on</p> <p>9 those days.</p> <p>10 And so it can look like anything from makeup</p> <p>11 opportunities as well as if there are things that</p> <p>12 normally happen that disrupt schedules. Whether we're</p> <p>13 talking about career day. Whether we're talking about a</p> <p>14 college fair. Different opportunities for students.</p> <p>15 We do a lot of work with external partners.</p> <p>16 Bringing them in on those days to make sure that those</p> <p>17 days are worthwhile for our students. So whether it's --</p> <p>18 if it's not teaching bell to bell, it's teaching some of</p> <p>19 those meaningful lessons that we would normally</p> <p>20 incorporate on a full day so that we're not disrupting</p> <p>21 those days to the extent possible and maximizing the use</p>	<p style="text-align: right;">Page 16</p> <p>1 MS. BIELSKI: Thank you.</p> <p>2 MS. LICHTER: Our next item is public comment,</p> <p>3 and this is one of the opportunities the Board provides</p> <p>4 to hear the views and receive the advice of community</p> <p>5 members. The members of the Board appreciate hearing</p> <p>6 from interested citizens. As appropriate, we will refer</p> <p>7 your concerns to the Superintendent for follow-up by her</p> <p>8 staff.</p> <p>9 If not selected to address the Board, members</p> <p>10 of the public may submit their comments to the Board</p> <p>11 members via email at boe@bcps.org. The Baltimore County</p> <p>12 Police Department's Homeland Security Unit and the Office</p> <p>13 of School Safety has recommended the following safety and</p> <p>14 security protocols.</p> <p>15 Participants should be seated in the room</p> <p>16 during meetings. Individuals who need to stand should go</p> <p>17 out into the hallway to do so. Participants should not</p> <p>18 approach the table unless called upon to speak and should</p> <p>19 not approach the dais.</p> <p>20 Materials brought to the table are limited to</p> <p>21 electronic devices, presentation papers, and posters no</p>
<p style="text-align: right;">Page 15</p> <p>1 of the half days.</p> <p>2 MS. BOOKER-DWYER: And just one more follow-up</p> <p>3 questions because we get a lot of emails about the post-</p> <p>4 Labor Day calendar. So could you just clarify why a</p> <p>5 post-Labor Day calendar wasn't shown to the Board?</p> <p>6 MS. CHARLEY-GREENE: Sure. So we discussed</p> <p>7 both a pre and a post. The data that was shared with the</p> <p>8 Calendar Committee strongly spoke to the need for the</p> <p>9 maximized amount of assessment days. A lot of the</p> <p>10 discussion was about kindergarten testing and needing --</p> <p>11 and the deadline for that and needing that time to meet</p> <p>12 the deadline.</p> <p>13 MS. LICHTER: Other questions or comments?</p> <p>14 Okay.</p> <p>15 Public comment on the proposed 2024-2025 School</p> <p>16 Calendar is the next agenda item under public comment.</p> <p>17 Comment may also be sent to the Board members at</p> <p>18 boe@bcps.org. Consideration of the calendar will take</p> <p>19 place at the Board's November 7, 2023 meeting. Thank</p> <p>20 you, ladies.</p> <p>21 MS. CHARLEY-GREENE: Thank you.</p>	<p style="text-align: right;">Page 17</p> <p>1 larger than 11 by 14 inches. Other items should be left</p> <p>2 in your seats. Documents to be given to the Board or to</p> <p>3 be handed to the staff member who is seated in the front</p> <p>4 area of the meeting space. Information for other</p> <p>5 attendees is to be left on the designated table outside</p> <p>6 in the hall.</p> <p>7 In the event of an emergency that requires an</p> <p>8 emergency response, such as a lockdown, lock out or</p> <p>9 evacuation, staff from the Office of School Safety will</p> <p>10 direct participants.</p> <p>11 While we encourage public input on policy,</p> <p>12 programs and practices within the purview of this Board,</p> <p>13 and this school system, this is not the proper forum to</p> <p>14 address specific student or employee matters, or to</p> <p>15 comment on matters that do not relate to public education</p> <p>16 in Baltimore County. Disparaging or derogatory remarks</p> <p>17 toward students and staff will not be tolerated.</p> <p>18 Inappropriate personnel remarks or other</p> <p>19 behavior that disrupts or interferes with the conduct of</p> <p>20 this meeting are out of order. Persons using language</p> <p>21 that is threatening or promotes violence against a BCPS</p>

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1 employee are subject to legal penalties. Persons who
 2 otherwise disrupt or disturb this meeting will not be
 3 allowed to continue their remarks and will be escorted
 4 from the meeting.

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

11 It is the practice of this Board to allow
 12 elected officials to provide their comments to the Board,
 13 and our first to speak is Delegate Pasteur. Nope. First
 14 to speak is Delegate Pasteur.

15 Welcome, Delegate. Good evening.

16 MS. PASTEUR: Good evening, Chair Lichter, Vice
 17 Chair Harvey, and Superintendent Rogers, members of the
 18 Board.

19 Tonight people are hurting all over the world.
 20 I have been in deep contemplation and prayer for the last
 21 24 hours wanting to do something that will make a

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1 difference, but I rewind, and I know I probably won't
 2 because I am just one, or maybe that's an excuse.

3 So here I am, up front, because I'm an elected
 4 official but in my reality knowing that tonight I have
 5 only the heart of a human being and the heart of a person
 6 who loves children. While in my contemplative state, I
 7 went over a book I read many years ago while getting my
 8 supervisory certification in education, Other People's
 9 Children.

10 I thought about how good people too often
 11 become afraid of others for reasons that sometime lack
 12 rational thinking or kind hearts. They lose sight of
 13 injustices and inequities. Our fears have often been
 14 tied to race and religion, culture, ethnicity, historical
 15 truths, geography, and yes, gender affiliation and
 16 identities.

17 To you the Board members, I am sure that at
 18 this point in time the law of the land is clear about who
 19 falls under Title IX. Now you may well challenge MSDE
 20 regarding the rights of those who are transgender, but as
 21 the case in Talbert County proved to be so, the courts

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1 will side with federal law, and you will lose.

2 But not only will you lose that battle, but we
 3 will all use our humanity. There's another book which
 4 was brought to mind, The Body Keeps the Score. How we
 5 lash out at our children and victimize them manifests the
 6 dangers we do to them emotionally. Our children are our
 7 present and our future and our society depends on how we
 8 treat them, talk about them, and characterize them.

9 I want, like I hope most of you, if not all,
 10 our children to feel good about themselves so their
 11 voices will resound loudly and clearly about the
 12 inclusive society we claim this country to be. And as a
 13 person who grew up in a segregated society, stoked by
 14 fear, biases, and lack of understanding, my parents
 15 raised me to believe -- or pulling from the book and
 16 movie, The Help, what I want our children to be able to
 17 say with confidence, "I am kind. I am smart. I am
 18 important."

19 Laws are made to protect. So if we don't like
 20 them, we should work civilly with those who make them,
 21 always with the good of children in mind. To build them

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1 up, not to destroy. So following the law, let's find
 2 civil and humane ways to accommodate the needs of all
 3 children. Use the law. Speak to those who make the
 4 laws, not to those of you whose job is to protect the
 5 children under the law. Thank you.

6 (Applause.)

7 MS. LICHTER: Thank you.

8 Our next speaker is Delegate Sheila Ruth, so
 9 welcome.

10 MS. RUTH: Madam Chair.

11 MS. LICHTER: Good evening.

12 MS. RUTH: Madam Vice Chair, Dr. Rogers,
 13 members of the Board, it's a pleasure to see all of you
 14 and I thank you for your service to the children of
 15 Baltimore County.

16 I'm here today because I've heard that a small
 17 but vocal minority is pushing for policies that would be
 18 discriminatory bathroom policies. I can't believe that
 19 we actually even have to have this conversation. I know
 20 that the Baltimore County Board of Education will do the
 21 right thing and not discriminate against children, not

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1 enact policies that will discriminate.
 2 But I'm here because I want you to know we have
 3 your back. As you could probably tell from the large
 4 group of people outside shouting, "Protect trans kids,"
 5 most people in Baltimore County know that there's no
 6 basis for discriminatory policies that force children to
 7 use a bathroom -- force children to use a bathroom for
 8 whose identity doesn't match their biology and that such
 9 policies are harmful to those children.
 10 I understand that you've heard from people who
 11 believe that their children are at risk of violence from
 12 transgender people. This is false. Transgender people
 13 are much more likely to be victims of violence than
 14 perpetrators. The safety of all children is important,
 15 including the safety of trans children.
 16 Forcing them to use a bathroom that doesn't
 17 match their gender identity puts their health and safety
 18 at risk. A separate gender-neutral bathroom is also not
 19 an acceptable alternative and is inherently
 20 discriminatory, especially if it's more distant from the
 21 other bathrooms and it can also out children who are

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1 trans or nonbinary children and make them a target of
 2 stigma, harassment or violence.
 3 Discriminatory bathroom policies also impact a
 4 child's mental health. Adolescence is a fraught
 5 emotional time anyway and having a body that doesn't
 6 match your identity can make it even more stressful.
 7 Imagine being a girl and being forced to use the boy's
 8 bathroom or being a boy and being forced to use the
 9 girl's bathroom. You can imagine how hurtful that would
 10 be and how difficult and how that would make you a target
 11 as well.
 12 The Trevor Project had a 2022 National Survey
 13 on LGBTQ Youth Mental Health and found that 45% of LGBTQ
 14 youth seriously considered attempting suicide in the past
 15 year, including more than half of transgender and
 16 nonbinary youth. More than half considered suicide. And
 17 59% of black transgender and nonbinary youth reported
 18 considering suicide with one in four attempting suicide
 19 in the past year.
 20 So I ask you to please ignore the minority who
 21 are pushing for discriminatory bathroom policies and

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1 please do the right thing and allow children to be their
 2 authentic selves. Thank you so much. Thank you.
 3 (Applause.)
 4 MS. LICHTER: Are there any other elected
 5 officials that wish to speak? Okay. I do see Delegate
 6 Forbes so thank you for being here tonight. Okay.
 7 I will now call on our School System-Affiliated
 8 Groups to speak, and our first speaker is Saan Rhyne from
 9 the Baltimore County Junior Councils and the Baltimore --
 10 wait. The Baltimore County Junior Councils.
 11 Did I say your name correctly?
 12 MS. RHYNE: It's Saan.
 13 MS. LICHTER: Saan. Okay.
 14 MS. RHYNE: Thank you.
 15 MS. LICHTER: Okay. Thank you, Saan. Good
 16 evening.
 17 MS. RHYNE: Good evening. Hello, everyone.
 18 I'm Saan Rhyne. I'm an 8th grader at Dumbarton Middle
 19 School and I'm the Chair of BCJC, the Baltimore County
 20 Junior Councils. We are a student run organization that
 21 represents the middle schools in Baltimore County.

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1 I would like to start this speech by
 2 emphasizing that BCJC strongly believes in promoting
 3 inclusivity and ensuring that the rights of every student
 4 are respected and protected. We strive to create a safe
 5 and welcoming environment where all individuals,
 6 regardless of their identity or background, feel safe,
 7 supported, and heard.
 8 I'm here to update the Board about what has
 9 been happening in BCJC. So far this year, BCJC has had
 10 one executive board meeting, which was in September.
 11 These meetings are where our members collaborate on
 12 projects, give reports, plan events and learn even more
 13 leadership skills. We have our October executive board
 14 meeting tomorrow, which the BCJC Officer Team has been
 15 preparing for these past couple of weeks.
 16 BCJC and BCSC are also preparing for a workshop
 17 presenting training which will be in conjunction with
 18 MASC, the Maryland Association of Student Councils.
 19 Students who attend this workshop presenting training
 20 will become certified by MASC and BCSC and will be able
 21 to present at both of those organizations' events.

<p style="text-align: right;">Page 26</p> <p>1 Most of our goals for this year involve</p> <p>2 expanding school participation. BCJC is a fairly new</p> <p>3 organization, so we want to ensure that all middle</p> <p>4 schoolers know about opportunities in BCJC and beyond.</p> <p>5 This year we have 14 members who represent 9 different</p> <p>6 BCSC middle schools, including the virtual learning</p> <p>7 program. This has almost doubled the amount of middle</p> <p>8 schools represented last year.</p> <p>9 We are also working to expand school</p> <p>10 participation through our general assemblies, which are</p> <p>11 both in-person and virtual. At these assemblies, our</p> <p>12 BCSC/BCJC certified presenters teach secondary school</p> <p>13 student council members leadership skills, such as speech</p> <p>14 writing, engaging an audience, identifying implicit bias,</p> <p>15 and more.</p> <p>16 We would like to see representatives from every</p> <p>17 BCSC middle school throughout the year and we are going</p> <p>18 to work on this by reaching out to school student</p> <p>19 councils. We are also working on expanding BOSS, the</p> <p>20 Board of Selected Students. BOSS meets monthly on Google</p> <p>21 Meet and has discussions about how to make our school</p>	<p style="text-align: right;">Page 28</p> <p>1 can't say here being normalized in everyday conversation.</p> <p>2 Many people don't even know what these words mean or how</p> <p>3 detrimental hearing this can be to an LGBTQ person's</p> <p>4 mental health. Homophobic or transphobic language isn't</p> <p>5 okay, and people should know this.</p> <p>6 Schools can help by providing more awareness</p> <p>7 and consequences for using these words to students and</p> <p>8 staff. School support like this will make a big</p> <p>9 difference to somebody already struggling with coming</p> <p>10 out. Another issue for LGBTQ youth in the school system</p> <p>11 is the gender specific bathrooms.</p> <p>12 According to the 2015 U.S. Trans Survey</p> <p>13 released by the National Center for Transgender Equality,</p> <p>14 59% of transgender people reported that they had avoided</p> <p>15 bathrooms in the past year because of -- for fear of</p> <p>16 confrontation. 8% reported getting a kidney or urinary</p> <p>17 tract infection because of avoiding public restrooms. If</p> <p>18 people are getting hurt over this, it's a sign that</p> <p>19 things need to change.</p> <p>20 Adding gender neutral bathrooms just as an</p> <p>21 option would greatly improve many transgender and</p>
<p style="text-align: right;">Page 27</p> <p>1 system better for students.</p> <p>2 If there are middle schools without BOSS</p> <p>3 representatives, we'll reach out to them to see if they</p> <p>4 have any interested students. It has been a productive</p> <p>5 school year thus far and we are eager to see what the</p> <p>6 rest of the school year will hold. Thank you for your</p> <p>7 time.</p> <p>8 MS. LICHTER: Thank you.</p> <p>9 (Applause.)</p> <p>10 MS. LICHTER: Our next speaker is Julia Hemler,</p> <p>11 also from the Baltimore County Junior Council. Good</p> <p>12 evening.</p> <p>13 MS. HEMLER: Hello, everyone. I'm Julia Hemler</p> <p>14 and as you know, I'm also a member of the Baltimore</p> <p>15 County Junior Council. School is supposed to be a safe</p> <p>16 place to learn but how can you learn when you don't feel</p> <p>17 safe?</p> <p>18 According to GLSEN, the Gay Lesbian Straight</p> <p>19 Education Network, on average an LGBTQ student will hear</p> <p>20 26 anti-LGBTQ slurs every day. One-third of which come</p> <p>21 from a school staff member. Derogatory terms like that I</p>	<p style="text-align: right;">Page 29</p> <p>1 nonbinary youths' learning environment. After all, if</p> <p>2 you can't even go to the bathroom, how are you going to</p> <p>3 be able to focus on your schoolwork? All of this comes</p> <p>4 down to school support. One of the most important things</p> <p>5 you can do when it comes to comfort within the school</p> <p>6 environment is adding a safe place.</p> <p>7 According to GLSEN, in one study they found</p> <p>8 that 28% of LGBTQ youth dropped out of school due to peer</p> <p>9 harassment. If you let everyone know where to find a</p> <p>10 staff member or a place that is a safe place where they</p> <p>11 can be respected, then school will really be a place that</p> <p>12 everyone can feel comfortable learning in. Thank you.</p> <p>13 MS. LICHTER: Thank you.</p> <p>14 Our next speaker is Ramona Basilio from the PTA</p> <p>15 Council of Baltimore County. Good evening.</p> <p>16 MS. BASILIO: Good evening, everyone. That's a</p> <p>17 tough act to follow. Good evening, our members of the</p> <p>18 Board, Superintendent Rogers. I greet you on behalf of</p> <p>19 the PTA Council of Baltimore County, and also members of</p> <p>20 students who are working throughout the Baltimore County</p> <p>21 school system on Kindness Week.</p>

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1 Kindness Week is set up for next week, Mind
 2 Over Matters, Anti-Bullying. Their themes are profound.
 3 Civility, equity, unity, kindness, respect, and
 4 positivity. A message that we hope that we all here in
 5 this room will remember.

6 I also greet you on behalf of our President of
 7 our PTA Council. The PTA is over 125 years old. It is
 8 the largest and the oldest volunteer child advocacy group
 9 in the nation. It has survived through the civil rights
 10 movement, through Jim Crow, through desegregation, and
 11 has stood side by side with allies throughout the country
 12 in support of children and protecting children with one
 13 voice.

14 I come to you today with the weight of 111,000
 15 children on your heads and in your heart and say to you
 16 that like the National PTA Council, protect, protect,
 17 protect our gay, lesbian, transgender and bisexual youth.
 18 I want to share with you that in much the same way that
 19 many of those students and members of the community are
 20 harassed, are pointed out, are humiliated, are being
 21 confused today, it wasn't too long ago that a child, a

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1 person like me, couldn't go to a bathroom in a place
 2 called Hutzler's department store downtown. And I am not
 3 that old. And I wondered why.

4 It has occurred to me that there are children
 5 today who are falling victim to that same thought. Why
 6 am I treated differently? Why did -- I won't say his
 7 name -- a young boy who got harassed and bullied at
 8 school and was called the F word went home, told his dad,
 9 his dad beat him again. He dropped out of school and was
 10 in the 12th grade.

11 I wonder why a young woman and her mother had
 12 to be taken to the hospital and somebody held the hand of
 13 that mother when her daughter died. And as her daughter
 14 died on the ground, she was called a dyke. That woman
 15 was my mother, and that girl was my sister. I say to
 16 you, protect our children. Thank you.

17 MS. LICHTER: Thank you.
 18 (Applause.)

19 MS. LICHTER: Next are our unions and our first
 20 speaker is Helene Groves from TABCO on behalf of Cindy
 21 Sexton. Good evening.

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1 MS. GROVES: Good evening. Good evening, Chair
 2 Lichter, Superintendent Rogers, and Board members. Thank
 3 you for the opportunity to address you this evening on
 4 behalf of the Teachers Association of Baltimore County.

5 A small group recently has requested that the
 6 Board re-examine guidance, influencing policies affecting
 7 LGBTQIA+ students and staff. In my roles on the TABCO
 8 Board of Directors and as an early childhood special
 9 educator, I have the privilege of regularly conversing
 10 and interacting with families, students, and educators in
 11 diverse schools.

12 I can assure you that, while extremely vocal,
 13 this group's opinions are not representative of the
 14 majority of your stakeholders across the county. As a
 15 special educator, I am charged with advocating for
 16 students and families while adhering to applicable
 17 federal and state laws and policies. With that in mind,
 18 here are a few guiding principles related to the rights
 19 of trans and nonbinary students.

20 On a federal level, Title IX protects students
 21 from discrimination based on sex, including sexual

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1 orientation and gender identity. Despite these
 2 protections, a 2023 study found that a majority of LGBTQ
 3 students in high schools reported verbal harassment due
 4 to sexuality or gender. MSDE published guidelines for
 5 inclusion and nondiscrimination for trans and nonbinary
 6 students prioritizing a safe and supportive school
 7 environment that minimizes stigmatization, protects all
 8 students, and does not single out students by gender.

9 Seven years after this study, only half of the
 10 students surveyed found their school to be gender
 11 affirming. In 2023, 56% of LGBTQ students were unable to
 12 access appropriate mental healthcare as self-reported.

13 Maryland Governor Wes Moore signed an executive order
 14 last spring recognizing the unique healthcare needs of
 15 trans individuals, proclaiming to all LGBTQIA+
 16 Marylanders, "You deserve to be your authentic selves, to
 17 live safely, openly, and freely."

18 We know that data shows that all students feel
 19 a greater sense of safety and community when they are
 20 welcomed in their environment. In 2020 members of this
 21 Board signed Resolution 202201, affirming, "The Board

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1 supports the decisions of students for gender expression,
 2 including accommodations for the use of school facilities
 3 corresponding to the gender they consistently identify."
 4 TABCO supports educators as we advocate for the
 5 protections and rights of all students and staff members.
 6 We recognize a sense of great urgency to continue
 7 advocating for those most susceptible to becoming victims
 8 of harm due to their gender or sexual identity. You've
 9 heard the statistics already this morning.
 10 Board members, in reviewing the guidance
 11 documents, the data clearly shows a continued need to
 12 enrich our policies and practices to embrace diversity,
 13 equity, and inclusivity for all students and staff within
 14 BCPS.
 15 MS. LICHTER: Thank you.
 16 Next are our Nonprofit Community Groups, and
 17 our first speaker is Clarrissa Taylor-Jackson from the
 18 NPHC Metropolitan Baltimore. Good evening.
 19 MS. TAYLOR-JACKSON: I'm just a little pregnant
 20 so. Okay. Good evening, Madam Chair, Madam Vice and
 21 Madam Superintendent, and the entire board. I appreciate

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1 the opportunity to come before you once again. Every
 2 once in a while, I come before you on behalf of the
 3 National Panhellenic Council, Metropolitan Baltimore.
 4 For those of you who don't know, it's a Divine Nine. The
 5 nine historically black Greek fraternities and sororities
 6 who are operating in your county.
 7 But not only that, we are in your schools
 8 teaching your students. We are after school in your out
 9 of school time being with your children, providing
 10 support on the PTAs to you, your students and just to the
 11 school in general and to your lovely principals and
 12 admin. And I'm here, once again, just to remind you of a
 13 few things that we do.
 14 Specifically, our fraternities spend a lot of
 15 time trying to -- actually, all of our fraternities and
 16 sororities spend a lot of time trying to mentor students.
 17 Going into the schools, when invited obviously, mentoring
 18 your students. Also providing supplies for your
 19 teachers. What is more, going back to the PTA piece, I'm
 20 glad that we're hearing from the PTA. We get requests
 21 all the time from schools, particularly PTAs, asking for

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1 little just extra support, especially in the times that
 2 we live in right now where all the guidance in the whole
 3 wild world is necessary. Especially for little black and
 4 brown kids.
 5 And so I am happy to report among the over
 6 1,000 members of the NPHC who are living and working and
 7 serving in Baltimore County and who belong to their
 8 chapters that are operating in Baltimore County, they
 9 literally are answering the call. So we might dress up
 10 in our colors and we might step and stroll and be very
 11 loud, but nevertheless we stand for our children because
 12 once upon a time we were those same kids looking up to
 13 any adult who would give us the time of day.
 14 And so we are trying to do more than that now
 15 and I just wanted to remind you all that we are here, we
 16 will eternally be here, in support of this district, this
 17 leadership, and of course the kids.
 18 MS. LICHTER: Thank you.
 19 (Applause.)
 20 MS. LICHTER: Our next speaker is Danielle
 21 Smith from Black Women for Positive Change. Okay. Our

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1 next speaker is Zenaida Rowe from the FTC Team Metal
 2 Pipe. And did I pronounce your first name incorrectly?
 3 MS. ROWE: It's Zenaida.
 4 MS. LICHTER: Zenaida. Oh. Good evening.
 5 MS. ROWE: Good evening. Good evening to the
 6 Chair, Vice Chair, Superintendent, and members of the
 7 Board. My name is Zenaida Rowe and I'm here representing
 8 the FTC Team, Number 24741. My friend Aria Conzemnia
 9 (phonetic) spoke here at the last Board meeting about
 10 interdisciplinary STEM. I'm here tonight to talk about
 11 magnet programs.
 12 I have been in magnet programs my entire career
 13 as a BCPS student. I'm now a senior at Cromwell High
 14 School, the international bachelorette magnet program.
 15 However, at Cromwell Elementary School is where I began
 16 in the STEM magnet program. Attending this school and
 17 being educated in various STEM subjects had a profound
 18 impact on me. I would not be where I am today without
 19 them.
 20 Strewn parts across a table. A mess? No, a
 21 canvas. The beginning of my journey, a new window that I

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1 could see an infinite world ahead of me. Hours spent
 2 rehearsing our presentation regarding some education. I
 3 know that it may have been a naive view, but that very
 4 program instilled within me the values of finding play in
 5 progress and furthermore, finding solutions in adversity.
 6 I'm here with my friends tonight who I met
 7 through the STEM program at Cromwell. Our shared
 8 interest in building the tech of the future has brought
 9 us together. None of this would have been possible
 10 without the BCPS STEM Magnet Program at Cromwell Valley
 11 Elementary. Magnet programs provide a unique opportunity
 12 for students to study their interests and help them in
 13 their exploration of future careers.
 14 However, in this county we have neglected one
 15 area: STEM. STEM is the future of our economy, and we
 16 must recognize that. To prepare our students for the
 17 future, we must give them ample resources to explore
 18 their interests in STEM in the present.
 19 I am ranked second in my class, and I firmly
 20 believe this is because I was in a magnet program early
 21 on, and also that it was a STEM one. And yet, even now

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1 there is talk of removing that magnet program from
 2 Cromwell Elementary School. This cannot happen. We
 3 already have a void to fill in terms of STEM magnet
 4 programs with only 2 elementary schools, 5 middle
 5 schools, and 13 high schools with STEM magnet programs
 6 currently.
 7 Now is not the time to neglect this matter.
 8 Swift action needs to be taken to bring more STEM magnet
 9 programs to our students at all levels. If STEM is the
 10 future, then our students will be sorely left in the past
 11 due to our neglect if we do not act now.
 12 MS. LICHTER: Thank you.
 13 (Applause.)
 14 MS. LICHTER: Our next speaker is Lynn Lawings
 15 from the Baltimore County Chapter of Continental
 16 Societies, Inc. Good evening.
 17 MS. LAWINGS: Good evening. Good evening,
 18 Board Chair, good evening, Board members, good evening,
 19 Dr. Rogers. My name is Lynn Lawings, and I am the
 20 President of Baltimore County Chapter of Continental
 21 Societies here along with my Continental sisters.

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1 The mission of the Continental Society in
 2 Baltimore County Chapter is to create environments within
 3 our communities that empower children to have access to
 4 quality and appropriate opportunities to reach their
 5 optimal potential. The Baltimore County program year
 6 started September 2023, and we are excited about
 7 initiatives, National African American Reading, literacy
 8 development.
 9 Thanks to the late Dr. Jerrie Cobb Scott who it
 10 was her brainchild idea to create the National African
 11 American Reading to become a part of Black History Month,
 12 which is in February. Dr. Cobb's vision was for all of
 13 us to see ourselves in books. This initiative has
 14 reached more than 6 million participants around the
 15 world. The program encourages students to read books
 16 written by African American authors.
 17 During the COVID pandemic, the Baltimore County
 18 participated. We created a virtual library project and
 19 African American Reading throughout the United States, 49
 20 chapters we have throughout the United States. And we
 21 all dressed in the costumes of the stories, and we

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1 videotaped all the chapters, and we participated in a
 2 recording. And then we set up a link to send to schools,
 3 community centers, daycares and the link ran from
 4 February the 4th to March 3rd. Just to keep the
 5 initiative of reading of all our children.
 6 The Baltimore County is proud to continue this
 7 national initiative in February with Literacy and
 8 Development for the Baltimore County Schools. Our
 9 children are our commitment and concern, and right now
 10 some of my members are at the Featherbed Elementary
 11 participating in a Hispanic half-heritage African -- I
 12 mean Heritage Health Wellness.
 13 And we have members there and we have documents
 14 in Spanish and in English just to keep our initiatives
 15 going forward. Our children, our commitment, our
 16 concern. Thank you.
 17 MS. LICHTER: Thank you.
 18 (Applause.)
 19 MS. LICHTER: Our next speaker is Gloria Marrow
 20 from the Highlanders. Good evening.
 21 MS. MARROW: Good evening. Good evening again,

<p style="text-align: right;">Page 42</p> <p>1 Superintendent Dr. Rogers and Board members. There are 2 many challenges to our Board of Education to the schools 3 that they oversee. In a climate of sociopolitical 4 discord, changes, and differences which all of us are 5 experiencing or witnessing today.</p> <p>6 Many individuals in our sociopolitical 7 environment are forcing the Board to be able to navigate 8 some arbitrary and abusive groups and individuals who 9 will and maybe have come to voice negative opinions about 10 such matters as: school security, a diversified and 11 equitable educational program, and our different schools' 12 program and curriculum, about teacher recruitment and 13 retention, and our racial and gender diversities.</p> <p>14 These are challenges that create multiple 15 problems and situations for the operations of our schools 16 and for the Board. We hope outside influences along with 17 the old line traditional unresolved prejudice can and 18 will be made difficult to get into our schools. We must 19 keep in mind that there must be equity and a genuine 20 acceptance and understanding of the racial, social, and 21 human diversities which now exist in our schools, in our</p>	<p style="text-align: right;">Page 44</p> <p>1 quote that I saw one of our Board members posted on her 2 page and it goes like this, "Silence is the foundations 3 of complacency. Use your voice." 4 So imagine a group of 11-or-12-year-old girls' 5 complaint to their athletic director or principal that 6 it's unfair for them to have to run or swim against a 7 male athlete who says he feels like a girl. They also 8 are concerned about lack of female privacy when having to 9 use the locker room with this male student.</p> <p>10 The school or the principal or the athletic 11 director might sympathize with the girls' valid concern 12 and reasoning, but they have to follow the Board Policy. 13 So now the girls come to you looking for a logical 14 explanation. What are you going to tell them? 15 Are you going to tell them that this policy is 16 nonnegotiable and that their basic human rights, the 17 right to sex equality, the right to fairness in sport, 18 the right to have safe female space are no longer in 19 existence, and that their feelings and concern are now 20 second to a male who say he feel like a girl? 21 Now by parents suggesting policy are safety</p>
<p style="text-align: right;">Page 43</p> <p>1 school parameters, in our classrooms, and otherwise. 2 They certainly are alive in this general 3 society. Only in our school classrooms can acceptance 4 and understanding of differences be understood and 5 nourished by using appropriate teaching tools, teaching 6 with an open mind and moving toward the acceptance of 7 differences to promote positive learning and interaction 8 for and by the learners.</p> <p>9 Times have changed. The arc of democracy is 10 still pending forward. Our observers, parents, students 11 and others must find acceptance and apply themselves to 12 different and meaningful sociopolitical arenas. We 13 cannot go back to the old ways. Thank you.</p> <p>14 (Applause.) 15 MS. LICHTER: Thank you. Next are individual 16 citizens and student groups, and our first speaker is 17 Eilleen Truong. Good evening.</p> <p>18 MS. TRUONG: Good evening, everybody. Good 19 evening, ladies and gentlemen. My name is Eilleen and I 20 have three children in Baltimore County. I didn't bring 21 a written speech today but I'm going to begin with a</p>	<p style="text-align: right;">Page 45</p> <p>1 risks associated with this policy, we are not saying that 2 trans students are dangerous. As matter of facts, these 3 risks are written on and acknowledged by the policy 4 itself. Now if we ask that all students to have the 5 opportunity to participate in sport but have to be on the 6 team aligning with their biological sex, does not deprive 7 the student from identifying any genders he or she 8 wanted.</p> <p>9 And if you may not know, there are more than 10 two genders. Genders are now fluid, endless. The 11 students that identify a gender, cis -- nonbinary. So 12 where do they belong? Now if you continue with this 13 policy -- I mean this policy does not reflect inclusive 14 equality or anything. It actually does the opposite. 15 And most importantly, it's robbed our females the most 16 basic human rights.</p> <p>17 So what are you going to do? If you continue 18 with this, you are showing the message to the community 19 that the school is no longer a place to educate. Choose 20 critical thinking, facts, science, common sense. Let's 21 rather act as a vehicle that push an agenda, an ideology</p>

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1 that only benefit self-interest. I thank you for my
 2 time.
 3 MS. LICHTER: Our next speaker is Bash Pharoan.
 4 Good evening.
 5 DR. PHAROAN: Good evening to all. Special
 6 thanks to Delegate Ruth and Delegate Pasteur and all
 7 others who have spoken for equality, equity, diversity.
 8 The agenda meetings are becoming shorter, so I
 9 really wonder whether you, the Board of Education, are
 10 abdicating your duties to debate and discuss. I don't
 11 understand why they are short. One teacher, PTA member,
 12 TABCO member, Calendar Committee member, basically
 13 advertised for Stand for Israel. Now everybody has the
 14 freedom of choice. I have it. Everybody have it.
 15 But my worry is what are the schoolteachers
 16 teaching our students? So I want to remind you it took
 17 me and my friend, Muhammed Jameel, 25 years from Dr.
 18 Berger time to convince the Board of Education for equal
 19 holidays. And it took the Board of Education five extra
 20 years to codify that principle in a policy. Why is that?
 21 Because there is a built-in discrimination in the system.

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1 The system, the way I see it from my vantage,
 2 is about blacks and whites. It's about Jews and
 3 Christians. But Baltimore County has dozens of religions
 4 and have, I don't know, a hundred ethnicities or
 5 immigrants of national origin. Why just focus on one
 6 religion, two? One color or two? All right. That is my
 7 take. We stand to that flag. All right. Which means
 8 all of us.
 9 It should not really be a Jewish superintendent
 10 like Dr. Berger comes in and advocate only for the Jewish
 11 holidays, as he did some 30 plus years ago. It shouldn't
 12 be that a black superintendent advocate only for blacks.
 13 It shouldn't be somebody who is Hindu advocating for
 14 Indian matters. It should be all about us. All the
 15 colors behind me. All the religions behind me.
 16 And no teacher in the school system needs to
 17 teach students false history about Israel and Arabs.
 18 None. It should be complete disqualification. Your
 19 focus should be on education. Ford makes many cars. You
 20 make only one product, graduating students who are
 21 educated who are ready to meet the cold world.

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1 MS. LICHTER: Thank you.
 2 DR. PHAROAN: Not to be discriminatory. Not to
 3 send our new boys --
 4 MS. LICHTER: Thank you, Dr. Pharoan. Thank
 5 you for your comments.
 6 Our next speaker is Fergal Mullally. Oh, I'm
 7 sorry. We'll just switch it. Okay. He's coming up.
 8 Good evening.
 9 MR. MULLALLY: Good evening. Madam Chair, Vice
 10 chair, Board members. My name is Fergal Mullally. I'm a
 11 parent of two children in Baltimore County public
 12 schools. I regret that I must further distract you from
 13 more pressing and important business in the education of
 14 our students to discuss the protest outside.
 15 Delegate Pasteur, Delegate Ruth, and a number
 16 of other people have spoken on these facts much more
 17 effectively and elegantly than I could, so I want to
 18 restrict myself to just one personal perspective. The
 19 self-described group of concerned parents outside do not
 20 speak for this parent. They don't speak for my children.
 21 In fact, they don't speak for my family or any

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1 of the families that have talked about this. They're
 2 outside shouting about protecting all children, and Lord
 3 knows my children need protection from an awful lot of
 4 things, the list is endless, but transgender kids are not
 5 on that list. Not in the classroom, not in the bathroom,
 6 not on the sports field.
 7 Board policy places inclusion and equity among
 8 the foundational educational goals and I thank you all
 9 for your continued efforts to make sure that every child
 10 feels welcome in our schools. Thank you very much.
 11 (Applause.)
 12 MS. LICHTER: Thank you.
 13 Our next speaker is Roah Hassan, a former
 14 Student Board member. Okay. Our next --
 15 MS. GOVER: Wait a minute. She's --
 16 MS. LICHTER: She's virtual?
 17 MS. GOVER: Yeah, she is.
 18 MS. LICHTER: Okay. Sorry, Ms. Hassan.
 19 MS. GOVER: She's muted.
 20 MS. LICHTER: Ms. Hassan, I think you might be
 21 muted.

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1 MS. GOVER: Tell her to restart.
 2 MS. LICHTER: Can I go to the next one, and
 3 then we'll circle?
 4 MS. GOVER: Hold on.
 5 MS. LICHTER: They can all hear her.
 6 MR. McMILLION: Who can hear her?
 7 MS. LICHTER: The people online can hear each
 8 other but they can't --
 9 MR. McMILLION: Oh. But we can't hear it.
 10 MS. LICHTER: Right. We can't hear them.
 11 DR. ROGERS: We tried to hit the unmute one
 12 since we're all muted.
 13 MS. LICHTER: Do you want me -- do you want to
 14 --
 15 DR. ROGERS: Are you muted, Tracy?
 16 MS. LICHTER: Thank you everyone for your
 17 patience. Putting our new superintendent to the test as
 18 she tries to navigate this over here. I see a politician
 19 in the back. Ms. -- is she calling in?
 20 MS. GOVER: Mm-hm.
 21 MS. LICHTER: Okay. You're calling in? Okay.

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1 Yes. We're getting thumbs up and gestures, so that's why
 2 we're -- that's not -- it's not working? Oh, I think
 3 she just got on. Okay. We can --
 4 MS. HASSAN: All right. Over.
 5 MS. LICHTER: Oh. Go ahead.
 6 MS. HASSAN: Hello, everyone. (Indiscernible)
 7 My name is Roah. I served this past year as the 42nd
 8 PSBC Student Member of the Board and --
 9 UNKNOWN: Okay, Holly. Are you back yet?
 10 MS. HASSAN: (Indiscernible) at the University
 11 of Maryland and I'm always honored to be back on behalf
 12 of the (indiscernible).
 13 MS. LICHTER: Can you hear her? Okay. They
 14 can't hear her.
 15 MS. HASSAN: (Indiscernible) in light of the
 16 recent attack on our LGBTQ+ students. As we address
 17 equity in our system, we cannot allow types of biases to
 18 infiltrate our school system and threaten the very being
 19 of so many of our students.
 20 As a champion of (indiscernible), I cannot
 21 stress the importance of mental health and prioritizing

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1 that especially in our LGBTQ+ community. In the past
 2 year alone, 45% of LGBTQ+ students (indiscernible).
 3 MS. LICHTER: Thank you.
 4 The next speaker is Lloyd Allen.
 5 MS. GOVER: He is also by conference.
 6 MS. LICHTER: He's also virtual?
 7 MS. GOVER: Yes. He said he was going to leave
 8 and come back to see if we can hear him correct.
 9 MS. LICHTER: Okay. So we're going to give him
 10 a minute to leave and come back. Roah, if you can still
 11 hear me, can you hang up? Thank you.
 12 DR. ROGERS: (Indiscernible).
 13 MS. LICHTER: All right. We can't --
 14 DR. ROGERS: So the problem with the strength
 15 there, they don't hear us. They can hear each other in
 16 the virtual environment.
 17 MS. LICHTER: So what.
 18 Mr. Allen, you can speak.
 19 MR. ALLEN: Oh, okay. Excellent. One moment.
 20 Let me get my notes back up. And (indiscernible)
 21 offering BCPS students (indiscernible) very good and we

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1 love students coming as themselves. (Indiscernible) to
 2 be able to ultimately vote (indiscernible) re-elect
 3 (indiscernible) however, grades do (indiscernible). So
 4 for example, I (indiscernible) you need a score on the
 5 SAT (indiscernible) for all that (indiscernible).
 6 I wonder if statement remains. I wonder
 7 whether we can offer ASL ourselves. We now have a course
 8 number. It's true that implementing a new program from
 9 whole cloth would require creativity. I would charge
 10 CCBC with examining the requirements for the ASL
 11 sequence. And if Accuplacer is in fact required for some
 12 students, then it is essential that ECAP publish and
 13 advertise procedures for accessing reasonable
 14 accommodations, both for that assessment and for the
 15 classes. Thank you so much. Have a good evening.
 16 MS. LICHTER: Thank you.
 17 Next is public comment on the proposed 2024-
 18 2025 School Calendar, and our first speaker is Jeffrey
 19 Freedman. Good evening.
 20 MR. FREEDMAN: Hello. Good evening. My name
 21 is Jeffrey Freedman and I'm a veteran BCPS educator. I'm

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1 here tonight kindly asking you to adopt a post-Labor Day
 2 calendar for the '24-'25 school year and for every year
 3 moving forward. I'm disappointed that any inquiries
 4 related to starting after Labor Day next year were
 5 quickly dismissed and not brought up again.

6 If you don't consider a post-Labor Day
 7 calendar, you are ignoring the majority who have asked
 8 for one year after year. Have you considered the members
 9 of the Calendar Committee who have been pushing year
 10 after year to start post-Labor Day whose opinions
 11 continue not to be heard? If you ask our bargaining
 12 units what their members feel they should do, they will
 13 tell you that all or most want to start before Labor Day.

14 But have you truly considered if this was the
 15 case, or just believed what you heard? Because the most
 16 recent survey data states the opposite for all
 17 stakeholder groups. And this survey data was shared
 18 during the November 9, 2022 Board meeting. At a 2019
 19 survey open to the entire community of over 91,000
 20 people, 64.2% voted for a post-Labor Day start. In 2022
 21 5,000 BCPS employees voted and 58.8% voted for a post-

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1 Labor Day start.

2 By bargaining unit, 81.9% of AFSCME members,
 3 63.7% of case members, 69.1% of ESPBC members, 70.2% of
 4 OPE members, 52.9% of TABCO members, and 71% of
 5 unrepresented members all voted that they wanted a post-
 6 Labor Day start. Our bargaining units will also tell you
 7 that we should do what is best for students.

8 If we are doing that, we will also begin after
 9 Labor Day, allowing for a full summer and eliminating the
 10 constant interruptions weekly to instruction. Starting
 11 one week earlier and then breaking for a long weekend has
 12 no educational benefit. There are too many
 13 noninstructional closings, PD days, half days and other
 14 random closings.

15 These lengthen the year and make it more
 16 difficult for our students to learn and retain content.
 17 If we want to increase instructional time during the
 18 middle of the school year, eliminate the number of
 19 closure days. Speaking of lengthening the year, it's
 20 important to note that you would likely lose a large
 21 number of faculty and staff members should you choose to

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1 change to year around school.

2 So as Board members, you are expected to listen
 3 to your constituents and vote for what they want. Based
 4 on the data already present, they are overwhelmingly
 5 asking you to start school after Labor Day. Please
 6 listen and vote accordingly this year. Thank you.

7 MS. LICHTER: Thank you.

8 Since there are speaker spaces available, I'm
 9 going to now go to the waitlist by category and we had a
 10 space open for Nonprofit Community Group, and the first
 11 to sign up is Brenda Peiffer from the Decoding Dyslexia
 12 of Baltimore County. Oh, there you are. Thank you.
 13 Good evening.

14 MS. PEIFFER: Hi. Good evening. My name is
 15 Brenda Pfeiffer and I'm speaking tonight on behalf of the
 16 Baltimore County Chapter of Decoding Dyslexia Maryland,
 17 or DDMD. DDMD is a parent led movement driven by
 18 families concerned about reading instruction and
 19 interventions for all students, including those with
 20 dyslexia, in Maryland public schools. Our local
 21 Baltimore County Chapter has had almost a decade of

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1 history working with BSPE boards and staff to create
 2 positive change in the area of reading instruction for
 3 all kids.

4 We advocated for and supported BCPS'
 5 initiatives for Bowman's O-G "Plus" 60-hour course; open
 6 court letters; Wilson Reading System certified teachers;
 7 and Heggerty as far as Curriculum. On the statewide
 8 level, our group was the main driver behind Maryland's
 9 Ready to Read screening law.

10 At the most recent meeting for our chapter
 11 attended by parents from all over the county, significant
 12 concerns were shared. The most pressing, and the one I
 13 want to address tonight, is Orten-Gillingham training.
 14 For history's sake, when BCPS was initially looking at
 15 O-G teacher training, DDMD Baltimore County was adamant
 16 that we would only support a contract with a minimum 60-
 17 hour training. In fact, we wanted more to include a
 18 practicum.

19 Most recently, in August of 2022, BCPS signed a
 20 new five-year contract for 60-hour O-G training. This is
 21 the only contract we can find for O-G training in the

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1 BCPS contract's table, and we are unaware of any training
 2 cohorts under this contract since the last one ended in
 3 March 2023. While staff assured the Board two meetings
 4 ago that O-G training was ongoing, they failed to inform
 5 the Board and the public that the training has changed to
 6 a different vendor whose O-G training course cuts the
 7 training hours in half from 60 hours to only 30.

8 At a time in our system when reading scores
 9 have never been more concerning, we find this completely
 10 unacceptable. We are being contacted by stakeholders
 11 with concerns about this change to the longstanding O-G
 12 initiative. IEP chairs are reporting to DDMD Baltimore
 13 County that BCPS Compliance Department is saying that O-G
 14 is overused and that we need to cut back.

15 Why aren't needs driving services? They should
 16 be. We are also concerned by recent disclosures of a
 17 lack of any Tier 3 reading interventions at dozens of
 18 secondary schools. Staff reported two meetings ago that
 19 we have only 32 trained O-G teachers to meet the great
 20 need at 55 secondary schools. This should be of great
 21 concern to this Board.

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1 In closing, at a time when teachers are looking
 2 out into their classrooms into a sea of nonreaders, why
 3 has the system changed one of the most widely supported
 4 literacy endeavors implemented in the last 10 years? We
 5 are requesting a response to these concerns, and we hope
 6 to work collaboratively with you to improve literacy
 7 instruction for all students in BCPS. Thank you and
 8 Happy Dyslexia Awareness Month.

9 MS. LICHTER: Thank you.
 10 (Applause.)

11 MS. LICHTER: The next speaker for the School
 12 Calendar from the waitlist is Latonya Lamery. I'm not
 13 sure I have your last name right. Okay. The next
 14 speaker on the waitlist for calendar is Stephanie Barber.
 15 I think the next person signed up twice. Clarrissa
 16 Taylor-Jackson? And Bash Pharoan for the calendar?

17 Did you want to speak on the calendar, or did
 18 you speak on the calendar? You had signed up on the
 19 waitlist for the calendar. Did you --

20 DR. PHAROAN: Yes.

21 MS. LICHTER: Okay. You can.

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1 DR. PHAROAN: I really don't have any prepared
 2 remarks so if I make a mistake, you know, you hopefully
 3 forgive me. So I have been a member since Dr. Berger and
 4 one point all the Calendar Committee meetings from Berger
 5 all the way to now, the Calendar Committee always
 6 managed. Always managed. Take this. Take that. Here
 7 and there.

8 So my worry is I think there are too many days
 9 preparation before the school starts. Again, I talk to
 10 you about artificial intelligence. I talk to you about
 11 automation. I don't really figure out why students have
 12 to wait extra five days for the teachers to prepare
 13 classrooms. Well, the point is, that was quoted in the
 14 Calendar Committee. It takes time, you know, there is
 15 always some reason.

16 I think the school calendar has too many days
 17 and times off. I think our honorable Board member
 18 scratched the surface on it last Board meeting when she
 19 asked about the half days. So my thought to you as a
 20 taxpayer about the effectiveness of teaching, all right.
 21 Everybody agrees that the more hours and days that the

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1 students spend in the school system, the more they learn.

2 But if you look at the calendar, it has too
 3 many days off. Too many professional days. In the first
 4 meeting, no Muslim holidays were put in, and I really
 5 don't mind talking about it. I hated it. All right.
 6 And somebody told me in the committee that we have too
 7 many professional days.

8 But in the same and next meeting, TABCO added
 9 professional day extra and everybody accepted it without
 10 even a question. Not even one single question. So what
 11 am I saying to you? Your product is only graduating
 12 students that can meet the world.

13 It cannot do it with too many days off and
 14 giving perk for TABCO, and perk for this group, and that
 15 political group. You've got to get rid of all that noise
 16 and focus on the students. Focus on the kids. Thank
 17 you.

18 MS. LICHTER: Thank you. The next item on the
 19 agenda is the Superintendent's report, and for that I
 20 call on Dr. Rogers.

21 DR. ROGERS: Thank you. Good evening, Chair

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1 Lichter, Vice Chair Harvey, members of the Board. I am
 2 pleased to share with you my Superintendent's report.
 3 Before we begin, I want to thank all of our
 4 students who came out this evening, and I want to affirm,
 5 on behalf of Baltimore County Public Schools, our
 6 commitment to creating welcoming, safe, and inclusive
 7 environments and cultures in all of our schools for all
 8 students and staff members in BCPS.
 9 Next slide, please. Thank you. I want to
 10 share some of the work that we have been doing in
 11 reference to academic achievement across Team BCPS.
 12 Highlights of our recent professional learning as we have
 13 had the opportunity to engage in research of national and
 14 international school systems that have made great
 15 progress with student achievement.
 16 We are aware of a throughline that exists in
 17 all of those school systems: curriculum, professional
 18 learning, and PLCs. We have affirmed our commitment to
 19 all three areas as a result of contracts that you have
 20 approved, we are now in a space where we have high
 21 quality curriculum aligned to standards. We just began

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1 the rollout of HMH Into Reading for elementary literacy.
 2 Our curriculum in the areas of mathematics and
 3 literacy are evidence based and part of our work this
 4 year is to ensure fidelity of implementation as we move
 5 forward. We need to make sure that all of our teachers,
 6 paraprofessionals, leaders and central office staff
 7 members have access to high quality professional
 8 learning.
 9 Recently we've had the first central office
 10 professional leadership development for our central
 11 office professionals. We've also had our principal
 12 leadership development, where they focused on curriculum.
 13 Specifically ESOL, literacy, mathematics and special
 14 education.
 15 Karin Chenoweth, author and researcher from
 16 Districts and Schools that Succeed, also met with our
 17 principals and central office professionals to talk about
 18 those rapid cycles of school improvement. What is needed
 19 to move schools and school systems forward. Really
 20 focusing on improvement, prioritizing teaching and
 21 learning, and making sure that we are dedicating time and

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1 resources to meet the needs of our students.
 2 And lastly, professional learning communities
 3 are necessary in schools and offices to ensure that we
 4 have ongoing collaborative cycles of inquiry and action
 5 to meet the needs of our students on a regular basis.
 6 Next slide. We are excited to announce today
 7 the debut of Budget 101 on our school website. All
 8 stakeholders may go and find a tab that will take them to
 9 Budget 101 as one of our means of engaging with all
 10 stakeholders across Team BCPS. In Budget 101 you will
 11 learn all about our budget, how our budget is developed,
 12 what drives the budget, our different funding sources,
 13 and much more.
 14 So we encourage all stakeholders to take a look
 15 and share with us feedback. We will continue to add but
 16 it is a robust site that really intends to make sure that
 17 all stakeholders across Team BCPS understand our budget,
 18 the purpose and how we work together with all of our
 19 partners to meet the needs of our students and staff.
 20 Next slide, please. Additionally, we have
 21 shared with all members of team BCPS an opportunity to

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1 provide direct feedback on our budget. We encourage all
 2 stakeholders to participate as the budget does not close
 3 until the 13th, I believe.
 4 And we also invite community members out for
 5 community conversations starting this Thursday at
 6 Sparrows Point High School where we will be talking about
 7 the priorities for Fiscal Year 2025 and really giving
 8 stakeholders an opportunity to learn about the process
 9 and share with us their feedback on priorities for Team
 10 BCPS.
 11 Lastly, I ask that you please join me in
 12 thanking and celebrating all of our principals as October
 13 is National Principals Month. We appreciate them and all
 14 of the hard work that they lead in our buildings and
 15 school communities on behalf of over 111,000 students
 16 each and every day. It is a hard job and they do it very
 17 well in service to students. And so, we want to
 18 celebrate our principals.
 19 I lastly want to thank all members of Team BCPS
 20 for continuing to engage with us. We empower you to
 21 share your actual feedback with us about how we're doing

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1 and ways that we can continue to improve so we can move
 2 forward on behalf of our students. Thank you.
 3 MS. LICHTER: Thank you, Dr. Rogers. Next on
 4 the agenda is Chair's report.
 5 I'd like to start my report by wishing a very
 6 happy National Principal Appreciation Month to all of our
 7 wonderful and dedicated principals. I was fortunate to
 8 have had many positions in BCPS, and while each of these
 9 roles gave me an opportunity to positively impact
 10 students and families, the role of school principal will
 11 always be my favorite position. Even more than Board
 12 member.
 13 Being able to lead a school to ensure that we
 14 are maximizing the potential of our staff, and our
 15 students was the ultimate privilege. Parents and
 16 guardians put their most prized possession under my watch
 17 each day. They put their children on the bus, drove them
 18 in a car, or walked them to the front door. They said
 19 goodbye and then they trusted me and my staff to make
 20 certain that their children were safe, secure and
 21 learning.

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1 From welcoming students each morning to
 2 interacting with students in their classrooms to
 3 assisting teachers and perfecting their craft to picking
 4 up trash in the cafeteria to countless lunch brunches, I
 5 loved being a principal. And I know I speak for so many
 6 including our Superintendent: once a principal, always a
 7 principal.
 8 I also had the privilege of supporting
 9 principals in their role as building leaders. I know
 10 that the words I am sharing about the job of principal is
 11 felt by our BCPS principals. They relish the role and
 12 are committed to their school communities. I also know
 13 just how hard they work and how consuming the position
 14 is.
 15 As a principal, you think about the work 24/7
 16 whether you're in the car, in the shower, waking up in
 17 the middle of the night, or on your vacation. You are
 18 thinking about your school and the work that needs to be
 19 done. Your goal is your educators' and your students'
 20 success. Nothing is more important.
 21 But the work is hard. It's very hard, it's

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1 very consuming and at times it's very lonely. Yet day
 2 after day our principals do the work. They pour over
 3 data, they consult with colleagues, they put ideas into
 4 practice, all for the betterment of their students. And
 5 for this we, the Board of Education, are grateful. We
 6 thank you, we appreciate you, value you and we celebrate
 7 you this month and every day of the school year -- or the
 8 whole year, not just school year.
 9 Next, I'd like to touch on recent discussions
 10 and public comments about guidelines, policies and
 11 supports for the LGBTQIA+ students. In an effort to
 12 level set and ensure we all have a clear understanding of
 13 what policies are and what the process looks like in
 14 BCPS, it's important for me to clarify that a policy is a
 15 statement of the vision, goals, principles or position of
 16 the Board of Ed to guide and direct the superintendent
 17 and the staff.
 18 A rule which is issued by the Superintendent of
 19 Schools is to implement the policies of the Board of
 20 Education and to establish the matter in which Board
 21 policies are to be executed. The Board of Education has

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1 a Policy and Review Committee currently chaired by Ms.
 2 Pumphrey that works on the creation and review of
 3 policies.
 4 For those of you who regularly watch or attend
 5 Board of Ed meetings, and we appreciate you, you see the
 6 process of policies being presented, input being
 7 provided, changes being made, and approval being given.
 8 Once approved by the full board, the Superintendent then
 9 directs appropriate staff to work on creating the aligned
 10 rules which focus on the operations and the
 11 implementations of that policy into everyday practice.
 12 All of our BCPS Board Policies and Rules can be
 13 found on BoardDocs. The very first policy included is
 14 Policy 0100, our Equity Policy. This policy was most
 15 recently reviewed by the Board on September 14, 2021, and
 16 while it was approved by a previous Board, its importance
 17 and its relevancy are extremely as important as we
 18 collectively navigate difficult and complex issues and
 19 conversations.
 20 I strongly encourage members of the BCPS
 21 community to review this policy. It is a very thorough

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1 and detailed policy that outlines the philosophy of the
 2 Board of Ed and core values for our system.
 3 The beginning of the policy reads:
 4 The Board of Ed of Baltimore County believe
 5 that every student in the school system should receive an
 6 education that maximizes his or her potential to become a
 7 globally competitive graduate. The Board is committed to
 8 fostering the success of every student in every school by
 9 creating and maintain environments that are safe, diverse
 10 and inclusive.
 11 For success to occur for each student in
 12 lifelong learning and the world of work, the school
 13 system prioritize educational equity by recognizing and
 14 removing institutional barriers and ensuring that social
 15 identifiers are not obstacles.
 16 Raising achievement for all students and
 17 closing achievement gaps among our students are the top
 18 priorities of the Board. Achieving equity means implicit
 19 biases and students' identities will neither predict nor
 20 predetermine their success in school.
 21 Disparities on the basis of race, special

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1 education status, gender, ethnicity, sexual orientation,
 2 gender identity including gender expression, English
 3 language status, immigration status or socioeconomic
 4 status are unacceptable and are directly at odds with the
 5 belief that all students can achieve.
 6 While complex societal and historical factors
 7 contribute to the inequities our students face, rather
 8 than perpetuating disparities, the school system must
 9 address and overcome inequity by providing all students
 10 with the opportunity to succeed.
 11 The words each and every are used repeatedly in
 12 this policy because we are committed to all BCPS
 13 students. We are committed to creating conditions that
 14 foster inclusivity and welcoming learning environments
 15 for all. I commend the previous Board who had the
 16 courage to create and approve Policy 0100 and implore our
 17 current Board and community to keep the beliefs in the
 18 policy in the forefront of decision-making. Thank you.
 19 And next on our agenda is our Student Member's
 20 report, and for that I call on Ms. Drummond.
 21 MS. DRUMMOND: First and foremost, I wanted to

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1 speak regarding the LGBTQIA+ comments circulating by
 2 saying we should continue to speak about these
 3 individuals as the equals they are --
 4 MS. LICHTER: Is there a microphone on?
 5 MS. GOVER: A microphone.
 6 MS. DRUMMOND: It's green.
 7 MS. GOVER: Just talk into it.
 8 MS. LICHTER: Just bring it closer and louder.
 9 Talk louder.
 10 MS. DRUMMOND: Okay. First and foremost, I
 11 wanted to speak regarding the LGBTQIA+ comments
 12 circulating by saying we should all continue to speak
 13 about these individuals as the equals they are and not by
 14 discounting their needs and wants and experiences just
 15 because it may not be something that everyone agrees
 16 with. We all should keep the treat others how you would
 17 want to be treated saying in the back of our minds.
 18 No matter the thoughts you have on the subject
 19 and inclusivity resolution, every one of our students
 20 deserves to be treated with the basic human decency and
 21 respect. With Baltimore County being one of the largest

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1 and most diverse districts in the state, you must keep in
 2 mind that not everyone will be satisfied with each
 3 decision made by the Board.
 4 Thank you to the students who came prepared
 5 with a speech. You are who we vote for, so even if they
 6 don't want to listen, make everyone hear your voice.
 7 Moving forward, those hoping for a reduction of half and
 8 off days should keep in mind not only the education of
 9 our students but the mental health of them and
 10 understanding that they are young minds still figuring
 11 out the world and how to efficiently navigate it.
 12 Believing that the more school students have
 13 the more they learn or the more proficient they are is
 14 not true. For many students, five-day school weeks are
 15 just before their breaking point. We want students to be
 16 well-rounded, correct? Getting rid of the half and off
 17 days would add more weight to students in five day a week
 18 sports, once a week clubs, et cetera. Having full or
 19 half off days gives students a very hard-earned break.
 20 Having days being used mostly as makeup days are
 21 extraordinarily useful for students, giving them time to

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1 catch up on work, improving their grades.
 2 Furthermore, half and off days should not be
 3 reduced because more school means more learning --
 4 because more school means more learning when more
 5 learning means nothing if students aren't mentally
 6 present.
 7 On a lighter note, I plan to begin school
 8 visits in order to connect with students more so and have
 9 information based on a collective student perspective.
 10 Also, in the near future we'll be holding small Town Hall
 11 meetings to share and receive information. Thank you.
 12 MS. LICHTER: Thank you.
 13 (Applause.)
 14 MS. LICHTER: The next item on the agenda is
 15 unfinished business, consideration of board policies.
 16 This is the second reader for this policy and for that I
 17 call on Ms. Christina Pumphrey, Chair of the Policy
 18 Review Committee.
 19 MS. PUMPHREY: Thank you. Members of the
 20 Board, the Policy Review Committee asks that the Board
 21 accept the committee's recommendation to amend the

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1 following Board policies. Board Policy 1100, Community
 2 Relations, Communications with the Public; Board Policy
 3 4100, Personnel, Employee Conduct and Responsibilities;
 4 and Board Policy 5200, Students, Promotion and Retention.
 5 These policies are presented to you on
 6 tonight's agenda as Exhibit J.
 7 MS. LICHTER: May I have a motion to accept the
 8 recommendation of the Board's Policy Review Committee for
 9 Board Policies 1100, 4100 and 5200?
 10 MS. FREMPONG: So moved, Frempong.
 11 MS. LICHTER: Thank you. No second is needed
 12 since your recommendation comes from the committee. Is
 13 there any discussion?
 14 May I have a roll call vote, please?
 15 MS. GOVER: Ms. Domanowski?
 16 MS. DOMANOWSKI: Yes.
 17 MS. GOVER: Mr. Young?
 18 MR. YOUNG: Yes.
 19 MS. GOVER: Ms. Frempong?
 20 MS. FREMPONG: Yes.
 21 MS. GOVER: Ms. 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 on the
 20 agenda is action taken in closed session, and for that I
 21 call on Mr. Burns. Good evening.

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1 MR. BURNS: Good evening. Madam Chair, Dr.
 2 Rogers, members of the Board. At this time, it would be
 3 appropriate for the Board to affirm the personnel action
 4 approved in closed session in accordance with Policy
 5 2310.
 6 MS. LICHTER: May I have a motion to approve
 7 the action taken in closed session on September 26, 2023,
 8 regarding a personnel matter related to Policy 2310?
 9 MS. STOLUSKY: So moved, Stolusky.
 10 MS. LICHTER: Thank you. Is there a second?
 11 DR. SAVOY: Second, Savoy.
 12 MS. LICHTER: Thank you. Any discussion?
 13 May I 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.

Page 78	<p>1 MS. GOVER: Ms. Henn?</p> <p>2 MS. HENN: Yes.</p> <p>3 MS. GOVER: Ms. Harvey?</p> <p>4 MS. HARVEY: Yes.</p> <p>5 MS. GOVER: Ms. Drummond?</p> <p>6 MS. DRUMMOND: Yes.</p> <p>7 MS. GOVER: Ms. Pumphrey?</p> <p>8 MS. PUMPHREY: Yes.</p> <p>9 MS. GOVER: Dr. Savoy?</p> <p>10 DR. SAVOY: Yes.</p> <p>11 MS. GOVER: Mr. McMillion?</p> <p>12 MR. McMILLION: Yes.</p> <p>13 MS. GOVER: Ms. Booker-Dwyer?</p> <p>14 MS. BOOKER-DWYER: Yes.</p> <p>15 MS. GOVER: Ms. Lichter?</p> <p>16 MS. LICHTER: Yes.</p> <p>17 MS. GOVER: Thank you.</p> <p>18 MS. LICHTER: Thank you.</p> <p>19 MR. BURNS: Also at this time it would be</p> <p>20 appropriate for the Board to affirm the actions taken</p> <p>21 during closed session following oral arguments in Hearing</p>	Page 80	<p>1 MS. GOVER: Ms. Harvey?</p> <p>2 MS. HARVEY: Yes.</p> <p>3 MS. GOVER: Ms. Drummond?</p> <p>4 MS. DRUMMOND: Yes.</p> <p>5 MS. GOVER: Ms. Pumphrey?</p> <p>6 MS. PUMPHREY: Yes.</p> <p>7 MS. GOVER: Dr. Savoy?</p> <p>8 DR. SAVOY: Yes.</p> <p>9 MS. GOVER: Mr. McMillion?</p> <p>10 MR. McMILLION: Yes.</p> <p>11 MS. GOVER: Ms. Booker-Dwyer?</p> <p>12 MS. BOOKER-DWYER: Yes.</p> <p>13 MS. GOVER: Ms. Lichter?</p> <p>14 MS. LICHTER: Yes.</p> <p>15 MS. GOVER: Thank you.</p> <p>16 MS. LICHTER: Thank you.</p> <p>17 MR. BURNS: Thank you, Board.</p> <p>18 MS. LICHTER: Thank you. The next item on the</p> <p>19 agenda is contract awards, and for that I call on Ms.</p> <p>20 Harvey, Chair of the Building Contracts Committee.</p> <p>21 MS. HARVEY: Thank you, Madam Chair. Members</p>
Page 79	<p>1 Examiner's Cases H.E. 23-36 and H.E. 23-17.</p> <p>2 MS. LICHTER: May I have a motion to affirm the</p> <p>3 actions taken during closed session following oral</p> <p>4 arguments on Hearing Examiner Cases H.E. 23-36 and H.E.</p> <p>5 23-17, and authorize Ms. Gover to sign for those Board</p> <p>6 members not physically present?</p> <p>7 MS. STOLUSKY: So moved, Stolusky.</p> <p>8 MS. LICHTER: Thank you. Is there a second?</p> <p>9 MS. FREMPONG: Second, Frempong.</p> <p>10 MS. LICHTER: Thank you. Any discussion? May</p> <p>11 I have a roll call vote, please?</p> <p>12 MS. GOVER: Ms. Domanowski?</p> <p>13 MS. DOMANOWSKI: Yes.</p> <p>14 MS. GOVER: Mr. Young?</p> <p>15 MR. YOUNG: Yes.</p> <p>16 MS. GOVER: Ms. Frempong?</p> <p>17 MS. FREMPONG: Yes.</p> <p>18 MS. GOVER: Ms. Stolusky?</p> <p>19 MS. STOLUSKY: Yes.</p> <p>20 MS. GOVER: Ms. Henn?</p> <p>21 MS. HENN: Yes.</p>	Page 81	<p>1 of the Board, the Board's Building and Contracts</p> <p>2 Committee met on Monday, October 9, 2023. Items L1</p> <p>3 through L19 are being forwarded to the full Board for</p> <p>4 approval.</p> <p>5 MS. LICHTER: Do I have a motion to approve</p> <p>6 items L1 through L19?</p> <p>7 MS. STOLUSKY: So moved, Stolusky.</p> <p>8 MS. LICHTER: Thank you. No second is needed</p> <p>9 since the recommendation comes from the committee. Any</p> <p>10 discussion? Yes, Ms. Domanowski?</p> <p>11 MS. DOMANOWSKI: Yes. Could we pull L1 for</p> <p>12 discussion and vote on the --</p> <p>13 MS. LICHTER: Yes.</p> <p>14 MS. DOMANOWSKI: -- the rest of them.</p> <p>15 MS. LICHTER: So do I have a motion to approve</p> <p>16 items L2 through L19?</p> <p>17 MS. PUMPHREY: So moved, Pumphrey.</p> <p>18 MS. LICHTER: No -- is there a second?</p> <p>19 MS. STOLUSKY: Second, Stolusky.</p> <p>20 MS. LICHTER: Thank you. And discussion on L2</p> <p>21 through L19?</p>

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1 May I have a roll call vote, please?
 2 MS. GOVER: Ms. Domanowski?
 3 MS. DOMANOWSKI: Yes.
 4 MS. GOVER: Mr. Young?
 5 MR. YOUNG: Yes.
 6 MS. GOVER: Ms. Frempong?
 7 MS. FREMPONG: Yes.
 8 MS. GOVER: Ms. Stolusky?
 9 MS. STOLUSKY: Yes.
 10 MS. GOVER: Ms. Henn?
 11 MS. HENN: Yes.
 12 MS. GOVER: Ms. Harvey?
 13 MS. HARVEY: Yes.
 14 MS. GOVER: Ms. Drummond?
 15 MS. DRUMMOND: Yes.
 16 MS. GOVER: Ms. Pumphrey?
 17 MS. PUMPHREY: Yes.
 18 MS. GOVER: Dr. Savoy?
 19 DR. SAVOY: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. McMILLION: Yes.

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1 MS. GOVER: Ms. Booker-Dwyer?
 2 MS. BOOKER-DWYER: Yes.
 3 MS. GOVER: Ms. Lichter?
 4 MS. LICHTER: Yes.
 5 MS. GOVER: Thank you.
 6 MS. LICHTER: Do I have a motion to approve
 7 item L1?
 8 MS. FREMPONG: So moved.
 9 MS. STOLUSKY: So moved.
 10 MS. LICHTER: No second is needed. Any
 11 discussion? Ms. Domanowski, would you like to start
 12 since you --
 13 MS. DOMANOWSKI: Yes. I don't know if staff
 14 wants to come forward or talk.
 15 MS. LICHTER: Okay. Yes. Do you want to ask
 16 the question and then we'll --
 17 DR. ROGERS: Yeah. Go ahead and ask the
 18 question. Dr. DiDonato and Ms. Shay, you can come
 19 forward.
 20 MS. DOMANOWSKI: I know we went through this
 21 already a lot during Curriculum Committee, but there's

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1 some concerns. Our presentation wasn't uploaded to us
 2 prior to the meeting and then it was given to us during
 3 the meeting.
 4 We weren't told how much you guys were asking
 5 for additionally, and I'm concerned that the original
 6 spending authority was 10 million and we're only a few
 7 months into this contract and you're asking for 5 million
 8 more for, and I'm just quoting what you guys have said,
 9 for cards and books, like reading book manuals.
 10 And I'm sure it's more than that, but that
 11 wasn't detailed in your request. So could you speak to
 12 more why it's an additional basically 50% more of the
 13 contract?
 14 DR. ROGERS: Ms. Domanowski, as the team comes
 15 forward, I will just call attention to page 3 of the
 16 exhibit for L1, specifically where you can see the
 17 justification for increase. That speaks to providing
 18 access to grade level content for students in our public
 19 separate day schools that we support our integrated
 20 service delivery model, so that's special education; for
 21 our younger learners, variability in enrollment; multi-

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1 grade level programs as just some of the justification
 2 for the increased request for spending.
 3 At this time, I will turn it over to the team
 4 to provide additional details to respond to Ms.
 5 Domanowski's question.
 6 DR. DiDONATO: Sure. So one of the things that
 7 we explained during Curriculum Committee is the
 8 difference between the actual spending from the operating
 9 budget and spending authority, and that there are a lot
 10 of variable that go into spending. So the spending
 11 authority allows lots of different groups within the
 12 school system to make purchases.
 13 So if the Office of Title I wants to purchase
 14 supplemental materials, they're able to do that but their
 15 purchase goes against the contract which then takes away
 16 the ability for the Curricular Office to reorder
 17 materials or to get those supplemental materials or to
 18 make adjustments when -- and Dr. Rogers spoke to our
 19 Special Education Regional Program. So some of those
 20 classes are multi-grade level classes. A curriculum
 21 teacher's guide is ordered for the predominate grade

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1 level.

2 As enrollment in those programs fluctuates

3 throughout the course of a school year, students move or

4 transition, we want to have students actually using the

5 curriculum content and the teacher having the book that

6 it's associated with the grade level that they're

7 teaching. All of the materials are available online to

8 teachers.

9 They can see the other grade level books;

10 however, most teachers want a teacher's guide. They can

11 write in it. They put post-it notes in it. They, you

12 know, jot down things that they need to follow up and

13 ask. So we believe that material is important for

14 teachers to have.

15 MS. SHAY: And just to add -- yes, thank you

16 for that. And just to add to that, it's also about

17 professional learning. So the original contract of the

18 10 million included professional learning for the first

19 two years. And so you'll see itemized on page 3 of the

20 exhibit, this is also to make sure that we have funding

21 in the spending authority, again, to Dr. DiDonato's

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1 point.

2 It doesn't mean that we'll necessarily spend

3 the 5 million over the next five years, but we're trying

4 to create the authority so that we are poised to continue

5 our investment in professional learning in years three

6 through five of the implementation. And then, so some of

7 what we talked about in curriculum committee were just

8 some of the specific materials that schools are

9 requesting to purchase right now.

10 So that's where we detailed things like the

11 vocabulary cards supporting our multilingual learners and

12 some of the supplemental resources like the writer's

13 notebook and that read and respond journal, the Know It

14 Show It. But long term over the next five years,

15 specifically what Dr. DiDonato referenced, teachers that

16 move grade levels while overall enrollment shifts may

17 happen in the system when you support learners in those

18 integrated service delivery models.

19 Again, you may purchase multiple grade levels

20 for the same classroom to make sure that students that

21 are serviced in a multi-age group have access to their

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1 grade level content. We also found that when we did the

2 initial purchase, we purchased a set of printed materials

3 for resource staff, so reading specialists, special

4 educators, staff development teachers. Many schools as

5 part of their service in trying to provide differentiated

6 support in some of our CSI schools and some of our Title

7 I schools want to provide multiple sets to multiple teams

8 so that they can work with multiple grade levels

9 concurrently.

10 So yes, it's additional supplemental materials

11 like those we talked about in Curriculum Committee, but

12 the potential spending authority is also to give us the

13 opportunity for ongoing professional learning, increased

14 teacher grade level materials, as well as those

15 supplemental materials that might be purchased with grant

16 funds like Dr. DiDonato described.

17 MS. DOMANOWSKI: Okay. And we kind of touched

18 on this in the committee too as far as, so where is the

19 accountability with these purchases? How many of these

20 are one-time purchases? How many of these are going to

21 be, you know, we need to refill, restock, buy again? And

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1 how are we weighing what works and what doesn't so that

2 we're not making the same mistakes over and over again

3 and buying curriculums that aren't working?

4 MS. SHAY: So I can speak to the purchasing

5 process for Title I schools as well as community schools,

6 those all go through a multilevel approval process. So

7 it's not only the school principal approving them. The

8 Office of Title I approves and reviews those. So there's

9 a multilevel and there's documentation required for

10 those. So if they're using it as a material that will be

11 given to parents at a parent engagement event, so let's

12 say they're ordering extra vocabulary cards, all of that

13 has to be documented in their resources that they submit

14 to Title I for the justification of the purchase.

15 So they know how many families attended an

16 event, how many sets of cards might have been given out.

17 So they require a sufficient amount of -- extensive

18 amount of documentation for our Title I schools and

19 community schools who purchase those materials. As far

20 as the, you know, understanding what works. When you buy

21 a program that has lots of parts and pieces, lots of

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1 different things are going to influence a student's
 2 ability in making progress with something. So overall we
 3 can talk about do we think it was the vocabulary cards
 4 that made the absolute difference for the student's
 5 learning?
 6 In the end, it's going to be the teacher
 7 practices and pedagogy and the way that they're working
 8 with students that's going to make the ultimate
 9 difference. Those resources might make it easier for the
 10 teacher to do that, make it easier for the student to
 11 acquire something because they might have something
 12 tangible in their hands versus like looking at something
 13 online.
 14 So the exact one thing that will make the
 15 difference, I think in the end what we'll see over time
 16 is our students' overall test score and reading
 17 achievement change. And so that that upside down
 18 triangle that we showed you several weeks ago will no
 19 longer look like that. That will be the ultimate
 20 measure.
 21 MS. DOMANOWSKI: And I just wanted to say I

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1 believe you're right as far as teachers teaching the
 2 curriculum correctly. How are we ensuring that they're
 3 getting that? I know we're investing in that. We're
 4 giving them the time.
 5 But in the end, like how do we really make that
 6 accountability for all of our teachers to understand that
 7 it's -- we work together. Like this curriculum, we need
 8 you guys to understand how to teach it so that our kids
 9 can learn, too.
 10 Dr. DiDONATO: Right. I was just going to
 11 piggyback on -- because you're right and thank you for
 12 framing it that way because we know the teacher is the
 13 deciding factor. We're trying to also transition from
 14 training versus professional learning. So we started
 15 with training. Training is how does all this work? What
 16 are all the different parts? Learning all the materials.
 17 Ongoing professional learning has to be in
 18 classrooms. We have to be -- we are going with
 19 principals on leadership blocks. Training principals to
 20 be able to give feedback so that they can -- both the
 21 Superintendent and the Chair talked about Principal's

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1 Month and what a critical role play. Investing in our
 2 leaders so that they can give feedback to teachers about
 3 that teacher practice is a critical part of our work that
 4 we're doing every month in our principal leadership
 5 development. Partnering with the Department of Schools
 6 and Executive Directors.
 7 We also are training our reading specialists
 8 and our staff development teachers, and part of the
 9 professional link with HMH which is unique to this
 10 contract is we actually are bringing consultants into
 11 schools doing model lessons and creating PLCs with
 12 clusters of schools working together. So that the
 13 expectation is the curriculum is that floor, that's the
 14 baseline of materials, but the teacher practice.
 15 And what are those strong models of instruction
 16 that professional learning communities that help support
 17 teachers with plannings, and then how are we training our
 18 leaders to be able to provide that actionable feedback
 19 for the integrity of implementation? It's with that
 20 close partnership between CNI and Department of Schools
 21 and investing in leaders to be able to give that real-

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1 time feedback that we believe we can change that
 2 practice.
 3 MS. DOMANOWSKI: Thank you very much.
 4 DR. DiDONATO: Sure. You're welcome.
 5 MS. LICHTER: Other questions or comments about
 6 L1? Okay. May I have a roll call vote, please?
 7 MS. GOVER: Ms. Domanowski?
 8 MS. DOMANOWSKI: Yes.
 9 MS. GOVER: Mr. Young?
 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.
 12 MS. SHAY: Thank you.
 13 MS. LICHTER: Okay. Let me just scroll through
 14 all these contracts. There was quite a number of them.
 15 While I'm scrolling, Dr. Jones and Dr. Grim can make
 16 their way to the table.
 17 Okay. So the next item on the agenda is new
 18 business, special project request, and for that we have
 19 Dr. Jones and Dr. Grim. Good evening.
 20 DR. JONES: Good evening. Good evening, Board
 21 Chair Lichter, Vice Chair Harvey and Dr. Rogers,

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1 Superintendent. I am Racquel Jones and I'm here with my
 2 colleague, Dr. Jess Grim. We come before you asking for
 3 consideration of a privately funded capital project for
 4 Maiden Choice School. Maiden Choice was identified as
 5 having a significant need for where students who attend
 6 the school could focus on functional learning activities.
 7 The addition of a kitchen and laundry area in
 8 the newly developed vocational center at the school will
 9 provide students with significant special needs ample
 10 opportunities to obtain new skills in these areas. The
 11 student benefit is unmeasurable, and we believe that
 12 having the kitchen and the laundry room on one site will
 13 significantly impact students' lives both individually
 14 and in the workplace.
 15 This initiative provides an authentic
 16 experience that will provide our students with continuous
 17 learning to enhance their independence when they exit
 18 BCPS. On another note, we believe that being able to
 19 consistently practice, learn and develop newly attained
 20 skills allows us to equitably prepare our students at
 21 Maiden Choice for the world outside of BCPS.

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1 So at this time we'd like to recommend that the
 2 Board of Education review and approve Project 7330, the
 3 addition of a kitchen and laundry area to the vocation
 4 center located at Maiden Choice School.
 5 MS. LICHTER: May I have a motion to approve
 6 the privately funded capital project for a kitchen and
 7 laundry skills area at Maiden Choice School?
 8 MS. HARVEY: So moved.
 9 MS. LICHTER: Thank you, Ms. Harvey. Is there
 10 a second?
 11 MS. POMPHREY: Second, Pomphrey.
 12 MS. LICHTER: Thank you. Any discussion? Mr.
 13 McMillion? Oh. Sorry.
 14 MR. McMILLION: Good evening.
 15 DR. JONES: Good evening.
 16 MR. McMILLION: Obviously, this is important.
 17 Why aren't we funding this through the capital project
 18 budget and using this money -- I'm not sure of the group
 19 that's earned this money and is donating it to us, but if
 20 we built that in within our budget and then we used that
 21 money in another way for that school, why aren't we doing

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1 that?
 2 DR. GRIM: So that's a good question, Mr.
 3 McMillion. And actually, this 7330, this is the first of
 4 two that you'll receive on this project. This particular
 5 donation is strictly for cabinetry and appliances being
 6 donated by IKEA. So the school has been working through
 7 the Education Foundation and with IKEA to provide
 8 students with these opportunities and learning these
 9 skills.
 10 IKEA in White Marsh wanted to do something
 11 special and specific for the kids, so they want to donate
 12 this equipment. Our staff will then be assessing what it
 13 takes to install it and what it takes to properly turn
 14 the room over, and then there will be an additional
 15 donation that will come in the form of a 7330 to install
 16 both the cabinetry and the appliances once we receive the
 17 goods.
 18 MR. McMILLION: So IKEA is responsible?
 19 They're going to donate all the materials?
 20 DR. GRIM: They are donating the cabinetry,
 21 they are donating the appliances, and they are donating

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1 the labor to install both of those things but any other
 2 work we'll be working through facilities to identify any
 3 other needs for the specific classroom.
 4 MR. McMILLION: So I can admit my question was
 5 very dumb so thank you.
 6 DR. GRIM: No, it wasn't.
 7 MS. LICHTER: Oh. Yes.
 8 DR. GRIM: This is an unusual project in that
 9 it's being split. Normally we bring the full project to
 10 you but the way that IKEA has wanted to handle this
 11 particular donation and their timetable, we needed to
 12 split it into two. So we need to do that. We're
 13 actually going to accept these goods and services before
 14 we've been able to do a full site survey of the rest of
 15 the project, so it was actually a very timely question.
 16 MR. McMILLION: Thank you very much for
 17 explaining that.
 18 DR. GRIM: You're welcome.
 19 MS. LICHTER: Ms. Harvey?
 20 MS. HARVEY: Yes. Thank you, Madam Chair. I
 21 really just wanted to make a comment. I've been to

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1 Maiden Choice. Maiden Choice is a school that's in the
 2 district that I represent, and the work that Principal
 3 Wess and her team are doing there is extraordinary.
 4 We've had a lot of conversation tonight about equity and
 5 inclusion and Maiden Choice is a school for children who
 6 are differently abled and who have learning challenges
 7 and differences.
 8 And so this project is exemplary of our
 9 commitment as a district, as a school district, to make
 10 sure that all of our students are getting the quality and
 11 equitable education, and I urge all of my colleagues to
 12 wholeheartedly support it. Thank you.
 13 MS. LICHTER: Thank you, Ms. Harvey. Ms.
 14 Booker-Dwyer?
 15 MS. BOOKER-DWYER: And so I think this is a
 16 great idea. I wish more companies would step up and do
 17 this type of donation. My question is more around the
 18 sustainability of this. So IKEA furniture, is it going
 19 to last with the population of student -- knowing how,
 20 you know, students -- they -- when I think about IKEA
 21 cabinetry --

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1 DR. ROGERS: It's wood, right?
 2 MS. BOOKER-DWYER: Will it last? That's my
 3 first question. And do we have the staff that can upkeep
 4 it?
 5 DR. GRIM: So I don't know that it's under our
 6 purview to assess the quality of the cabinetry that
 7 they're donating. What I can tell you is that as part of
 8 the 7330 process, our engineers and architects assess the
 9 equipment that they want to donate, make sure that it is
 10 educationally sufficient.
 11 And so as part of the process, once we accept
 12 the donation as BCPS, we typically accept some level of
 13 responsibility in terms of maintenance and upkeep at that
 14 point. And the same thing will happen in terms of the
 15 appliances that are installed at the facility.
 16 MS. BOOKER-DWYER: Okay. And then is there
 17 going to be IKEA branding? So if you think about, you
 18 know, the scoreboard that was purchased by Coca-Cola and
 19 then there's Coca-Cola everywhere. So is this when we go
 20 into the Maiden Choice kitchen, is it going to be IKEA
 21 everywhere? Is it going to be like this brand promotion?

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1 DR. JONES: That was not a requirement.
 2 DR. GRIM: I haven't seen any documentation
 3 that would suggest that from them. And in fact, they've
 4 been extremely lowkey in this donation and this process
 5 to date.
 6 MS. BOOKER-DWYER: Okay. Yep. That's all my
 7 questions.
 8 MS. LICHTER: Thank you. Any further questions
 9 or discussion? Yes, Ms. Stolusky?
 10 MS. STOLUSKY: But just in light of their very
 11 generous donation, it might be really nice to have some
 12 kind of little plaque or, you know, something in the new
 13 kitchen area just thanking them and honoring them for
 14 their generous donation. Thank you.
 15 DR. GRIM: Thank you for that recommendation
 16 and we also want to recognize the work of the Education
 17 Foundation that actually brought this partnership
 18 together. It was through their work that this happened
 19 in the first place. So we agree with you.
 20 MS. LICHTER: Any other questions or comments?
 21 May we have a roll call vote, Ms. Gover?

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1 MS. GOVER: Mr. Young?
 2 MR. YOUNG: Yes.
 3 MS. GOVER: Ms. Frempong?
 4 MS. FREMPONG: Yes.
 5 MS. GOVER: Ms. Stolusky?
 6 MS. STOLUSKY: Yes.
 7 MS. GOVER: Ms. Henn?
 8 MS. HENN: Yes.
 9 MS. GOVER: Ms. Harvey?
 10 MS. HARVEY: Yes.
 11 MS. GOVER: Ms. Drummond?
 12 MS. DRUMMOND: Yes.
 13 MS. GOVER: Ms. Pumphrey?
 14 MS. PUMPHREY: Yes.
 15 MS. GOVER: Dr. Savoy?
 16 DR. SAVOY: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. McMILLION: Yes.
 19 MS. GOVER: Ms. Booker-Dwyer?
 20 MS. BOOKER-DWYER: Yes.
 21 MS. GOVER: Ms. Lichter?

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1 MS. LICHTER: Yes.
 2 MS. GOVER: Thank you.
 3 MS. LICHTER: Don't go anywhere, you two.
 4 Okay. So that motion passes. The next item on the
 5 agenda is the report on infrastructure boundary process
 6 update, and for that we have Dr. Grim and Dr. Jones, and
 7 Dr. Rogers will begin.
 8 DR. ROGERS: Good evening again, Board. The
 9 purpose of the presentation this evening is to provide
 10 everyone with an update regarding our two boundary
 11 studies that began last month. Next slide, please. Most
 12 recently, members of the Board of Education provided
 13 feedback to our team on implementation of our boundary
 14 study process. Some of the feedback spoke directly to
 15 making sure that we're engaging our full community and
 16 representing the voice and viewpoints of all communities
 17 as we move forward with changing boundaries.
 18 Additionally, we also receive feedback from a
 19 variety of stakeholders, including absolutely our Board
 20 of Education and families, about Baltimore County taking
 21 a forward look at all of our school buildings. Looking

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1 at capacity and perhaps taking a more comprehensive
 2 approach to address overcrowding issues in our schools.
 3 As everyone in familiar with, when we have overcrowding
 4 in schools, two of our long-range options are
 5 redistricting and capital projects, meaning additions,
 6 new buildings, renovations and things of that sort.
 7 Based on the feedback that we received, we
 8 convened a team of BCPS staff members, including the
 9 Department of Communication, family engagement, schools,
 10 equity, facilities and strategic planning to name a few,
 11 to thoroughly address all of the concerns that were
 12 brought forward. As both our Chief Operating Officer and
 13 Chief of Schools will share, primary to Superintendent's
 14 Rule 1280, our considerations when we are moving forward
 15 with a boundary study that we are focusing not only on
 16 overcrowding but also focusing on diversity in alignment
 17 with our equity beliefs and rule -- I'm sorry -- and
 18 Policy 0100.
 19 So at this time, Dr. Grim and Dr. Jones will
 20 take us through the upgrades to the process and at the
 21 end we will open it up to the Board members for any

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1 questions that you might have.
 2 DR. GRIM: Thank you. Next slide, please. As
 3 a reminder, boundary changes are covered in Board of
 4 Education Policy and Superintendent's Rule 1280. It is
 5 important to note that this policy and rule are part of
 6 the 1000 series, community relations, and are, in fact,
 7 part of the community involvement subheading.
 8 They are not, for example, in the 7000 series
 9 of policies and rules, facilities and construction. Thus
 10 the boundary study process is rooted in community.
 11 Through Policy 1280, "The Board recognizes the importance
 12 of community involvement in its deliberations and
 13 decisions related to school attendance areas. And the
 14 Board shall determine with the recommendation of the
 15 Superintendent the geographical attendance area for each
 16 Baltimore County public school."
 17 As Dr. Rogers said, to implement Policy 1280,
 18 Rule 1280 states that the boundary study is coordinated
 19 by the Office of Strategic Planning and primary
 20 considerations are the efficient use of capacity and
 21 diversity, with secondary consideration including

<p style="text-align: right;">Page 106</p> <p>1 continuity of neighborhoods, transportation, minimizing 2 school moves for students, long term enrollment capacity 3 trends and capital plans, feeder school continuity and 4 boundaries and phasing changes by grade levels in high 5 schools. 6 Next slide, please. A boundary study is 7 initiated by the Superintendent. The process of the 8 boundary study is coordinated by the Office of Strategic 9 Planning. The process is facilitated by an independent 10 consultant and is driven by committee participation. 11 Throughout the process, there are several opportunities 12 for community engagement. 13 Meetings are publicly advertised. The public 14 is welcome to attend Boundary Study Committee meetings as 15 an observer. Boundary study committee meetings are 16 livestreamed and are recorded, and all information 17 provided to the Boundary Study Committee is posted on the 18 BCPS website following each meeting. 19 Further, prior to the Boundary Study 20 Committee's final recommendation, they will present 21 options in a public information session and the public is</p>	<p style="text-align: right;">Page 108</p> <p>1 to open in Fall 2024, provide capacity relief to 2 participating Northwest Elementary Schools, and 3 facilitate the move of students currently attending 4 Campfield ELS to attend their home school or other nearby 5 programs. 6 The Central Area Elementary School Capacity 7 Relief Boundary Study has a purpose to relief schools 8 projected to be overcrowded and to maximize use of 9 available space at elementary schools in the region. 10 Next slide, please. 11 DR. JONES: Thank you, Dr. Grim. At this time 12 we'd like to share our renewed focus as it relates to 13 community engagement enhancements with our boundary 14 study. We've kind of categorized them into three broad 15 areas, the Boundary Study Committee, community 16 notification and community feedback. As a part of this 17 process, BCPS is committed to enhancing the boundary 18 change process. 19 As a result of feedback and reflection, the 20 following enhancements are planned or already underway as 21 part of the current planning stage boundary studies. As</p>
<p style="text-align: right;">Page 107</p> <p>1 invited to participate in a survey regarding options 2 presented at the public information session. 3 In terms of Board of Education actions, they 4 receive the committee's recommendation at a regular 5 scheduled board meeting and conduct a public hearing to 6 solicit feedback on the committee's recommendation, as 7 well as evaluating the committee's recommendation and 8 feedback received from the community. And then they 9 approve, deny or revise the committee's recommendation at 10 a regularly scheduled Board meeting. 11 Next slide, please. This slide shows the two 12 boundary studies that we began last month in September 13 and the actions that we've taken to date. I'm not going 14 to read through all the dates that are on there, but 15 we've had several meetings to date, and we have several 16 planned. 17 The purpose of the Northwest Elementary 18 Boundary School Study Number 1 is to expand the 19 attendance area for Bedford Elementary School replacement 20 anticipated to open in Fall 2024, expand attendance area 21 for Summit Park Elementary School replacement anticipated</p>	<p style="text-align: right;">Page 109</p> <p>1 I stated in Boundary Study Committee, it's insuring 2 diversity of community members engaging in an exercise to 3 evaluate boundary study considerations, capacity building 4 through the department of equity and cultural proficiency 5 and establishing parameters for taking options to public 6 information sessions. 7 In regard to community notifications, our 8 purpose is to engage stakeholders at school information 9 meetings, to assist schools with communications, and our 10 goal is leveraging BCPS' partnerships with Baltimore 11 County Government to connect with communities and 12 constituents. In terms of community feedback, we're 13 leveraging school liaisons, ESOL, equity and family 14 community engagement staff to engage community members. 15 Our goal is leverage partnerships with 16 community groups, HOA recreation councils, and the 17 Association of Educate -- the AEAC, the Association of 18 Education Advisory Councils, to engage communities; 19 providing updates to key stakeholder groups; providing 20 transportation to public information centers for school 21 sites to create accessibility and opportunity; improving</p>

<p style="text-align: right;">Page 110</p> <p>1 our online survey and encouraging participation in the 2 public information sessions.</p> <p>3 We want you all to keep in mind that we believe 4 that schools are very instrumental in engaging their 5 community in this boundary study process. Next slide, 6 please. This slide depicts our array of opportunities 7 where there is a renewed focus on just community 8 engagement, but multiple ways in which our community can 9 stay involved and participate in the process.</p> <p>10 Each boundary study's website includes the 11 functionality to provide online comments, which are 12 reviewed and posted on a weekly basis. As you can see in 13 this slide, although it's kind of small, there's a QR 14 code that the community can access and provide us with 15 their ongoing feedback. A communication toolkit has been 16 provided to principals who have scheduled timely messages 17 to parents regarding the process, meetings and the public 18 information sessions.</p> <p>19 Information flyers for each boundary study 20 clearly list the dates of the meetings and reminders are 21 sent in terms of the action and the date. Committee</p>	<p style="text-align: right;">Page 112</p> <p>1 not often reach, or we may not have as much participation 2 as we would like.</p> <p>3 I would like to see that as we are progressing 4 that we are looking at where we may have holes where we 5 are not reaching communities as we progress instead of 6 waiting for those numbers at the end because those 7 numbers always concern me, and I want to be sure that 8 we're reaching every community as much as possible.</p> <p>9 It sounds like we are doing as much as we can, 10 but I'd like to see an update of those numbers or 11 feedback from each community as we move along so that we 12 can intentionally reach some of the communities that 13 maybe we aren't reaching if we notice that along the way.</p> <p>14 DR. JONES: Yes, and we appreciate that 15 feedback. One of the things that Dr. Grim and I are 16 committed to is making sure that staff from our divisions 17 are represented at the meetings, and then we debrief 18 those meetings to get a sense of who attended, what were 19 some of the topics. So you're right that it becomes an 20 ongoing process, and thank you for sharing your concerns 21 about, you know, just representation.</p>
<p style="text-align: right;">Page 111</p> <p>1 meetings have been livestreamed, and after the meetings 2 they are posted to YouTube with the availability of 3 closed-caption and multiple languages. Communications 4 have been posting boundary study information via 5 Facebook, X and Instagram, as well as to Parent 6 University.</p> <p>7 Communications has also sent messages to all of 8 the impacted school communities directly via school 9 messenger. Strategic planning has been an amazing 10 partner and has included interactive maps and other 11 information that is provided to or requested by the 12 committee on its website for the public to review.</p> <p>13 Next slide, please. I thank you for allowing 14 us to present updates on our renewed focus regarding the 15 boundary study process. At this time, we'll take any 16 questions that you may have.</p> <p>17 MS. LICHTER: Board member questions? Ms. 18 Pumphrey?</p> <p>19 MS. PUMPHREY: I just have a comment. First, 20 thank you for this renewed focus. It seems like we're 21 doing as much as we can to reach communities that we may</p>	<p style="text-align: right;">Page 113</p> <p>1 MS. LICHTER: To piggyback what she said, what 2 identifying information goes on when someone submits a 3 comment online? Do you know what community, what school 4 they're from? Or is it completely anonymous?</p> <p>5 DR. GRIM: So there is -- I believe there is 6 some identifying information in the background that's not 7 posted. However, it says right on the website "do not 8 include names as part of the post" and other information. 9 So I do think we have a sense of where they're coming 10 from, but I will doublecheck that to make sure.</p> <p>11 MS. LICHTER: Okay. Okay. So even if it just 12 had a school or something so that we would know which 13 communities are we not -- yeah.</p> <p>14 DR. GRIM: Yes. And we're also taking -- and 15 I'm sorry. I didn't mean to cut you off, Chair Lichter.</p> <p>16 MS. LICHTER: That's okay. Go ahead.</p> <p>17 DR. GRIM: We're also taking emails and 18 comments that we're receiving from the public. They are 19 being included as needed. We're encouraging folks to 20 list those comments on the website. We've also broadened 21 our scope to ensure that as community partners, HOAs have</p>

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1 reached out to the school system with concerns. We're
 2 having various staff from our offices and from the Office
 3 of Equity, Office of Communication, reach out to those
 4 stakeholders as well as a follow-up.

5 MS. LICHTER: Do principals kind of get a
 6 package of like -- or reminders of how to keep their
 7 school community informed that there's an upcoming
 8 meeting or just this ongoing reminders about how they can
 9 -- I know we're getting messages from a lot of people who
 10 think the recommendation has already been made or that
 11 we're -- you know, they don't understand the process. So
 12 do principals get updates on how to inform their
 13 community as the process goes on?

14 DR. GRIM: Yes, that's correct. And they
 15 actually received a toolkit with various communications
 16 that are premade that they can send out via messenger.
 17 But also, our Department of Communications has done an
 18 amazing job of making sure that all the reminders are
 19 going out communitywide. They're actually leveraging not
 20 only those social media pieces that Dr. Jones noted, but
 21 they're sending out messages to each school community via

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1 school messenger. So in fact, I think we're getting some
 2 saturation in some ways.

3 MS. LICHTER: Right. Soon they'll tell us,
 4 "Stop. Stop." So.

5 DR. GRIM: That's correct.

6 MS. LICHTER: That's okay.

7 DR. GRIM: Yeah.

8 MS. LICHTER: We'll take the, you know, too
 9 much information, too many reminders.

10 DR. GRIM: That's correct. We want to make
 11 sure we're really getting the word out as much as
 12 possible.

13 MS. LICHTER: Right. Okay. Thank you. Ms.
 14 Booker-Dwyer?

15 MS. BOOKER-DWYER: I love this approach. And
 16 my only question is just around like that
 17 multidirectional communication. And so are you all -- I
 18 know it's almost impossible to respond to every single,
 19 you know, message. But are you creating some type of
 20 handout or summary of, you know, this is what we heard
 21 and then this is what we did?

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1 And even if you didn't do anything, if you just
 2 heard it and said, "Okay. We didn't act on this because
 3 --" is there something like that that's going out so that
 4 you could take everything that you've heard from the
 5 community, and they know that you've listened and that
 6 you've responded in some way?

7 DR. JONES: I was going to say you take that
 8 one.

9 DR. GRIM: Yeah. So I think there's a couple
 10 parts to that question. So one of the things that we've
 11 really been trying to do is to improve the webpage, that
 12 includes not only the interactive maps but the QR code
 13 with the comments online and try to drive folks that
 14 email us or call us to the webpage for each of the
 15 boundary studies where they can publicly comment.

16 And some people are comfortable doing that,
 17 others are not, but if they publicly comment there it
 18 becomes a part of the record. As part of this process,
 19 it's really important to understand that the Office of
 20 Strategic Planning coordinates this process. So their
 21 role isn't to hear one community or one group over

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1 another. As the coordinator, they want to make sure that
 2 the facilitator, our outside consultant, is able to see
 3 that and to be able to respond to it.

4 So to answer your question, what we're doing is
 5 we're making sure that we're collecting and driving those
 6 folks to the website and making sure that the public
 7 comments are there. And on the backend, strategic
 8 planning, the Department of Schools, our other offices
 9 whether it's transportation, facilities, curriculum and
 10 instruction, are preparing materials from meeting to
 11 meeting to respond to questions that come up through the
 12 committee.

13 So for example, if an additional map or
 14 rendering is needed or a suggestion is made at one of the
 15 studies, as Dr. Jones said, we're trying to regroup after
 16 and say, "This piece of information would be helpful for
 17 them to make another decision or just to have more
 18 information."

19 MS. BOOKER-DWYER: That's helpful. And then is
 20 there any -- I know that, you know, there's certain
 21 meeting dates scheduled, but are there any -- sometimes,

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1 you know, when you have these things as schools, people
 2 don't come. So is there a plan to kind of hit the street
 3 some time or to, you know, set up in front of a grocery
 4 store, to go to a church, or something like that where
 5 you're announcing, like, what's happening to the
 6 community where they organically go to?
 7 Because sometimes to have it a school, you
 8 won't get the people who are not used to going to the
 9 school or who may work shiftwork or, you know, those kind
 10 of things. But if you even just put a table out in front
 11 of the Wegmans or the Food Lion or whatever is in their
 12 community just to spread the word because they're going
 13 to go there. Or, you know, at their church or wherever
 14 just to get the word out. That just may be something to
 15 consider.
 16 DR. JONES: We are --
 17 MS. ROGERS: Ms. Booker-Dwyer, if I could
 18 respond to that one. Thank you currently. In earnest,
 19 there are no set out plans --
 20 DR. JONES: Right.
 21 MS. ROGERS: -- to go out into the community,

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1 but I think it's something that we can take back and
 2 maybe work with our community engagement about what are
 3 some of those different opportunities that may exist for
 4 us to just make sure that the information is out in one
 5 form or another.
 6 MS. BOOKER-DWYER: Mm-hm.
 7 MS. ROGERS: So I'm not sure what these two
 8 studies that are currently occurring, you know, that
 9 staff will be able to do that. However, it's something
 10 that we can plan for in the future one way or another to
 11 leverage some of our external partnerships in that way.
 12 MS. LICHTER: Ms. Harvey?
 13 MS. HARVEY: Thank you, Madam Chair. I have
 14 -- I too appreciate the expanded outreach. I am, and
 15 you'll probably hear me say this 20 times, a believer in
 16 making the thing you want people to do the easiest thing
 17 to do. And so I've heard you say website, website,
 18 website. But I am finding it difficult to find the
 19 information on the website. On the BCPS website.
 20 So I'm wondering if you can consider a link on
 21 the homepage that when parents go to the website, they

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1 can just see that link, you know, boundary study, click
 2 it and it will take them through directly there rather
 3 than having to go through the steps to get to strategic
 4 planning to get to here to get to there.
 5 So that's just one recommendation, because
 6 you're doing the work and we want people to not get
 7 discouraged around "I'm looking for it, but I can't find
 8 it." We want it to be a bread crumb right there for
 9 them. So I appreciate that.
 10 And also, are any of the schools community
 11 schools, and have we considered how we might use the
 12 community school facilitator whose job it is to do
 13 outreach to perform some of those roles in terms of
 14 getting out into the community and talking to people
 15 where they are?
 16 DR. JONES: So again, I would say and reiterate
 17 what Dr. Rogers has shared, and that's what I was going
 18 to say even to Ms. Booker-Dwyer. We appreciate the
 19 suggestions and the recommendations about how we can
 20 expand our outreach and we're definitely taking that down
 21 as something for consideration so that we don't have to

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1 say, "We think that's happening, but we can offer that as
 2 a recommendation that we know is happening within our
 3 school. So thank you for the recommendation."
 4 MS. HARVEY: Thank you. We appreciate your
 5 work.
 6 MS. LICHTER: Ms. Domanowski?
 7 MS. DOMANOWSKI: I just have one question. I'm
 8 not sure if this is something you guys can answer but
 9 when will the committees be updated with the September
 10 30th enrollments so that they have the updated student
 11 enrollments for the schools, or will they be working off
 12 those from this year?
 13 DR. GRIM: So the final September 30th
 14 enrollments won't be available until November by the way
 15 that they are verified. We are continually updating them
 16 and will continually provide them with updated numbers
 17 and figures, but the official September 30th enrollment
 18 does not become validated until November.
 19 MS. DOMANOWSKI: But don't you have to -- I
 20 mean, you have to submit September 30th deadlines to this
 21 date. Like they have to have that number, correct?

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1 DR. GRIM: That's correct, but that's not
 2 submitted actually until the end of October. So the
 3 September 30th enrollment for this year --
 4 MS. DOMANOWSKI: Yeah.
 5 DR. GRIM: -- doesn't actually go to the state
 6 until the end of October.
 7 MS. DOMANOWSKI: Okay. I'm just concerned that
 8 we're using outdated information when we have updated
 9 information.
 10 DR. GRIM: Sure. And I think that providing
 11 those updates is very reasonable and is a suggestion that
 12 we already have in the works. But in terms of the
 13 official MSDE data, we don't provide that for another
 14 month.
 15 MS. DOMANOWSKI: Okay. But I mean I'm -- it's
 16 -- the data that you are working from might be verified
 17 for last year, but it's also not verified for this year.
 18 So what will be the difference of using the data?
 19 DR. ROGERS: Ms. Domanowski, I certainly hear
 20 the concern that you're raising. Once we submit the data
 21 to the state of Maryland, and once we release it to

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1 Baltimore County Public Schools, this committee will also
 2 receive that information. It's not likely that there's
 3 going to be a huge percentage of variances, especially
 4 since they have access to the student counts handbook
 5 with what the enrollment projects are for the next 10
 6 years as well as actuals for the few years proceeding.
 7 And so I think, you know, them receiving that
 8 information within -- we're talking about -- I don't know
 9 -- probably six weeks from now. They have enough time in
 10 the process to make the adjustments as necessary, and
 11 we're probably talking about a few percentage points in
 12 the specific schools that are involved in this boundary
 13 study.
 14 MS. DOMANOWSKI: No, and I do respect that.
 15 It's just that a few percentage points make a big
 16 difference in some of these schools so that's why I was
 17 working -- would like to get as much, you know, close to
 18 the numbers as we can. So --
 19 DR. ROGERS: Definitely hear that and you have
 20 our commitment that we will create space for those
 21 committees to adjust whatever their recommendation is

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1 based on the actual numbers.
 2 MS. DOMANOWSKI: Thank you very much.
 3 MS. LICHTER: Other questions? Ms. Stolusky.
 4 MS. STOLUSKY: Thank you and thank you for the
 5 thorough presentation. One thought that I had with the
 6 luxury that the study is for elementary schools. And
 7 since elementary school students have a take home folder,
 8 to reach families that might not be technologically
 9 inclined, what about a flyer?
 10 One for the central boundary study for those
 11 communities and one for the northwest, and that way it's
 12 just another means of making sure that everybody is
 13 reached. Thank you.
 14 DR. GRIM: So thanks for that recommendation.
 15 We actually -- on the slide, it was very difficult to
 16 see, there is a flyer that we do have and was provided as
 17 part of the toolkit. However, we can follow up to make
 18 sure that has been provided.
 19 MS. LICHTER: A take home folder. Thank you.
 20 MS. DOMANOWSKI: I got one.
 21 DR. GRIM: Yep. That's been provided.

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1 Wonderful.
 2 MS. LICHTER: Oh, you did? I thought she meant
 3 another question. You mean you got a flyer. You got a
 4 flyer. Okay.
 5 DR. GRIM: Wonderful.
 6 MS. DOMANOWSKI: I got three, actually.
 7 MS. LICHTER: That's okay. That's that
 8 inundation. Right. Ms. Frempong, did you have a
 9 question or a comment?
 10 MS. FREMPONG: So we are currently still using
 11 the same contractor that we used for the previous
 12 boundary study for the new Northeast Middle, correct?
 13 For this process.
 14 DR. GRIM: We are using Cropper GIS, yes.
 15 MS. FREMPONG: Okay. So I really appreciate
 16 all of the work that you guys are doing to increase the
 17 community outreach and the committee itself, obviously.
 18 It's hard work looking at all these numbers and trying to
 19 figure out what's best. My concern from last time came
 20 because of the response to the survey.
 21 And so are there going to be any parameters

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1 that are changed as far as looking at the number of
 2 responses that are coming in before finally making a
 3 recommendation so that we see that there's more even
 4 distribution among all of the schools and communities
 5 that are affected?
 6 DR. GRIM: So thank you for that comment. So
 7 the first thing that I like to say is we have -- staff
 8 has actually met with Cropper prior to these two studies
 9 beginning in September. And we've changed some of the
 10 parameters and how we've asked them to facilitate the
 11 process for these two given the feedback from the Board.
 12 So we've already started to make some of those
 13 changes. In terms of looking at the survey, we've
 14 actually -- we're pushing another more community and
 15 public survey around what those responses are, and I
 16 think your point about us interrogating those data as we
 17 receive them before we make a recommendation is on point.
 18 MS. LICHTER: Any other questions? I
 19 participate in a lot of boundary studies, and I think
 20 having the extra staff there is huge. Sometimes there's
 21 nuances and discussions that are lost when it was just

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1 kind of one office. So I think, you know, having those
 2 meetings afterwards and really listening because that's
 3 the feedback we got from the last one is that this
 4 suggestion was made but somehow not heard and not
 5 followed through on.
 6 So I think the more staff that you have there
 7 that can really listen will also lend a voice to those
 8 that may not be the loudest voices in the room. So thank
 9 you for adding that component.
 10 MS. FREMPONG: Thank you.
 11 MS. LICHTER: All right. Thank you for that
 12 presentation. You two still stay there because I think
 13 you're up next. Nope? Yes? Or no. Okay. Dr. Rogers
 14 says you can go back. All right. I got to get my script
 15 back up here.
 16 DR. ROGERS: What's this? This one over there.
 17 MS. LICHTER: Okay. Let me see. So next --
 18 isn't it the -- okay. They added some for -- okay. So
 19 next on the agenda -- well, okay. Never mind. The next
 20 item on the agenda is a report on Academic Achievement
 21 and Highly Effective Staff. Blueprint Pillar 1. And

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1 this is going to be focused on early childhood education.
 2 And for that -- I think my names aren't quite
 3 accurate. We have Dr. Whisted, Dr. DiDonato, and I think
 4 Dr. Rogers, are you beginning this one? Yes. Okay.
 5 DR. ROGERS: Thank you again. This evening we
 6 are pleased to share a report on Pillar 1, Early
 7 Childhood Education. This is the first installation in a
 8 series of reports regarding the Blueprint legislation and
 9 specifically the impact on Baltimore County Public
 10 Schools, our progress, and our next steps. Next slide,
 11 please.
 12 Pillar 1 is focused on increasing access and
 13 opportunity or our students, specifically ensuring that
 14 our students have access to high quality full-day
 15 preschool programs. National and international
 16 educational researchers and economists continue to affirm
 17 the impact and value of high-quality preschool education
 18 to students.
 19 Specifically, 50% of the achievement gap in
 20 high school is attributed to early learning differences
 21 and schools. Preschool attendance almost always results

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1 in additional learning anywhere from four months to one
 2 additional year of learning. The impact of preschool is
 3 felt as far away as high school, college and career
 4 attainment and higher adult earnings for all students.
 5 So at this time, I'm going to turn it over to
 6 Dr. DiDonato and Dr. Whisted for them to dig into Pillar
 7 1, specifically what it's about. Each tenet of Pillar 1
 8 and the current state of Baltimore County Public Schools
 9 and our next steps to expand.
 10 DR. WHISTED: Thank you. Next slide, please.
 11 Oh, okay. There it is. So Pillar 1 specifically in that
 12 legislation that Dr. Rogers was talking about, it was
 13 passed in 2021. Pillar 1 specifically talks about
 14 ensuring that we have initiatives to have all families
 15 access full-day pre-kindergarten at no cost or reduced
 16 cost.
 17 And that would be with public and private
 18 providers so that there's partnerships, and also
 19 expanding the wrap around services for our students and
 20 families. It talks about expanding the publicly funded
 21 full-day PreK for all four year olds and then low income

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1 three-year-old students, again, in that public/private
 2 system.
 3 It's also looking to increase the number of
 4 high-quality early childhood service providers, including
 5 educators and the paraeducator or teaching assistant
 6 that's in the classroom. It expands supports for young
 7 children and their families, and the goal is to improve
 8 the readiness for students in kindergarten.
 9 Part of that also talks about looking at our
 10 current half-day sessions and expanding them to full-day
 11 sessions while also bringing on more full-day sessions.
 12 Next slide, please. This one talks about the tiers that
 13 we have. And so when we have families register, there's
 14 a new requirement that we collect income information from
 15 them to understand if they are Tier 1, Tier 2 or Tier 3.
 16 So our Tier 1 three and four year olds are
 17 supposed to be offered a full-day program if they have an
 18 income less than or equal to 300% of the federal poverty
 19 level, which right now is just under \$80,000 a year, and
 20 other automatic qualifiers are students receiving special
 21 education services; students qualifying as potential

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1 English learners; students experiencing homeless and are
 2 in the foster care system.
 3 That's supposed to be implemented currently as
 4 we speak, and Tier 2 is focused on four year olds.
 5 Again, the family income level changes slightly where
 6 it's between 300 and not more than 600% of the federal
 7 poverty level. Again, families have that choice to
 8 enroll or not. In July of 2024, we have to discuss and
 9 decide what our sliding scale eligibility will be because
 10 we do have the option to charge families that are within
 11 the Tier 2.
 12 And then finally Tier 3 is, again, four-year-
 13 old programs for a family income that is more than 600%
 14 of the federal poverty level. And it is always the
 15 family's option whether or not they want to enroll their
 16 child.
 17 Next slide. So here we're talking about how
 18 we've done this in BCPS. You may recall I mentioned how
 19 we have to look at our half-day slots and convert them to
 20 full-day as well as bring on more full-day slots to be
 21 able to have the option to serve all of our families.

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1 Currently what we've done is we have cross divisional and
 2 office group where we are looking at our half-day
 3 sessions; our schools that have space; we work with
 4 transportation; we work with the office of budgeting; we
 5 work with the office of staffing.
 6 Where we look at if there is a school, for
 7 instance, that has two half-day sessions, we don't want
 8 to reduce the number of opportunities we have. That's
 9 typically 40 students that we're serving so then we're
 10 looking for two locations. Right? Two classrooms where
 11 those two half-day sessions used to be in one classroom,
 12 now they have to be in two classrooms.
 13 So that's the pattern we've been using to try
 14 to expand, and you see that in FY '23. We expanded to
 15 six different schools. We added 15 sections. We grew
 16 this year even more, and we currently have full-day
 17 sessions at the following schools: Arbutus, Berkshire,
 18 Chesapeake Terrace, Chase, Church Lane, Franklin,
 19 Glenmar, Halstead, Harford Hills, Hawthorne, Joppa View,
 20 Lansdowne, Maiden Choice, Martin Boulevard, McCormick,
 21 Middlesex, Oliver Beach, Perry Hall, Powhatan, Riverview,

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1 Rossville, Sandalwood, Sandy Plains, Seneca, Shady
 2 Spring, Victory Villa, White Oak, and Winfield.
 3 And we have a goal to add even more sections
 4 for the FY '25 year here. We're showing 40 plus
 5 additional sections. We were really hoping that number
 6 is going to be larger but again, we're in those final
 7 stages of meeting with the team to understand what can be
 8 done with staffing, transportation, space. You know, all
 9 of those layers.
 10 Also what we do is when families enroll, you
 11 know, we're serving more than just Tier 1 students
 12 currently. So when families enroll, we request that
 13 schools hold a waiting list. So if you are not a Tier 1
 14 student or family, you're on a waiting list until August
 15 25th, but they still hold four additional spots in each
 16 session for families that may be automatic qualifiers.
 17 And then we wait until September 15th, in which
 18 case, then we contact the rest of the families on the
 19 waiting list. So right now we are serving more than just
 20 our Tier 1 families. Next slide.
 21 DR. DiDONATO: So part of Pillar 1 also talks

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1 about transforming some of our services for students with
 2 disabilities. So we're also looking at this opportunity
 3 to really provide more inclusive special education
 4 services. So as we are moving these full-day programs,
 5 they are being staffed with different type of staffing
 6 formulas.

7 So they have a full-time teacher, a full-time
 8 paraeducator and additional adult assistance as well as a
 9 point five special educator that's really focusing on
 10 that early childhood learning opportunities for students.
 11 What we want to do is while we are working towards
 12 providing full-day preschool and prekindergarten for our
 13 students, we're also looking to bring more students back
 14 to their homeschools and provide appropriate, inclusive,
 15 supportive services for them whenever possible.

16 One of the things that we've done currently in
 17 our service model is we -- schools that don't have PreK,
 18 we will identify a different school with PreK for them.
 19 Schools that don't have intensive special education
 20 services for our early learners. We will identify a
 21 different school to send students to. So with the idea

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1 of really bringing students back to their community
 2 schools where they can access before school, after
 3 school, activities, be with their peers, ride a
 4 neighborhood bus, walk to school or drive to school, we
 5 are really optimizing this opportunity to support all of
 6 our students within their schools.

7 In order to do that, we are providing
 8 additional professional development that's being done in
 9 collaboration between the offices of Special Education
 10 and the offices of Birth to Five. Really looking at
 11 those inclusive practices with universal design,
 12 evidence-based practices, as well as utilization of our
 13 new PreK curriculum, which was implemented -- purchased
 14 last year, implemented this year, Connect for Learning.
 15 Next slide.

16 Dr. Whisted spoke about the idea of a public-
 17 private partnerships with prekindergarten. The idea is
 18 that public schools may not have the ability to have
 19 seats for all students who are eligible for PreK
 20 services. So private PreK providers are able to apply
 21 and get approved by MSDE as approved PreK providers.

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1 If that's the case and a family decides to come
 2 to a Baltimore County school, it might be one of schools
 3 that only has a half-day program currently, we are poised
 4 to try to connect them with, if possible, a local
 5 provider who is approved by MSDE who can offer a full-day
 6 PreK program. Again, working in partnership, that it is
 7 a collective goal for the county to provide full-day PreK
 8 and preschool services.

9 What you can see on the graphic is that last
 10 school year, '22-'23, in Baltimore County there were four
 11 MSDE sponsored private providers. They had a total of
 12 150 seats. That means how many seats their whole
 13 childcare centers had available, so that could be then
 14 with students from Baltimore Public -- or possible
 15 Baltimore County public school students. It could ask to
 16 be a student from Anne Arundel County. Those are just
 17 the providers that are within the Baltimore County
 18 boundary.

19 For the current school year, there are six MSDE
 20 providers, which then increase the number of seats within
 21 their programs to 217. Part of Pillar 1.1 also really

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1 talks about the ability of Baltimore County Public
 2 Schools to support providers to create continuity for
 3 students. The idea is that you might go to preschool in
 4 a private provider. You might go to PreK. But
 5 eventually you might come to us for kindergarten, and we
 6 want to create that cohesive pathway so we will provide
 7 training in professional development in tandem with the
 8 private providers.

9 We, through a Judy Center grant, will provide
 10 curriculum so the students are getting the same
 11 curriculum at those private providers as we're offering
 12 in Baltimore County Public Schools. We do conscious
 13 discipline training for their staff, and we really do try
 14 to create a partnership with them. Next slide.

15 Part of Pillar 1 also talks about our
 16 kindergarten readiness assessment. What we really want
 17 to see is that all this work that we're doing with our
 18 three and four year olds is going to pay dividends when
 19 we look at our kindergarten readiness assessment for our
 20 students. So the KRA is administered in the fall of
 21 every school year.

<p style="text-align: right;">Page 138</p> <p>1 Any student enrolled in kindergarten on 2 September 1st is administered the assessment. This is a 3 teacher driven assessment, so they do a lot of 4 individualized assessment components with students as 5 well as some group observational data collection. It's 6 entered into a system to MSD. We usually don't get our 7 results back until December or beginning of January. 8 However, when we do receive them, although we 9 do have other measures along the way to see how our 10 students are doing, we use that as almost a, okay, they 11 were here at the beginning of the year. What do our 12 other measures tell us about where they are now? We do 13 administer the MAP assessment in kindergarten in the 14 winter for our students. 15 So sometimes it's a really great thing for 16 teachers to see because when we do get the KRA data back, 17 they can see where the students were at the start of the 18 school year and see where they are at the middle of the 19 school year. So you can start seeing the progress that 20 students are making. 21 The Early Childhood Office as well as in</p>	<p style="text-align: right;">Page 140</p> <p>1 Judy Centers strive to provide positive early learning 2 experiences for students with their families. So the 3 idea is that a student's first teachers are their 4 parents, their caregivers, and their families. 5 So Judy Centers provide those wraparound 6 supports and services to families to support their young 7 learners at home. They do things like collaborative play 8 groups, parenting workshops, connect family with 9 resources -- connect families with resources within the 10 community. 11 So if a parent or caregiver has a need for 12 dental assistance or mental health services, even for 13 their youngest children, the Judy Center serve as a 14 conduit to help provide them access and make connections 15 with those programs. The other early childhood early, 16 early support offered is through our infants and toddlers 17 program. 18 So this is students whose parents, caregivers 19 who have concerns about maybe the developmental 20 milestones of their students can contact our office and 21 make a referral for their student to be assessed by</p>
<p style="text-align: right;">Page 139</p> <p>1 partnership with our Department of Research 2 accountability and Assessment provides training for the 3 teachers on how to administer the assessment and there's 4 constant monitoring about the implementation of the 5 assessment, the completion of the assessment to make sure 6 that we are administering all parts to all of our 7 students so that we have that full picture of our 8 students when we receive those scores back. 9 Next slide. Pillar 1.3. So hopefully you're 10 seeing a theme with Pillar 1. It's really wraparound 11 services for the whole young learner from as early as 12 birth to five, to kindergarten age. So we talked a lot 13 about services for our three and four year olds. Our 14 expanded family supports are really looking at some of 15 those supports and services for our youngest children 16 from birth to age three, or until they start in a school 17 setting. 18 So we have something called Judy Centers. 19 Baltimore County currently has four of them at Campfield, 20 Bedford, Hawthorne -- Bedford located at Campfield. 21 Sorry. Hawthorne Elementary, Featherbed, and Sandalwood.</p>	<p style="text-align: right;">Page 141</p> <p>1 Infants and Toddlers. Infants and Toddlers provide 2 services to families in the most natural setting, so it 3 could be in their home, it could be in their daycare, it 4 could be at a library, it could be at a local church. We 5 do have some infants and toddler groups that meet in some 6 of our schools so that they can have group settings of 7 the kids together. 8 Again, this is another opportunity to provide 9 direct services to students, and at the same time the 10 idea with Infants and Toddlers is really that family 11 support and that family and parent training so that we're 12 supporting students working on those developmental 13 milestones, and at the same time providing families with 14 those resources, tools and strategies to provide those 15 extra supports for them. Next slide. We will take any 16 questions that you may have. 17 MS. LICHTER: Questions, Mr. McMillion? 18 MR. McMILLION: Dr. Whisted, you said the 19 federal poverty level, did you say \$80,000? 20 MS. WHISTED: It's just under that. 21 MR. McMILLION: So if I did my math right, less</p>

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1 than or equal to 300% of that, is that \$24,000?

2 MS. WHISTED: No, no. The up to 300% poverty

3 level is a family income of just under \$80,000.

4 DR. DiDONATO: So 300% of the poverty level is

5 just under \$80,000. So --

6 MR. McMILLION: And then at a couple

7 presentations previously you talked about there'd be

8 product providers that might have -- you're going to need

9 them but there might be some that didn't have the funding

10 to put into becoming certified, MSDE certified.

11 DR. WHISTED: Correct.

12 MR. McMILLION: So you talked about there was

13 discussion about making funding available whether loans

14 or whatever to those.

15 DR. WHISTED: So the --

16 MR. McMILLION: Did that ever progress?

17 DR. WHISTED: So it's through MSDE. So the

18 private provider must apply for a grant through the

19 Maryland State Department of Education. And if they meet

20 all the credentialing and require all the same

21 requirements that publicly we are required to follow,

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1 they receive the funding, the per pupil allocation for

2 the full-day student, as we do as a public institution.

3 But they have to follow all of the same "rules" that we

4 follow in order to receive the funding.

5 MR. McMILLION: And you were concerned at one

6 point that there might not be enough seats, especially if

7 they didn't pursue -- the private providers didn't pursue

8 those grants, there would be some communities, and some

9 of my communities might be there.

10 DR. WHISTED: Correct. So Dr. DiDonato talked

11 about how many we have right now. I think that number

12 was we have six different providers only providing us

13 with 200 --

14 MR. McMILLION: -- 17 seats.

15 DR. DiDONATO: -- 17 seats, yep.

16 DR. WHISTED: Statewide. Yeah.

17 DR. DiDONATO: So part of the goal is that

18 outreach from the school system or Early Childhood Office

19 to provide support for those other local providers who

20 might not yet have taken the leap to apply for their MSDE

21 credentials. So when we enroll students in school as

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1 kindergarteners, we identify something called prior care.

2 So we know what preschools, daycares, childcare students

3 went to as four year olds.

4 So looking at that information, looking at, you

5 know, if -- that families in a certain community might go

6 to ABC Childcare Center. Is there an opportunity for us

7 to support ABC Childcare Center in becoming an MSDE

8 approved private provider?

9 So reaching out to them, providing that, "Would

10 you like to come to conscious discipline training? What

11 are the concerns that you have with accreditation?" What

12 are those things that we can try to do to help because,

13 and again, the goal is that it's a mixed delivery model

14 and we need all -- not just the public schools, but all

15 private providers to help ensure that we have enough

16 seats for all the students.

17 MS. LICHTER: Other questions from Board

18 members? Ms. Pumphrey?

19 MS. PUMPHREY: I just have a question about the

20 KRA slide. You mentioned other -- two questions,

21 actually. You mentioned other measures. Can you

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1 describe what some of those other measures are? And

2 secondly, once you have that data regarding the KRA and

3 the measures that you have prior, what do you do with

4 that data?

5 DR. DiDONATO: So in addition to KRA, we

6 administer the MAP Assessment, which is the same

7 assessment we use throughout elementary school for both

8 reading and math, and we do it for kindergarteners in the

9 winter and then again in the spring. So essentially over

10 time we'll have the KRA, which would be our start of the

11 school year data, our MAP reading and math data for the

12 middle of the year, and then again at the end of the

13 year.

14 We also for our younger students do something

15 called the early learning assessment, which we do with

16 prekindergartners as well as kindergarteners, which is

17 again a monitoring of some of those foundational skills.

18 So we look at it all together. So when MAP data is

19 available, because depending on the MAP window because

20 it's a long window, knowing that schools have to test

21 kindergarten all the way through fifth graders, if they

<p style="text-align: right;">Page 146</p> <p>1 administered early to their kindergarteners, they might 2 have that data available before they even receive their 3 KRA data. 4 So again, school teams will work together to 5 look at that. We provide professional development to 6 school administrators, staff development teachers, and 7 our resource teachers within out school building on how 8 to disaggregate that to really look at, okay. What are 9 the skills where students are showing strengths? Where 10 are the areas of need? 11 How does that, again, coincide with what we see 12 going on in classrooms every day? So what is the quality 13 of instruction that's going on in a room? How do we see 14 them grouping students? How are teachers following up 15 with students based on the data? And so the KRA, 16 although while it's lagging data, it does provide some 17 information. 18 MS. PUMPHREY: Thank you. 19 MS. LICHTER: Other questions? Ms. Booker- 20 Dwyer? 21 MS. BOOKER-DWYER: Yep. I just had a question</p>	<p style="text-align: right;">Page 148</p> <p>1 "We have our own program. We don't want what you're 2 doing." 3 But again, it's the offer of the collaboration 4 and the partnership and really trying to support. And 5 looking at maybe smaller providers who don't have all of 6 those resources in place. This could be very 7 instrumental in supporting them to becoming MSDE 8 Accredited. 9 MS. BOOKER-DWYER: And so there's no real 10 accountability for them to -- so they become MSDE 11 accredited but then there's no real accountability for 12 BCPS -- we have no authority over them, I guess, is what 13 I'm saying. For them to implement the same curriculum, 14 for them to engage in the professional development. So 15 we still can't be 100% sure that the private providers 16 are providing an educational experience that's comparable 17 to BCPS. 18 DR. DiDONATO: Correct. But one of the -- 19 DR. WHISTED: Well, the -- yeah. 20 DR. DiDONATO: Go ahead. 21 DR. WHISTED: I mean they do have to go through</p>
<p style="text-align: right;">Page 147</p> <p>1 regarding the mixed delivery system for PreK and the 2 resource sharing that's associated with it. So I know 3 that they get the per pupil funding from MSDE. So if 4 they're using -- so are they purchasing the curriculum 5 that we're using or are we allowing them access to our 6 curriculum or are we inviting them to the Professional 7 Development and they're paying to go? 8 Like could you talk a little bit about how that 9 -- who's paying for them? I guess that's what I'm really 10 asking. 11 MS. DiDONATO: It is not coming from BCPS 12 operating budget. It is coming from MSDE grants that we 13 may apply for that is to really build that community 14 partnership. So Baltimore County is at the lead of it 15 helping provide those resources and those trainings. So 16 yes, the private providers would be invited to 17 professional learning. 18 So at the start of the school year we had a 19 week-long professional learning for our PreK teachers. 20 Private providers were invited to participate in those. 21 So we do try to -- and there's some providers who say,</p>	<p style="text-align: right;">Page 149</p> <p>1 the same accreditation process which they're monitored by 2 the Maryland State Department of Education. 3 DR. DiDONATO: Yeah. 4 MS. LICHTER: Do they -- right. 5 MS. BOOKER-DWYER: And then when it comes to 6 things like the enrollment, you know, so like the 7 students who are enrolled. Will they have access to, you 8 know, enroll their students? Do we know -- I get after 9 the fact when they come into BCPS we know which ones -- 10 the PreKs that they went to. 11 But while they were in PreK, is there any type 12 of monitoring or enrollment that we're doing with them on 13 the BCPS side so that we know, or is all that data just 14 coming afterwards? 15 DR. DiDONATO: So you're very forward thinking. 16 Right now it is not very sophisticated. Right? We're 17 using Excel spreadsheets. But we are working with our 18 department of Informational Technology to have a 19 centralized system so that we can account for the 20 students, and this way when they come to us we know, you 21 know, where have they been before? We already have that</p>

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1 information. So we're working on that.

2 MS. BOOKER-DWYER: Thanks.

3 DR. DiDONATO: Yep.

4 MS. LICHTER: Is there a way to go back to the

5 slide that had the numbers of seats? It was like towards

6 the beginning. If you still have it up. So that slide,

7 I just want to make sure I understand. You've got like

8 the past on there and you've got up to like next year,

9 correct?

10 DR. DiDONATO: Mm-hm. Yes.

11 MS. LICHTER: Okay. So do we have any idea how

12 many seats we think that we're going to need? I mean I

13 know the private providers -- we just went to a state

14 conference and that -- it's not a county issue. The

15 providers across the state are just not there.

16 DR. DiDONATO: Mm-hm.

17 MS. LICHTER: I think MSDE had thought we'd had

18 this, you know, huge influx and it's not happening. So

19 do we have any idea how many seats we're going to need

20 and how many we're short? And especially if we -- yes,

21 says Dr. Rogers in my ear.

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1 DR. DiDONATO: Yes, we know.

2 MS. LICHTER: Okay.

3 DR. DiDONATO: So we have worked with Strategic

4 Planning, and they worked with an outside provider, Sage,

5 to come up with a number for our up to 300% three and

6 four year olds. That number is 8,000 approximately.

7 If we want to serve everyone, you can assume we

8 have approximately 8,000 students per grade level, so if

9 we want to serve everyone that would be 16,000 for three

10 year olds and four year olds.

11 MS. LICHTER: And so how many -- for Fiscal

12 Year '25 you had on that slide, correct?

13 DR. DiDONATO: 1,700 we're hoping.

14 MS. LICHTER: We have 1,700 more or we had

15 1,700 total?

16 DR. DiDONATO: That would be total.

17 MS. LICHTER: Okay. That's where I was

18 confused. So 1,700 total but eventually --

19 DR. DiDONATO: Full day.

20 MS. LICHTER: Full day. But eventually we

21 might need?

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1 DR. DiDONATO: 8,000 for up to 300% poverty.

2 MS. LICHTER: Okay.

3 DR. DiDONATO: We still have the half-day

4 programs also, so it's not that it's just this full-day

5 and these are the only students we serve. We do have

6 other schools that have half-day programs but maybe we

7 don't have the space to open two classrooms and we don't

8 want to lose 20 seats, so we keep the two half-day

9 programs. So this isn't a totality. This is the

10 totality of full day.

11 MS. LICHTER: Okay. And I should know, but the

12 pillar says full day, correct?

13 DR. DiDONATO: Correct. Right.

14 MS. LICHTER: Okay. So we're still short lots

15 of seats. Okay. But it's voluntary. Right.

16 DR. DiDONATO: Right. Okay. So the 8,000

17 would be the most if everybody that we think is out there

18 decided we're going to come to schools.

19 DR. DiDONATO: Yes.

20 DR. WHISTED: Correct.

21 MS. LICHTER: All right. Thank you.

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1 Any other questions, comments, clarification?

2 Ms. Frempong?

3 MS. FREMPONG: So I -- you had mentioned on the

4 one slide about where the Judy schools are -- the Judy

5 Centers. I apologize. So I guess I was thinking as far

6 as like the services that they do, and I understand we're

7 trying to expand.

8 But especially when we talk about there's

9 things like the wraparound services, I guess has there

10 been any thought given to partnering or putting more of

11 those Judy Centers in our communities?

12 DR. DiDONATO: Oh, in the community schools?

13 Judy Centers are located in out Title I schools, which

14 often times are also our community schools, to expand

15 those programs because they do require staffing and a

16 certain amount of resources we do rely on an MSDE grant

17 to do that.

18 So there's a little bit of pacing along with

19 what's available from MSDE for us to do that. It is

20 absolutely a plan of ours to continue to expand it. The

21 MSDE grant information for next school year will come out

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1 in between April and May. We will be applying for that.

2 What we can say is that the whole concept with

3 community schools, which is also -- both are of

4 Blueprint, is really to provide those services,

5 resources, connections within that whole community. So

6 while a Judy center has a more concentrated focus on our

7 earliest, youngest students who live within a community,

8 our community school coordinators and facilitators are

9 doing community outreach to an entire community.

10 So it's not just the students who attend that

11 school. It's to future students who might attend that

12 school and families.

13 MS. FREMPONG: Great. And a couple more

14 questions.

15 DR. DiDONATO: Okay.

16 MS. FREMPONG: So the one slide where you were

17 talking about special education, and I believe there were

18 three adults, and you mentioned full time, full time,

19 full time. I think you said 0.5 special educator. So

20 what does that mean? Like what does that actually look

21 like in a classroom?

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1 DR. DiDONATO: So a 0.5 special educator

2 schools can use in various ways. So if you choose to use

3 it two full days and a half-day is the equivalent.

4 MS. FREMPONG: Okay.

5 DR. DiDONATO: Or five half days. It doesn't

6 mean that's their only special education allocation.

7 This was just an additional -- above what is the staffing

8 ratio for special education. So the school is supposed

9 to, you know -- their staffing ratio for inclusion

10 teachers might be 2.5. We are adding an additional 0.5

11 so that they have three full-time special educators to

12 provide.

13 In some cases, we're trying to provide that

14 early intervention services for students. But it allows

15 us the flexibility to provide additional services as

16 students may need them.

17 MS. FREMPONG: Okay. And then for the Infants

18 and Toddlers Program, for example, if a parent has

19 concerns -- so you kind of answered this, I guess, with

20 community school facilitators getting the word out. But

21 how otherwise does the word get out that there's

Page 156

1 resources available for these early childhood and infant

2 issues?

3 DR. DiDONATO: So Infants and Toddlers, a lot

4 of communication comes up from the Baltimore County

5 Health Department. Sometimes children's pediatricians

6 may recommend or refer them or complete the referral.

7 Students who are -- children who are born prematurely are

8 more likely automatically recommended for Infants and

9 Toddlers services. At least for the parents to explore

10 that.

11 So last school year there were 2,700 referrals

12 to Infants and Toddlers. And then over the course of

13 this school year they ended up serving 3,215 students --

14 children ages birth to three. So infants and toddlers

15 does provide, you know, a variety of services. And

16 there's various ways that we support families in

17 accessing those.

18 MS. FREMPONG: And then last piece related

19 specifically to Blueprint and the full-time daycare. So

20 the private providers can get trained by us but is there

21 -- so two questions then I guess. Do they have any

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1 requirement then to serve BCPS students?

2 Because right in the facility it could be other

3 areas, but if BCPS is paying for that training or

4 applying for the grant, I guess, so that they can get the

5 training, is there any type of commitment then that we

6 reserve -- the provider will reserve a certain amount of

7 seats for BCPS students? And then how many actually

8 participate in the programs when you put it out there to

9 them?

10 DR. WHISTED: So there is no requirement that

11 they hold seats for us, to answer that part of the

12 question. And then as far as the numbers of our

13 students, again we just have Excel spreadsheets.

14 We don't have a really sophisticated system to

15 find that out. So we just have the numbers that we

16 provided to you that they relayed. The 200 seats for

17 this year, and it was 100 and -- I forget what last year.

18 MS. FREMPONG: Okay. So it that the number of

19 providers?

20 DR. WHISTED: That's the number of seats.

21 DR. DiDONATO: The number of seats.

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1 DR. WHISTED: We had four providers last year
 2 and six providers this year.
 3 DR. DiDONATO: So if it's a childcare center
 4 that has five preschool classrooms and five PreK
 5 classrooms, it would be the total number of children they
 6 could enroll in that childcare center. So and as far as
 7 your question as far as the, you know, enrolling a
 8 Baltimore County student, so if they enroll a Baltimore
 9 County student that meets the Tier 1 eligibility, they
 10 get the equivalent of the per pupil allocation funding
 11 for that student.
 12 So there is a fiscal motivation for them to
 13 support Baltimore County students, especially if they are
 14 meeting that eligibility criteria for Tier 1.
 15 MS. FREMPONG: Okay. Got it. And then just to
 16 be clear on the response, so what you're providing is the
 17 number of seats that the provider has but my question was
 18 how many providers. So we're not sure how many
 19 providers?
 20 DR. WHISTED: It was four providers last year
 21 and six providers this year.

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1 MS. FREMPONG: Oh. Thank you. Okay. Got it.
 2 Thank you.
 3 MS. LICHTER: It's a low number.
 4 MS. FREMPONG: Yeah. It's a very low number,
 5 yes.
 6 MS. LICHTER: Any other questions or comments
 7 about Pillar 1 presentation?
 8 MS. BOOKER-DWYER: So how much are out taxes
 9 going to go up to pay for all -- no, I'm just kidding.
 10 MS. LICHTER: Yeah, that was --
 11 DR. DiDONATO: I cannot answer that one.
 12 MS. LICHTER: Yes. I'm just laughing because
 13 we went to a state conference and the poor presenters
 14 were getting kind of beat up with -- because it all adds
 15 up. And this is just Pillar 1. We haven't talked about
 16 --
 17 DR. DiDONATO: We have some more to go.
 18 MS. LICHTER: Right. It's a whole series.
 19 Right. So thank you for providing all the information
 20 and for answering all of our questions. We truly
 21 appreciate it.

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1 DR. DiDONATO: All right. Thank you.
 2 MS. LICHTER: Okay. You're welcome.
 3 And the next item on the agenda is Board member
 4 comments and agenda setting. So again, feel free to pass
 5 if you don't have anything. Ms. Domanowski, can I start
 6 -- you're good?
 7 MS. DOMANOWSKI: Mm-hm.
 8 MS. LICHTER: Okay. Good. Mr. Young?
 9 MR. YOUNG: Pass.
 10 MS. LICHTER: Okay. Ms. Frempong?
 11 MS. FREMPONG: I'm good. Thank you.
 12 MS. LICHTER: Okay. Ms. Stolusky?
 13 MS. STOLUSKY: Well, I really like that
 14 somebody mentioned next week is Kindness Week. So that's
 15 always good to remember.
 16 MS. LICHTER: Okay. Ms. Booker-Dwyer?
 17 MS. BOOKER-DWYER: I just want to say thank you
 18 to all the principals and assistant principals during
 19 this month.
 20 MS. LICHTER: Thank you. Mr. McMillion?
 21 MR. McMILLION: No, thank you.

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1 MS. LICHTER: Okay. Dr. Savoy?
 2 DR. SAVOY: Nothing. Thank you.
 3 MS. LICHTER: Okay. Ms. Pumphrey?
 4 MS. PUMPHREY: Yes, I'm going to go there. I'm
 5 sorry.
 6 MS. LICHTER: Go ahead. Go ahead.
 7 MS. PUMPHREY: First I would like to
 8 acknowledge the bravery of our student speakers this
 9 evening. I am grateful that they came to speak this
 10 evening because the voices of our students are so
 11 important.
 12 I encourage us as a Board to prohibit political
 13 noise from drowning out the voices of our most vulnerable
 14 students who may not have the opportunity or ability to
 15 speak up for themselves.
 16 I would also like to encourage us to prohibit
 17 political noise from distracting us from our focus on
 18 student achievement, putting out students first in our
 19 decision-making, and looking to data when making
 20 decisions to support each and every student. Thank you.
 21 MS. LICHTER: Thank you. Ms. Drummond? Ms.

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1 Harvey?
 2 MS. HARVEY: Thank you, Madam Chair. I just
 3 want to let everyone know that the Building and Contracts
 4 Committee is meeting next month, November 6th, Monday at
 5 5 p.m. and we encourage the community to please attend.
 6 Thank you.
 7 MS. LICHTER: And I just -- we had a very long
 8 waiting list tonight for the first time for public
 9 speakers. So those speakers, if you're still listening,
 10 can send us your comments. We do get all of the comments
 11 that you send to the boe@bcps.org. So we encourage you
 12 and we thank you for coming out and trying to speak
 13 tonight. And the last thing, our announcements.
 14 MS. HENN: Ms. Henn.
 15 MS. LICHTER: I'm sorry, Ms. Henn. I'm sorry.
 16 Do you have any comments or agenda items?
 17 MS. HENN: No, I'll just say goodnight and
 18 pass. I just wanted to say that. Thank you.
 19 MS. LICHTER: Okay. Thank you.
 20 DR. ROGERS: Thank you.
 21 MS. LICHTER: The last item on the agenda is

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1 announcements. The Board's next meeting will be held on
 2 Tuesday, October 24, 2023 at 6:30 p.m. Thank you for
 3 joining us tonight and the meeting is adjourned.
 4 (Meeting adjourned.)
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C E R T I F I C A T E

1 I, Kelsey Grimm, hereby certify that I
 2 transcribed from audio file the proceedings to the best
 3 of my ability in the foregoing-entitled matter; and I
 4 further certify that the foregoing is a full, true, and
 5 correct transcript of the audio files produces.
 6
 7 IN WITNESS THEREOF, I have subscribed my name
 8 on October 20, 2023
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 10
 11
 12 Vivian Saxe
 13 Transcriber
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